

# Spring Trust Reception Curriculum Map

Area of Learning	Autumn 1 (2 weeks Home visits/Phased entry) 4 weeks Baseline  <b>Immediate</b>	Autumn 2 7 weeks  <b>Immediate</b>	Spring 1 (6 weeks)  <b>Local Area</b>	Spring 2 (6 weeks)  <b>Local Area</b>	Summer 1 (6 weeks)  <b>Around the World</b>	Summer 2 (7 weeks)  <b>Around the World</b>
<b>Main Theme Books Interests/Lines of Enquiry</b>	<b>Magnificent Me (Promoting self-awareness and inclusivity)</b> <ul style="list-style-type: none"> <li>• Anna Hibiscus' Song</li> <li>• Whoever You Are x2 weeks</li> <li>• Harvest week- non fiction/Pumpkin Soup/Oliver's Vegetables</li> </ul>	<b>Family Celebrations and Space (Promoting science and gender representation)</b> <ul style="list-style-type: none"> <li>• <b>Space Non fiction texts</b></li> <li>• Alien's Love Underpants</li> <li>• Bob Man on the Moon</li> <li>• Whatever Next</li> <li>• /How to catch a star</li> <li>• <b>Astro Girl</b></li> <li>• Christmas texts- The Nativity and Stories x 2 weeks</li> </ul>	<b>Heroes and Heroines (Promoting our local community- natural and urban)</b> <ul style="list-style-type: none"> <li>• <b>Real superheroes</b></li> <li>• Super Daisy</li> <li>• <b>Nursery Rhymes (Book Week focus)</b></li> <li>• Superworm</li> <li>• Supertato</li> <li>• Awesome Dawson/Science Week</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do cows drink milk?</b> Promoting animal and food knowledge</li> <li>• The Very Hungry Caterpillar</li> <li>• Little Red Hen</li> <li>• Argh Spider</li> <li>• <b>Bog Baby/Click Clack Moo cows that type</b></li> <li>• Teeny Weeny Tadpole</li> <li>• What the Ladybird Heard</li> </ul>	<b>Will you tell me a story? (Promoting Traditional tales including those from other cultures and alternative traditional tales)</b> <ul style="list-style-type: none"> <li>• Goldilocks and The Three Bears/<b>The Ghanian Goldilocks</b></li> <li>• Jack and the Beanstalk/<b>Jim and the Beanstalk</b></li> <li>• Little Red Riding Hood/ Little Red and The Very Hungry Lion</li> <li>• The Three Little Pigs/<b>Three little wolves and the Big bad pig</b></li> <li>• Cinderella/<b>The paper bag princess</b></li> <li>• <b>Anansi the Spider</b></li> </ul>	<b>Journeys (Promoting Transport Maps and mapping Explorers Sports Day Moving On/Transition)</b> <ul style="list-style-type: none"> <li>• <b>Baby goes to market</b></li> <li>• <b>The snail and the Whale</b></li> <li>• Knuffle Bunny</li> <li>• The Naughty Bus</li> <li>• Where the Wild Things Are</li> <li>• Amazing Aeroplanes</li> <li>• Meerkat Mail</li> </ul>
	<ul style="list-style-type: none"> <li>▪ My family, my home, where I live</li> <li>▪ Harvest festival, food bank</li> <li>▪ Autumn</li> <li>▪ Autumn walk (Scadbury)</li> <li>▪ Local area walk</li> <li>▪ Key worker visit</li> <li>▪ <b>My hair- Hannah Lee</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Bonfire Night (Nov 5<sup>th</sup>)</li> <li>▪ Remembrance Day (Nov 11<sup>th</sup>)</li> <li>▪ Christmas, Diwali &amp; Hannukah</li> <li>▪ Christmas around the world</li> <li>▪ Marshmallows on campfire</li> </ul>	<ul style="list-style-type: none"> <li>▪ Big Garden Bird Watch (Jan 27<sup>th</sup>)</li> <li>▪ Re-growing vegetables</li> <li>▪ Pancake Day</li> <li>▪ Mother's Day</li> <li>▪ The Easter story</li> <li>▪ Spring walk (Scadbury)</li> <li>▪ Science Week 10-19<sup>th</sup> March (connections)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chinese New Year (Rabbit)</li> <li>▪ Minibeast hunt</li> <li>▪ Baking bread</li> <li>▪ Planting beanstalks and plants, grass, flowers and vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>▪ St. George's Day (April 23<sup>rd</sup>)</li> <li>▪ <b>Books to read alongside</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Beach Day</li> <li>▪ Transport Day</li> <li>▪ Father's Day</li> <li>▪ Pride</li> <li>▪ Summer Walk (Scadbury)</li> <li>▪ Graduation</li> </ul>
<b>Communication and Language</b>	Engage in story times and talk about stories. Talk about their family, homes and local area Talk about their bodies and similarities and differences Talk about experiences Discuss rules and routines Discuss looking after the environment What are your passions / goals / dreams? Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Talk about their birthdays Discuss family Christmas traditions Talk about family celebrations Talk about space and gravity Describe light dark and shadows Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day.	Talk about stages of development in humans and animals. Describe the features of living things. Describe different habitats. Describe how to keep healthy. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail.	Describe what they predict and observe when carrying out science experiment. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and talk about stories to build familiarity and understanding. Use language to retell traditional stories. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Story language & build vocabulary Word hunts	To talk about how they are feeling about moving onto year 1. Describing different forms of transport. Discussing different journeys and holidays they have been on. Talk about changes. Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
	Learning how to sit and listen Talking about me and my family Asking questions about my new school and friends	Why is listening important? Listening to texts/ Storytelling	Use new vocabulary through the day- asking questions to find out more Learn rhymes, poems, and songs. Speaking in sentences	Being a word collector Speaking in extended sentences	Describing and telling stories and events	Talking about and sharing different journeys made

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	Joining in with simple rhymes, poems and songs	Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts- becoming a word collector				How am I proud? How have I changed?  Using talk to problem solve
<b>RE Discovery RE</b>	<b>Special People</b> What makes people special? Christianity & Judaism	<b>Christmas</b> What is Christmas Christianity & Incarnation	<b>Celebrations</b> How do people celebrate? Hinduism	<b>Easter</b> What is Easter? Christianity & Salvation	<b>Story Time</b> What can we learn from stories? Christianity, Islam, Hinduism & Sikhism	Special Places What makes places special? Christianity, Islam & Judaism
<b>Personal, Social and Emotional Development</b>	Starting School Our school values Celebrating me and my family Making friends and getting to know new adults Listening to adults Zones of regulation Personal hygiene- handwashing <b>PSHE Jigsaw – Being Me in My World</b> Respectful friendships Being safe How can we make other people feel welcome?	Being a kind friend What is resilience? Making good choices Becoming more independent Talking about my feelings Road Safety <b>PSHE Jigsaw – Celebrating Differences</b> Accept everyone’s differences How to help someone who is being bullied To give and receive compliments	Being determined and solving problems What can help me in my learning? Asking appropriate questions Sensible screen time  <b>PSHE Jigsaw – Dreams &amp; Goals</b> Mental wellbeing What does it mean to feel proud?	Caring for myself, others and the environment Working as a team Being resilient Understanding and talking about feelings Healthy eating and oral health <b>PSHE Jigsaw – Healthy Me</b> Physical health and fitness Healthy eating How do we stay healthy and safe?	Listening and understanding others Resolving disagreements Feeling proud Importance of sleep  <b>PSHE Jigsaw – Relationships</b> How to be a good friend How to solve friendship problems Keeping positive relationships	Preparing for transition to Year 1 Regulating my own emotions Getting to know new adults New spaces and places <b>PSHE Jigsaw – Changing Me</b> Respect the changes they see in themselves and others How do we feel when changes happen? Looking forward to change
<b>PSED Self-Regulation Managing Self Building Relationships</b>	New Beginnings Being me in my world Class Rule Rules and Routines Supporting children to build relationships Looking After our Planet	How to deal with anger Emotions Self – Confidence Celebrating differences	Learning about qualities and differences New Year Resolutions Looking After our Planet Looking after animals	Healthy me Random acts of Kindness	Looking after others Friendships Dreams and Goals	Taking part in sports day - Winning and loosing Look how far I've come! Feeling proud Ready for Year 1
<b>Physical Development  Forest School (continuous) Games Dance Gymnastics Fitness Yoga Athletics</b>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Changing for PE Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. <b>Fine Motor activities:</b> Threading, cutting, weaving, playdough. Draw lines and circles using gross & fine motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip <b>Gross Motor activities:</b> Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. <b>Fine Motor activities:</b> Threading, cutting, weaving, playdough. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. <b>Gross Motor activities:</b> Ball skills- throwing and catching. Climbing Skipping ropes in outside area Dance related activities	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. <b>Fine Motor activities:</b> Threading, cutting, weaving, playdough. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items Button Clothing Cutting with Scissors <b>Gross Motor activities:</b> Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. <b>Fine Motor activities:</b> Threading, cutting, weaving, playdough. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. <b>Gross Motor activities:</b> Balance- children moving with confidence Dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. <b>Fine Motor activities:</b> Threading, cutting, weaving, playdough. Develop pencil grip and letter formation. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors Start to cut along a curved line Draw a cross <b>Gross Motor activities:</b> Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <b>Fine Motor activities:</b> Threading, cutting, weaving, playdough. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture. Start to draw pictures that are recognizable. Build things with smaller linking blocks, such as Duplo or Lego. <b>Gross Motor activities:</b> Races/team games involving gross motor movements. Dance related activities Allow less competent and confident children to spend time initially

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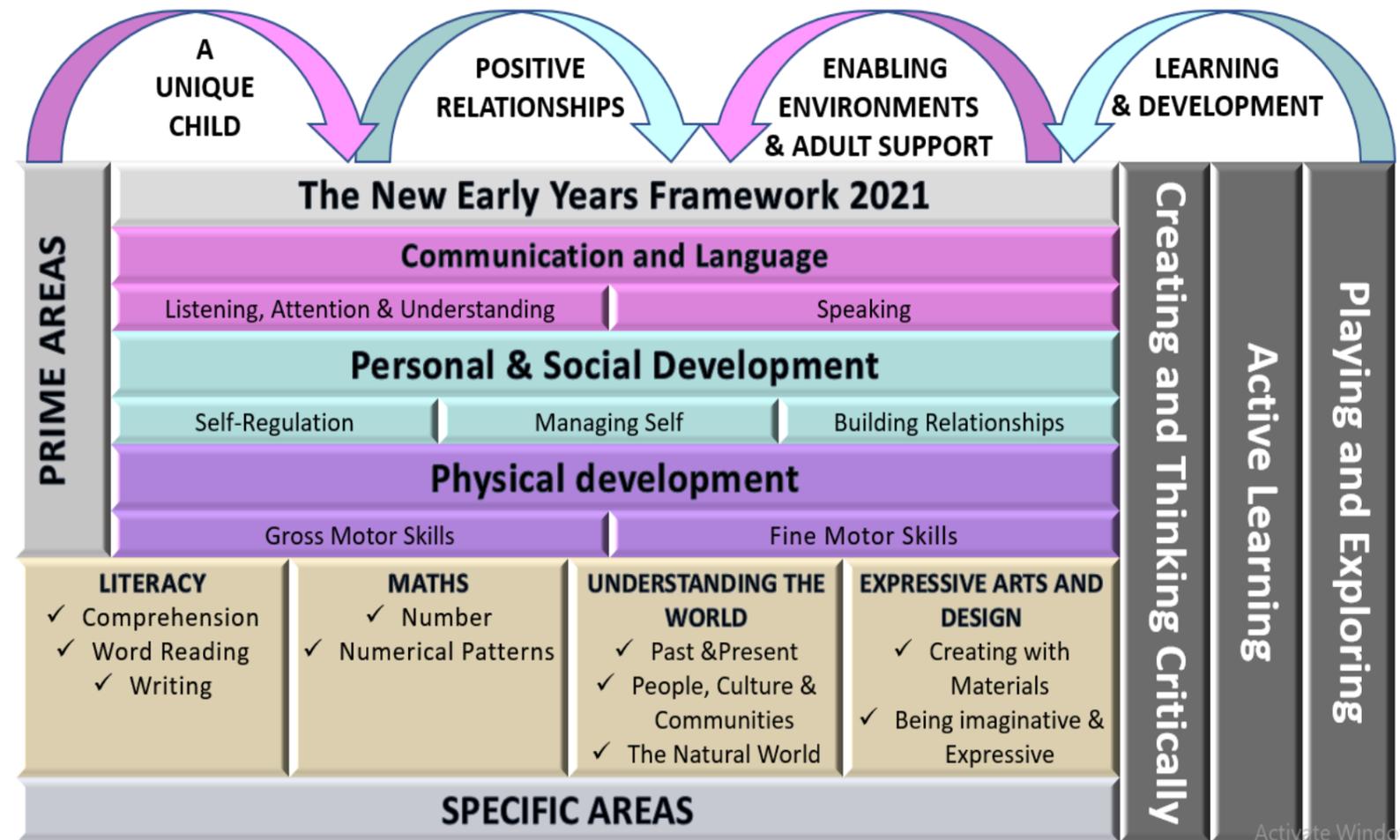
	<p>Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams and carts.</p>	<p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams and carts.</p>	<p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance - moving to music, balance</p>		<p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance - moving to music</p>	<p>observing and listening, without feeling pressured to join in.</p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.</p>						
<b>Literacy</b>	<p><b>Comprehension:</b> Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book Discuss pictures &amp; make predictions Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary. <b>Word Reading:</b> Read individual letters by saying the sounds for them. Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Help children to read the sounds speedily. This will make sound-blending easier. <b>Writing:</b> Handwriting - dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Write name Writing initial sounds, CVC words and simple captions. Label pictures, make lists</p>	<p><b>Comprehension:</b> Retell stories through acting/role play Retelling stories using images – story maps. Sequence story – use vocabulary of beginning, middle and end. <b>Word Reading:</b> Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Discuss pictures, front cover, book handling, direction of print &amp; predictions. Blending CVC sounds. Rhyming, alliteration Know that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. Learn ‘red’ words. Help children to read the sounds speedily. This will make sound-blending easier. <b>Writing:</b> Handwriting Label pictures CVC words Writing ‘red’ words Writing simple phrases/sentence Spell words by identifying the sounds and then writing the sound with letter/s. Christmas letters/lists.</p>	<p><b>Comprehension:</b> Make the books available for children to share at school and at home. Discuss pictures, front cover, book handling, direction of print &amp; predictions. <b>Word Reading:</b> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Read some letter groups that each represent one sound and say sounds for them. <b>Writing:</b> Handwriting - Form lower-case and capital letters correctly. Labelling CVC words Simple descriptions Facts Clues Life cycles Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p><b>Comprehension:</b> Features of Non-Fiction books Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. <b>Word Reading:</b> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Story structure–beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know. <b>Writing:</b> Handwriting - Form lower-case and capital letters correctly. CVC words Creating own story maps, writing captions and labels, writing simple sentences.</p>	<p><b>Comprehension:</b> Retell a story with actions and picture prompts as part of a group Use story language when acting out a narrative. Can explain the main events of a story. Can draw pictures of characters, event &amp; setting in a story. Role play area – book characters Rhyming strings, common theme in traditional tales, identifying characters and settings. <b>Word Reading:</b> Internal blending Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’. <b>Writing:</b> Retell the story in own words Describe characters Write new versions Writing for a purpose in role play. Using phonetically plausible attempts at words Beginning to use finger spaces. Build stamina Use conjunctions. Form lower-case and capital letters correctly.</p>	<p><b>Comprehension:</b> Re-read books to build up confidence and fluency in word reading and develop understanding and enjoyment. Distinguish between fiction and non-fiction and describe features. Identify author, title and blurb. Can draw pictures of characters, event &amp; setting in a story Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions. <b>Word Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments. <b>Writing:</b> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Form lower-case and capital letters correctly. Write for different purposes. Build stamina Use conjunctions. Re-read what they have written to check that it makes sense. Writing descriptions, letters, postcards.</p>
<b>Phonics</b>	RWI Set 1 – Whole Class	RWI Set 1 & 2 - Streamed	RWI Set 1 & 2 - Streamed	RWI Set 1 & 2 - Streamed	RWI Set 1 & 2 - Streamed	RWI Set 1 & 2 - Streamed

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<p><b>Mathematics</b></p>	<p><b>WR Maths</b> Just like me! It's me 1.2.3 Light and Dark</p> <p><b>Number and Place Value</b> <b>Numbers to 5</b> Matching &amp; sorting Subitising Comparing groups within 5 Comparing quantities of identical objects/non identical objects Doubling to five <b>Addition and Subtraction</b> Change within 5 One more/one less <b>Spatial thinking and shape</b> 2D/3D Shape Exploring/Creating patterns Compare size, mass &amp; capacity Positional Language Time - First/then/nov</p>		<p><b>WR Maths</b> Alive in 5! Growing 6,7,8 Building 9 and 10</p> <p><b>Number and Place Value</b> Numbers 0, 4, 5, Numbers 6, 7, 8 <b>Numbers 9, 10</b> Building 9 and 10 Halving/Doubling/Sharing Subitising <b>Addition and Subtraction</b> Making Pairs/Combining different groups Number bonds to 10 <b>Spatial thinking and shape</b> Compare Mass Compare Capacity 2D/3D Shape Pattern Length Height Time</p>		<p><b>WR Maths</b> To 20 and beyond First, then , now Find my pattern On the move</p> <p><b>Number and Place Value</b> To 20 and Beyond Building numbers beyond 10 10-15 Counting patterns beyond 10 <b>Numbers 16, 17, 18, 19, 20</b> Halving, doubling, sharing Subitising Even &amp; odd <b>Addition and Subtraction</b> Adding more Taking away <b>Spatial Reasoning &amp; Measure</b> Match, Rotate &amp; Manipulate Compose &amp; Decompose Visualise &amp; Build Mapping Making more complex pattern. Find my pattern Length, Weight, capacity</p>	
<p><b>Understanding the World</b></p> <p><b>Opportunities for history</b></p> <p><b>Opportunities for Geography</b></p> <p><b>Opportunities for discreet Science</b></p>	<p>Talk about members of their immediate family and community. Draw information from a simple map and make simple maps. Recognise some environments that are different to the one in which they live (Africa). <b>Learn about ourselves and what makes us special.</b> <b>Identifying body parts &amp; exploring the senses</b> Learn about different cultures, jobs, roles, traditions and family routines. <b>Explore 5 senses &amp; oral health.</b> Talk about our families and homes. Talk about our home and school environments. Learn how to look after the environment &amp; recycling. Learn about Autumn and Harvest. Time tunnel walk (corridor displays) Schools long ago <b>Scientific enquiry; using my senses- seasonal walk observing over time</b></p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Comment on images of familiar situations in the past. Learn about space, the moon, planets and solar system. <b>Learn about Tim Peake</b> <b>Exploring gravity</b> <b>Learn about Christmas around the world.</b> <b>Creating craters</b> <b>Light, dark and shadows</b></p>	<p><b>Science Week</b> <b>Cloud burst experiment</b> <b>Nappy buddy experiment</b> <b>Skittles experiment</b> <b>Milk magic experiment</b> <b>Apple experiment</b> Minibeast hotel/hunt Worm facts <b>Floating &amp; sinking – boat making</b> Looking after the environment &amp; recycling.</p>	<p><b>Life cycle and facts of chicken, frog, butterfly</b> <b>Minibeast hunt</b> <b>Bread making</b> <b>Mouldy bread experiment</b> Stages of development as animals grow Re-growing vegetables Healthy and unhealthy foods &amp; exploring fruit. <b>What do plants need to grow?</b> Map making <b>Animal habitats</b> Chinese New Year Looking after the environment &amp; recycling Spring season</p>	<p>Traditional tales from the past and compare to life today. Explore the natural world around them. Recognise some environments that are different to the one in which they live (Africa &amp; African animals). Compare and contrast characters from stories, including figures from the past (Queen Elizabeth II). <b>Talk about the differences between materials.</b> Bridge building <b>Beanstalk growing</b> <b>Going on holiday comparing transport and climate.</b> <b>Planting grass, flowers and vegetables.</b> <b>Bear and wolf facts and habitat</b> <b>Melting chocolate investigation</b> <b>Soring materials &amp; waterproof/not waterproof.</b></p>	<p>Comment on images of familiar situations in the past, including beaches Design your own transport Exploring how they are feeling about moving onto year 1. Describing different forms of transport. Discussing different journeys they have been on. Observing changes. Contrasting environments – jungles, desert and The Antarctic. Comparing habitats, animals, and inhabitants.</p>
<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>						
<p><b>Expressive Arts and Design</b></p>	<p>Create home. Self portrait Painting family People who help us artwork Vegetable printing African music Emotion music Exploring different types of buildings. Exploring work places Superhero city &amp; lairs</p>	<p>Van Gogh's Starry Night Mendhi and rangoli patterns Building rockets Junk modelling alien Building space stations Create planets Star constellations Create Christmas decorations Christmas scenes</p>	<p>Symmetry butterfly printing Making minibeasts Making life cycles Painting animals</p>	<p>Recycling artwork Make a bug hotel or wormery Design a worm</p>	<p>African landscapes &amp; silhouettes Colour mixing Crown and wand making Ball/celebration music Making musical instruments Design &amp; make a plant pot Build a castle or beanstalk Basket making House building Coach &amp; castle building Bridge building</p>	<p>Bus building Transport designs Hot air balloons</p>

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		Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.	Develop storylines in their pretend play.	
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### Characteristics of Effective Learning:

**Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

### 4 Overarching Principles:

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**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.