

<i>Area of learning</i>	<i>Children will be learning to</i>	<i>Why this is important and how we support development - (from the EYFS framework)</i>	<i>Laurel Avenue Curriculum Goals</i>
<i>Physical development</i>	<p>Two-year-olds</p> <ul style="list-style-type: none"> • <i>Move confidently in different ways</i> • <i>Use equipment and resources to extend and improve their movements</i> • <i>Manipulate materials and tools</i> • <i>Attempt some independence in feeding and dressing themselves</i> 	<p><i>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, co-ordination 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, co-ordination 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 co-ordination 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.</i></p>	<p><i>To be confident to try new movements.</i></p>

Communication and language

Three- and four-year-olds

- Continue to develop more varied and complex movements and sequences of movements
- Use large, shoulder-based movements
- Choose the equipment and movements they need to complete a task
- Develop control over writing equipment and scissors
- Increase independence in dressing

Reception

- Refine and combine movements
- Develop strength, co-ordination, balance and agility
- Use a range of tools competently, including pencils for writing

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, storytelling 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.

To move in different ways for different purposes.

To be able to make controlled marks on paper and cut with scissors.

To be able to choose and use physical skills in a range of activities.

To write so that others can read it.