



Woolgrove Curriculum Skills and Knowledge

Area of the Curriculum –

Play and Learn

	Skills	Knowledge
EYFS	<ul style="list-style-type: none"> • To experience different feelings and listen as an adult names them. • To be able to explore the environment. • To be able to attend to an adult and notice what they are doing / saying. • To be able to copy actions. • To be able to move their body / hands to be able to use a range of toys. • To develop hand eye coordination • To develop social communication to be able to communicate with others during play. • To be able to share space and equipment. • To develop independence to be able to play and stay safe without support. • To be able to negotiate with others and be flexible and cooperative. 	<ul style="list-style-type: none"> • To know the names of different feelings. • To know how to copy actions / sounds made by an adult. • To know how to use a range of toys functionally. • To know how to move their bodies to create a desired outcome during play. • To know how to use communication to engage with others. • To know how to use communication to let others know when you want to be left alone. • To know what they like and don't like. • To know how to negotiate with others. • To know how to work cooperatively with others.
Pre-Formal	Personalised teaching of skills and knowledge according to individuals' prior learning, achievements, and next steps. Refining of skills taught in EYFS – experiences provided through Play and Learn	
Semi-Formal 1	Personalised teaching of skills and knowledge according to individuals' prior learning, achievements, and next steps. Refining of skills taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, Social and Emotional Development) the Life skills and Sensory curriculum	
Semi- Formal 2	Personalised teaching of skills and knowledge according to individuals' prior learning, achievements, and next steps. <ul style="list-style-type: none"> • To be able to identify what feelings children are experiencing and whether to leave them alone or ask them to join in and play. • To be able to work and play cooperatively and take turns with others. 	<ul style="list-style-type: none"> • To know a range of feelings and when they may be experienced. • To know what activities, they enjoy. • To know how to appropriately seek out others to share experiences. • To know how to take turns and share. • To know how to negotiate. • To know how to make friends and what makes a good friend.



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	<ul style="list-style-type: none">• To develop the communication skills to be able to seek out others to share experiences.• Practises skills of assertion, negotiation, and compromise• Develops friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.• To develop skills to use a range of toys, games, and equipment. E.g board games, puzzles, art and craft activities, football, basketball, reading etc.• To be able to occupy their own time and remain safe without minimal adult support.	<ul style="list-style-type: none">• To know about a range of hobbies or activities they could engage with to occupy their time with others or when they are at home. E.g., computer games, football, basketball, golf, swimming, art and craft activities, puzzles, listening to music, watching TV, reading, baking etc.
Formal	<p>Personalised teaching of skills and knowledge according to individuals' prior learning, achievements, and next steps.</p> <ul style="list-style-type: none">• Practises skills of assertion, negotiation, and compromise• Develops friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.• To learn simple strategies to resolve arguments between friends positively.• To recognise what is kind and un-kind behaviour and how it can affect others.• To develop the skills needed to be able to engage in hobbies or activities that interest them.• To be able to occupy their own time and remain safe without adult support.	<ul style="list-style-type: none">• To know the basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe.• To know how to negotiate and compromise. To know how to resolve arguments.• To know what behaviours are kind/un kind and how these affect others.• To know different feelings and when these might be experienced.• To know about a range of hobbies or activities they could engage with to occupy their time with others or when they are at home. E.g., computer games, football, basketball, golf, swimming, art and craft activities, puzzles, listening to music, watching TV, reading, baking etc