

FIRST BRIDGE CENTRE



CURRICULUM POLICY

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CURRICULUM POLICY

Aims

Our aim is to enhance the opportunities available to the children in our care by identifying and nurturing each child's individual talents, so they are able to experience success, develop confidence and thrive within the wider community.

We work collaboratively with parents and educational, health and social care professionals ensuring we achieve the best outcomes for our children and to prepare them for the next stage in their lives.

All the children at First Bridge have special educational needs and parents have carefully and deliberately chosen our centre for their child for this reason. We recognise that this means they will have unique needs and approaches to learning. We use a blend of assessments and curricula to best meet the individual needs of each child. All our children follow the learning and development requirements set out in the Early Years Statutory Framework (2012), in conjunction with our Applied Behaviour Analysis curriculum.

We believe all children have the right to an appropriate broad and balanced curriculum combined with evidence-based interventions to ensure they make significant progress. First Bridge supports the right of all children to equal access regardless age, culture, religion, ability or disability.

Our curriculum is curated based on the following principles:

- Young children's language development is vital.
- Teaching must be carefully sequenced to help children to build their learning over time.
- Children's learning is often driven by their interests.
- Plans need to be flexible to meet children's emerging needs and interests.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

The key documents we use to plan our curriculum and bespoke teaching programmes are:

- [Early Years Statutory Framework](#)
- [Development Matters](#)
- [Assessment of Basic Language and Learning Skills - revised \(ABLLSr\)](#)
- [Verbal Behavior – Milestones Assessment and Placement Program \(VB-MAPP\)](#)
- [Early Behavioural Intervention Curriculum \(EBIC\)](#)

EYFS Statutory Framework

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up’ (EYFS Statutory Framework, 2012)

The EYFS seeks to provide for every child:

- **quality and consistency** so that every child makes good progress
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

There are four guiding principles of the EYFS.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<p>Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.</p> <ul style="list-style-type: none"> - Child development - Inclusive practice - Keep safe - Health and well-being 	<p>Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.</p> <ul style="list-style-type: none"> - Respecting each other - Parents as partners - Supporting learning - Key person 	<p>The environment plays a key role in supporting and extending children’s learning and development.</p> <ul style="list-style-type: none"> - Observation, assessment and planning - Supporting every child - The learning environment - The wider context 	<p>Children develop and learn in different ways and at different rates, and all areas of learning and development are equally important and interdependent.</p> <ul style="list-style-type: none"> - Play and exploration - Active learning - Creative and critical thinking - Areas of learning and development

Learning and development

At First Bridge, we follow the learning and development requirements of the EYFS Statutory Framework.

The seven areas of learning and development shape our educational programmes. We understand that all areas of learning and development are important and inter-connected.

The three **prime areas** are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are:

- communication and language
- physical development
- personal, social and emotional development

We also support children in the four **specific areas**, through which the three prime areas are strengthened and applied. These specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

These 7 areas of learning are further categorised into 17 Early Learning Goals (ELG). Further explanation about each of the seven areas of learning can be found in appendix 1.

The Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
- Listening and attention - Understanding - Speaking	- Self-confidence and self-awareness - Managing feelings and behaviour - Making relationships	- Moving and handling - Health and self-care	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
- Reading - Writing	- Numbers - Shape, space and measures	- People and communities - The world - Technology	- Exploring and using media and materials - Being imaginative

The prime areas are considered fundamental, they work together and move through to support development in all other areas. They develop in response to relationships and experiences and are important throughout the entirety of the EYFS. Specific areas are considered essential skills and knowledge for successful participation in society. They grow out of the prime areas and provide context for learning.

Long-Term Planning

Our topic plans are based on a two-year rota, in recognition that our children may stay with us for two or more years. There are six topics planned each year and these last approximately eight weeks. This ensures that the children experience a variety of activities based around relevant topics for the year ahead. The topics are chosen to ensure children are given a full range of experiences across all aspects of Understanding the World. These long-term topic plans are reviewed regularly to ensure they remain relevant and appropriate.

Year A

Blocks	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Months	Jan & Feb	Mar & Apr	May & Jun	Jul & Aug	Sep & Oct	Nov & Dec
Theme	All about me	Animals	Growing	Food and drink	Transport and travel	Celebration and festivals

Year B

Blocks	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Months	Jan & Feb	Mar & Apr	May & Jun	Jul & Aug	Sep & Oct	Nov & Dec
Theme	My home & neighbourhood	People in the community	Clothing	Holidays	Minibeasts	Weather & seasons

Medium-Term Planning

Activity planning takes place at the start of each topic block. The Headteacher and BCBA's consider children's next steps, taken from their ABA teaching programmes and their EYFS profiles, for the upcoming block and plan activities for our learning centres based around the current topic. Activities planned for include: songs and rhymes, story time, creative, role play, mark making, malleable, small world, music, investigative, maths, book areas, sand/water, outdoor physical, indoor gym.

Planned activities act as learning platforms for the seven areas of learning and development. For example, a writing activity may develop writing skills for one child and language skills for another. Activities are not planned to achieve one specific target or to obtain one specific observation. They are planned to enable the children to engage in new experiences and to develop skills that are relevant to their abilities, ensuring that each child can achieve success within that activity based on their own individual next steps.

We have mapped the goals from our ABA curriculum to the objectives in the EYFS Framework. This ensures, when children are working on their personalised ABA teaching programmes, they are also working towards achieving the learning and development goals outlined in the EYFS.

For example:

ABA Domain & Area	ABA Level	ABA Skill	EYFS Area of Learning	EYFS Age & Stage	EYFS Development Matters
Personal, social & emotional <i>Social</i>	1	Responds to his/her own name	Communication & Language <i>Understanding</i>	0-11m	Stops and looks when hears own name.
Language and communication <i>Mands</i>	1-2	Mands by combining 2 words (nouns, verbs, adjectives, adverbs) not including carrier phrases	Communication & Language <i>Speaking</i>	18m-30m	Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Beginning to put two words together
Physical development <i>Fine motor</i>	3	Uses a variety of tools functionally for leisure and academic tasks	Physical development <i>Moving and handling</i>	30-50m	Uses one-handed tools and equipment, e.g. makes snips in paper with child Scissors colours within boundaries

A detailed document mapping our ABA curriculum with the EYFS Framework is available to our practitioners on our shared network.

Individual Plans

Each child has an individualised teaching programme, which is implemented in one to one and/or small group sessions as appropriate by trained therapists under the meticulous oversight of the BCBA's and our Headteacher. Our BCBA's and Headteacher spend time working directly with each child and have continuous daily oversight of each child's progression, making necessary adjustments to their teaching programmes.

We work closely with parents and carers to provide a holistic approach that best suits the child and their family's needs. Parents and carers are invited to join our 'Team around the child' meeting to discuss their child's progress and next steps every month.



Each child has a 8 weekly (block) overview of 'next step targets' for each area of learning (identified from assessment of the Development Matters in the EYFS Profile) and linked to the ABA goals they will be working towards in their individual teaching programme.

Learning and Development Considerations

Our practitioners consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

There is a particular focus on our children's development in the prime areas of learning to ensure a strong foundation for children's future development. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning and a context to develop their language and vocabulary.

Development Matters sets out the pathways of children's development in broad ages and stages. However, we recognise that the learning of our children is not so neat and orderly, and many will not have met the checkpoints in many of the areas of learning. These pathways help us to assess each child's level of development, to track their progress and plan for their next steps. We assess children against development matters and using ABA curriculum/baseline assessment tools and this helps our practitioners to make informed decisions about what a child needs to learn and be able to do next (see Assessment Policy).

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home, while be aware that we must ensure our children have sufficient opportunities to learn and reach a good standard in English language where this is possible taking into account their stage of development.

Teaching Strategies

First Bridge applies the principles of Applied Behaviour Analysis (ABA) and Skinner's Analysis of Verbal Behaviour (VB) to teach communication, language, social skills, self-help and independence, community participation and any other socially significant behaviours. Teaching strategies such as direct instruction, error correction, task analysis, shaping, prompting and prompt fading are used alongside reinforcement and many teaching opportunities on a daily basis to teach, shape, and reward acquisition of new skills and behaviours that will enhance the quality of life for the children we work with.

First Bridge aims to incorporate the core principles of the EYFS curriculum as much as possible. We recognise play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. At First Bridge, children take part in play which is guided by adults and, as and when appropriate, lead their own play. However, in certain circumstances it may not be functional, safe, or in the child's best interests to leave a child to initiate their own play or



choose their own activities. In these instances the principles of ABA are applied and the EYFS is adapted dependent on the specificity of the situation. Throughout we aim to increase independence across all areas of life and help children progress towards successful reintegration into more independent learning.

First Bridge believes that each child is an individual, with different needs, abilities and interests. In all aspects of our teaching these beliefs are applied, and suitable teaching strategies are implemented based on the child and their stage of development.

Our team of practitioners use the assessment information they have at their disposal to decide what they want children to learn, and the most effective ways to teach it. Our practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

Phonics programme

When our assessments show it is appropriate to do so, we follow the progression and practice set out in the Department for Education's Letters and Sounds programme to teach phonics [Letters and sounds programme](#)

Phase One

Phase one of Letters and Sounds focuses on auditory discrimination and is an important aspect of our planning to lay the foundations of later phonics learning.

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

The overarching aim is for children to experience regular opportunities to listen carefully and begin to talk as appropriate about what they hear, see and do. The boundaries between each strand are flexible and not fixed and our practitioners plan to integrate the activities according to the developing abilities and interests of our children.



Phase 2 onwards

Children begin a formal phonics programme when our ongoing assessments show it is appropriate to do so, usually when they have secured a large proportion of the 30-50m objectives for reading. Children are placed in a small group with children working at a similar level to work through the progression in the Letters and Sounds programme from phase 2 onwards. Children have a daily phonics session, teaching the children a new sound and revising sounds already known. There is a focus during these sessions on the skills of blending for reading and segmenting for writing.

Learning Environment

The teaching and learning space consist of three rooms and a small outdoor area. One of the rooms is divided into individual and small group intensive teaching spaces, adjacent to this is a room consisting of a large, carpeted area with access to toys and games and other learning resources organised in learning centres. The other room contains our soft play gym equipment.

The second room houses the following areas:

- Creative Centre
- Role Play Centre
- Mark Making Centre
- Malleable Centre
- Book Corner
- Music Centre
- Small World Centre
- Investigative Centre
- Maths Centre

Other learning centres are added as and when required to ensure we meet the learning requirements of the children.

The outdoor area enables physical development and is equipped with scooters, a small trampoline, small playground equipment as well as water and sand play areas and a small garden area for pots and plants.

Planned activities are set out at each of the centres and are left out for the children and therapists to explore and interact with throughout the week. For example, a child choosing to access the water area will expect to see the similar resources provided each time they play in this area. This enables them to revisit and build upon previous learning, as well as to explore new learning within a familiar environment.



These resources are carefully selected to motivate children to challenge themselves. It is important that the provision enables children to do this, when an adult is not part of their play, even though a large proportion of our children’s learning occurs with an adult guiding and supporting them.

Both the outdoor and indoor learning environment within the centre supports learning across each of the seven areas of learning and each learning centre should have the potential for children to explore learning in several of the areas of learning, enabling connections to be made between them.

Each learning centre is accompanied by a prompt/challenge sign to explain the activity objective to the child and therapist, suggesting a particular task that could be carried out with the resources provided and showing how the activity may be differentiated to meet the needs of different learners. For example, if the sand area usually provides large scoops and spades, this might be enhanced by providing equipment that will require greater precision, such as smaller scoops and containers.

Characteristics of Effective Teaching and Learning

At First Bridge we understand that the characteristics of effective teaching and learning weave across all areas of learning and development and this is reflected in our early years’ environment, planning, curriculum and teaching. This is because children in the early years are becoming powerful learners and thinkers and these characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators.

The three characteristics of effective teaching and learning are:

Playing and Exploring	Active Learning	Creating and Thinking Critically
Engagement: children investigate and experience things, and ‘have a go’	Motivation: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements	Thinking: children have and develop their own ideas, make links between ideas, and develop strategies for doing things

At First Bridge we develop these characteristics in the following ways:

Playing and exploring – Engagement; *Children investigate and experience things, and ‘have a go’*

Children are encouraged to explore new activities and engage in new experiences daily. Engaging in new experiences can be challenging for children with autism. Our therapists use the principles of ABA in order to motivate and reward the children for ‘having a go’.



New experiences are paired with preferred items to increase the likelihood of the child being willing to engage in new experiences in the future so that they continue to learn and develop. First Bridge aims to create a safe and secure environment where the children feel supported and comfortable to engage in experiences that may be challenging for them.

Active learning – Motivation; Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Children are more likely to remain on task when they are motivated to respond and engage. Each child is treated as an individual, with specific motivators to engage in behaviours that lead to learning. First Bridge uses pupil specific motivators and reinforcers to encourage the children to be resilient and to 'keep on trying' until they are able to achieve their full potential in the task or activity at hand. Achievements are pupil specific and related to ability so that each child can experience success.

Creating and thinking critically – Thinking; Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

At First Bridge staff are trained to identify behaviours that signal motivation (looking, reaching, grabbing, walking over to, and asking for things using speech, sign or pictures). Staff follow -these childinitiated motivational signals when the motivators are appropriate. By doing this it enables staff to ensure that the spontaneous behaviours of the children are being encouraged, and when skill repertoires increase, will lead to the development of their own ideas and strategies.

Staff are trained to increase skill repertoires by prompting behaviours and reinforcing attempts to engage in the activities and lessons. These prompts are gradually faded and success in completing activities and tasks independently increases. This enables the children to develop independence, confidence and their own preferred ways of doing things.

Everyday routines

At First Bridge, our strong routines enable children to take responsibility: delivering messages, tidying up after activities and preparing the lunch table for example. By carrying out errands as and when appropriate, children become curious, responsible and independent learners who collaborate both with peers and adults in an environment of mutual trust.

Cultural Capital

Strong partnerships with families, our community and visitors enable children to learn about and develop an understanding of people and communities beyond their immediate experience. We recognise the cultural capital that many of our children are equipped with: we encourage families to share their cooking, music, costumes and travels. Staff signpost families to visit exciting places in London using public transport.

We organise a whole school trip to the seaside each summer, as well as trips out locally to the shops, park and library. As well as trips out, we ensure we provide a range of

high-quality enriching visitors and experiences in school, for example the police, fire brigade, theatre/drama groups, visiting farms etc.

We use calendar events as provocations for learning, these include:

January	February	March	April	May	June
	Chinese New Year	World Book Day	Easter	Eid	
July	August	September	October	November	December
	Seaside trip			Diwali	Hanukkah Christmas

In order to allow children time to revisit and reflect on an experience, practitioners plan sufficient time for children to review their learning through sharing photographs, film, capturing language, making books together, displays and updating their learning journey profile.

Promoting British Values

What are the fundamental British Values?

- Democracy
- Individual Liberty
- The Rule of Law
- Mutual respect and tolerance of those with different faiths and beliefs

First Bridge's values and the ethos we have created at the centre support children's understanding of fundamental British values. We teach children about British Values through our Personal Social and Emotional Development and Understanding the World curriculum. Some examples of how we do this can be seen below:

Democracy:

We can work as a group to make decisions.

- We help children understand their role in the wider community of the group and centre and reinforce the First Bridge values.
- We promote turn taking and sharing when playing games.
- We promote an atmosphere of caring for others and valuing their views and successes.



The Rule of Law:

We know we have rules and follow them.

- Talking about the centre rules.
- Read stories about doing the right thing.
- Talking about doing what is right and wrong.
- Learning about the Police and how they help us.
- Teaching children that their actions have consequences.

Individual Liberty:

We know that everyone should be allowed to make their own choices and understand that our choices affect others.

- Creating an ethos of self-worth and pride.
- Encourage children to celebrate other's achievements.
- Displaying children's individual achievements.

Mutual respect and tolerance of those with different faiths and beliefs:

We know that people have different ideas, faiths and beliefs and it is important we respect this.

- Read stories from a range of cultures.
- Children and families share experiences from home.
- Celebrate festivals from around the world eg Chinese New Year, Diwali, Eid etc
- Children encouraged to listen to each other.
- Read stories about showing respect.

Transitions

When a child's place at First Bridge is confirmed, an induction planner is put together to carefully plan the child's transition into the setting.

We conduct a comprehensive assessment of their current level of skills and barriers to learning using a range of assessment tools, which includes the EYFS Development Matters statements (or the National Curriculum pre-key stage standards where appropriate), VB-MAPP, ABLLS-R, EBIC, to determine the child's baseline and develop a personalised, bespoke programme that will meet their needs.

A home visit is arranged, to build relationships with parents and observe and get to know the child in an environment they feel safe and secure in, to gain more information about their likes and dislikes. We also contact relevant professionals, in particular the child's current education setting, to gather further information about the child.

When a child transitions out of First Bridge a copy of the child's EYFS learning profile, evidence files, and ABA curriculum summary are handed over to the child's new education setting.



Staff Training

When starting at First Bridge, in addition to the full suite of induction training and ABA training, all staff are given EYFS induction training by the Headteacher, which includes an overview of the EYFS, including how to collect observations and evidence. Staff continue to receive regular training during our training days and our weekly team meetings.

Appendix 1

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.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Appendix 2

The range of resources available at each learning centre.

Learning Centre	Resources and equipment
Role play	<ul style="list-style-type: none"> ● Dressing up clothes ● Hats and footwear of many kinds/occupations ● Accessories such as bags, scarves, purses/wallets, glasses, jewellery ● Dolls and baby items ● Till, phone, computer keyboard ● Kitchen/home/cookery items ● Magazines, cookbooks, catalogues, brochures etc ● Multi-function (flexible use) role play furniture that can be used for a kitchen/shop etc ● Resources to link to a theme
Small world	<ul style="list-style-type: none"> ● Doll's house, garage, fire station ● Small world people (ensure diversity and inclusion and representing different occupations) ● Cars ● Road mat ● Animals (farm/wild) ● Pirate ship, spaceship

Learning Centre	Resources and equipment
Malleable/ Fine motor	<ul style="list-style-type: none"> ● Beads and string ● Lacing cards ● Pegs and pegboards ● Lego Duplo ● Various small items and tweezers ● Zip, snap and button toys such as doll's clothes ● Playdough ● Puzzles in frames with and without knobs to grasp ● Puzzles without frames such as giant floor puzzles ● Train set
Book corner	<ul style="list-style-type: none"> ● Range of fiction and non-fiction books, from a variety of authors (ensure a range of genre including fantasy, information, nature and science, different races and cultures, historical and contemporary stories, hard back books, paperback books, books for different ages and stages). ● Seating (usually soft furnishing although limitations currently due to COVID)
Writing, mark making and graphics	<ul style="list-style-type: none"> ● Crayons, colouring pens, gel pens, chalks, whiteboard pens, highlighters ● Paper – various sizes and colours ● Post-it notes, labels, envelopes, postcards ● Small notebooks ● Tracing paper ● Whiteboards ● Chalkboards ● Clipboards ● Jumbo chalks ● Paints, finger paints, different sized brushes
Maths	<p>Objects for counting:</p> <ul style="list-style-type: none"> ● Counters ● Money (can be kept in role play area) ● Pegboards ● Collections of natural objects e.g. , pinecones <p>Measuring:</p> <ul style="list-style-type: none"> ● Measuring cups and spoons (sand/water area) ● Balancing scales ● Rulers ● Sand timers

	<p>Comparing:</p> <ul style="list-style-type: none"> ● Cubes ● Dominoes ● Abacus <p>Recognising shapes:</p> <ul style="list-style-type: none"> ● Patterned blocks ● 2D & 3D shapes <p>Becoming familiar with numerals:</p> <ul style="list-style-type: none"> ● Number puzzles ● Magnetic numbers ● Play telephones and till (role play) ● Clocks and calendars
Creative	<p>Tools:</p> <ul style="list-style-type: none"> ● Hole-punch, scissors, rulers, stencils, tape and tape dispensers <p>Collage materials:</p> <ul style="list-style-type: none"> ● Glue, paste, string, yarn, paper/fabric scraps, cardboard, glitter, pom-poms, sequins, feathers, buttons, old magazines, paper of various colours and textures, yarn, string, junk ● Drawing: Crayons, pens, pencils, chalk <p>Paint materials:</p> <ul style="list-style-type: none"> ● finger paints, paint with various brushes, rollers and sponges <p>3D work:</p> <ul style="list-style-type: none"> ● Clay, playdough ● Wood ● Pipe-cleaners ● Junk for junk modelling
Music	<ul style="list-style-type: none"> ● A variety of instruments e.g. drums, rhythm sticks, kazoos, tambourines, bells, maracas and representation of different cultures. ● Props to use while listening to music e.g. scarves and ribbons

Learning Centre	Resources and equipment
Investigation centre	<ul style="list-style-type: none"> ● Pinecones ● Leaves ● Soil ● Twigs ● Pebbles and shells ● Magnifying glasses ● Mirrors (safety versions) ● Magnets ● Maps ● Torches ● Remote control toys
Water/sand	<ul style="list-style-type: none"> ● Multi use sand/water tray ● Buckets, spades, spoons, scoops, pots, sieves, plastic moulds, containers of different sizes, funnels, guttering, toys e.g. cars/animals, measuring jugs.
Construction	<ul style="list-style-type: none"> ● Various blocks of different shapes and sizes e.g. wooden blocks, large plastic Lego type blocks ● Cardboard boxes and tubes
Outdoor	<ul style="list-style-type: none"> ● Construction equipment, blocks, crates, planks ● Outdoor kitchen ● Planting area and gardening equipment ● Digging/mud area ● Wildlife area (bird and insect boxes, bug hotel etc) ● Gross motor e.g. climbing equipment, scooters etc (depending on size of area) ● Skipping ropes, bats and balls, bean bags, quoits, hoops ● Steppingstones, balance steppers ● Tyres ● Pop-up tunnels