

# *Leverton C of E Academy*

## *EYFS – Little Acorns*

*Age 2-3yrs*

*Curriculum intent and Implementation*

*A document to outline how the Development Matters 2020 statements are developed and built upon throughout Little Acorns.*

Adult led sessions

Ongoing

## Prime Areas

Prime Areas	Communication and Language	Personal, Social and Emotional Development	Physical development
<b>Little Acorns 0-3 INTENT</b>	<ul style="list-style-type: none"> <li>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</li> <li>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</li> <li>Watch someone's face as they talk.</li> <li>Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</li> <li>Enjoy singing, music and toys that make sounds.</li> <li>Recognise and are calmed by a familiar and friendly voice.</li> <li>Listen and respond to a simple instruction.</li> <li>Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</li> <li>Babble, using sounds like 'ba- ba', 'mamama'.</li> <li>Use gestures like waving and pointing to communicate.</li> <li>Reach or point to something they want while making sounds.</li> <li>Copy your gestures and words.</li> <li>Constantly babble and use single words during play.</li> <li>Use intonation, pitch and changing volume when 'talking'.</li> <li>Understand single words in context – 'cup', 'milk', 'daddy'.</li> <li>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</li> <li>Understand simple instructions like "give to mummy" or "stop".</li> <li>Recognise and point to objects if asked about them.</li> <li>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>Can become frustrated when they can't make themselves understood.</li> <li>Start to say how they are feeling, using words as well as actions.</li> <li>Start to develop conversation, often jumping from topic to topic.</li> <li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>Use the speech sounds p, b, m, w.</li> <li>Are usually still learning to pronounce: - /r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer'</li> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> </ul>	<ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by their key person</li> <li>Establish their sense of self.</li> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Engage with others through gestures, gaze and talk.</li> <li>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Thrive as they develop self-assurance.</li> <li>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>Feel strong enough to express a range of emotions.</li> <li>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>Develop friendships with other children</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> </ul>	<ul style="list-style-type: none"> <li>Lift their head while lying on their front.</li> <li>Push their chest up with straight arms.</li> <li>Roll over: from front to back, then back to front.</li> <li>Enjoy moving when outdoors and inside.</li> <li>Sit without support.</li> <li>Begin to crawl in different ways and directions.</li> <li>Pull themselves upright and bouncing in preparation for walking.</li> <li>Reach out for objects as co-ordination develops.</li> <li>Eat finger food and develop likes and dislikes.</li> <li>Try a wider range of foods with different tastes and textures.</li> <li>Lift objects up to suck them.</li> <li>Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.</li> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>Clap and stamp to music.</li> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>Enjoy starting to kick, throw and catch balls.</li> <li>Build independently with a range of appropriate resources.</li> <li>Begin to walk independently – choosing appropriate props to support at first.</li> <li>Walk, run, jump and climb – and start to use the stairs independently</li> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>Develop manipulation and control.</li> <li>Explore different materials and tools.</li> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>Learn to use the toilet with help, and then independently.</li> </ul>
<b>Little Acorns 3-4 INTENT</b>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Can find it difficult to pay attention to more than one thing at a time.</li> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>Use longer sentences of four to six words.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Do not always need an adult to remind them of a rule.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> <p>Begin to understand how others might be feeling.</p>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>		<ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>
<p style="text-align: center;"><b>Little Acorns IMPLEMENTATION</b></p>	<ul style="list-style-type: none"> <li>✓ Use gestures, clear speech and appropriate eye contact when communicating</li> <li>✓ Role model appropriate conversation</li> <li>✓ Regular opportunities for singing, rhymes and stories</li> <li>✓ Extend children's knowledge/ vocabulary through different texts</li> <li>✓ Be concise and consistent when speaking to children and aim to broaden children's vocabulary</li> <li>✓ Provide opportunities for children to be independent e.g putting their own coat away</li> <li>✓ Plan activities where children need to listen to instructions</li> <li>✓ Using flashcards to support children's understanding</li> <li>✓ High quality interactions with children that keep them engrossed</li> <li>✓ Plan activities that will extend children's attention skills as well as encourage the children to ask 'why?' or 'how?' questions</li> <li>✓ Provide a range of resources that allow children to be imaginative</li> <li>✓ Have a range of texts readily available for children to access themselves</li> <li>✓ Have different words and signs displayed around the room</li> <li>✓ Daily modelling of conversations</li> <li>✓ Provide a range of books and encourage children to think about what happens next</li> </ul>	<ul style="list-style-type: none"> <li>✓ Liaising with parents to get to know the child through daily diaries, visits, Class Dojo</li> <li>✓ Implementing the school rules</li> <li>✓ Role modelling positive behaviour between peers</li> <li>✓ Encourage children to learn names of their peers to gain a sense of self and others</li> <li>✓ Using flashcards to understand feelings</li> <li>✓ Frequently go into Willow Class for snack/story time and outdoor play (as this is the Foundation class)</li> <li>✓ Allow children time to play independently and role model ways to play with others</li> <li>✓ Key person will build strong relationships that support children's development and encourage children to learn the names of their peers through games etc</li> <li>✓ During intimate care respect children's dignity and privacy as well as allowing them time to be independent e.g pull up their own trousers, wash their hands etc</li> <li>✓ Openly discuss what makes people different and allowing children to ask questions</li> <li>✓ Plan activities that include all children reflecting their age and ability so that children understand they can build play that includes everyone</li> <li>✓ Daily participation in registration time where we discuss what children have done outside of school</li> <li>✓ Take a teddy home with a diary to share children's home experiences</li> <li>✓ Labels around the room so that children can be independent and put away/ gather their own resources</li> <li>✓ Follow restorative practice when dealing with conflict resolution so that children can help solve a problem</li> <li>✓ Put boundaries in place and make children aware of the boundaries</li> <li>✓ Encourage children to speak for themselves in conflict situations</li> <li>✓ Discuss our feelings appropriately and support children in understanding how they feel</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Plan activities that challenge children's physical development ensuring that it incorporates every child's abilities</li> <li>✓ Provide opportunities to promote self-help skills (putting own coat on etc)</li> <li>✓ Plan opportunities for children to try foods/ make foods</li> <li>✓ Adult led sessions of physical activities such as yoga, dancing and moving to music</li> <li>✓ Encourage children to use resources safely e.g when using scissors, knives and other tools</li> <li>✓ Provide resources that challenge children's fine and gross motor skills</li> <li>✓ Demonstrate how to work with someone else to carry a large item and given opportunity ask children what they could do if they are struggling to carry something</li> <li>✓ Plan activities that demonstrate to children how to use fine motor skills to then help them hold a pen/pencil correctly</li> <li>✓ Provide regular opportunities for outdoor play where children can use trikes, bikes, scooters and climbing equipment</li> <li>✓ Trucks that children can sit on to move around freely</li> <li>✓ Tool station for building gross and fine motor skills</li> <li>✓ Always provide a range of mark making that incorporates large muscle movements</li> <li>✓ Provide a clean bathroom area for children to safely use</li> <li>✓ Support and encourage toileting and hand washing</li> <li>✓ Provide a range of building resources for children to create and balance</li> <li>✓ The Fort- for using stairs, slopes and crawling in the tunnel</li> <li>✓ Give children time to dress/undress themselves as well as daily encouragement to put on their own coat</li> <li>✓</li> </ul>

Specific Areas	Literacy	Mathematics
<b>Little Acorns 0-3</b> <b>INTENT</b>	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and responds to the pictures or the words.</li> <li>• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group of up to three items.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>• Climb and squeezing selves into different types of spaces.</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Notice patterns and arrange things in patterns.</li> </ul>
<b>Little Acorns 3-4</b> <b>INTENT</b>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> </ul> <p>Write some letters accurately.</p>	<ul style="list-style-type: none"> <li>• Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> </ul> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>

**Little Acorns  
IMPLEMENTATION**

- ✓ Daily singing time and story time. Encourage children to join in with the use of actions, props and pictures
- ✓ Looking at books one to one with children so they can ask questions
- ✓ Provide time to openly discuss illustrations and photos in books
- ✓ Daily opportunities to do different types of mark making
- ✓ Adult can demonstrate meaningful marks- circles, lines, letters
- ✓ Print, logos and pictures around the room that children can look at and start to recognise familiar letters
- ✓ Always provide a range of books both fiction and non-fiction that children can look at any time
- ✓ Provide a range of mark making materials that are restocked regularly inside and out.

- ✓ Planned activities that encourage children to count and develop an understanding of quantity
- ✓ Regular number song time where the children are encouraged to count
- ✓ Give children adult led experiences to look at concepts such as big/small, tall/small, heavy etc
- ✓ Planned activities that incorporate shapes, patterns and positional language
- ✓ Provide a range of different inset puzzles that have different shapes and pictures
- ✓ Where there is an opportunity, adult will count an amount of objects to model how to find the total quantity of a group of objects
- ✓ Introduce maths skills in all areas of the room to extend the children's understanding of number

Specific Areas	Understanding the world	Expressive arts and design
<b>Little Acorns 0-3</b> <b>INTENT</b>	<ul style="list-style-type: none"> <li>Repeat actions that have an effect.</li> <li>Explore materials with different properties.</li> <li>Explore natural materials, indoors and outside.</li> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Show attention to sounds and music.</li> <li>Respond emotionally and physically to music when it changes.</li> <li>Move and dance to music.</li> <li>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>Explore their voices and enjoy making sounds.</li> <li>Join in with songs and rhymes, making some sounds.</li> <li>Make rhythmical and repetitive sounds.</li> <li>Explore a range of sound-makers and instruments and play them in different ways.</li> <li>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>Start to make marks intentionally.</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>Explore different materials, using all their senses to investigate them.</li> <li>Manipulate and play with different materials.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Make simple models which express their ideas.</li> </ul>
<b>Little Acorns 3-4</b> <b>INTENT</b>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to make sense of their own life-story and family's history</li> <li>Show interest in different occupations.</li> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</li> <li>Explore colour and colour-mixing</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul> <p>Play instruments with increasing control to express their feelings and ideas.</p>
<b>Little Acorns</b> <b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>✓ Daily register time where children are given opportunity to share and express themselves (possibly sharing home experiences)</li> <li>✓ Planned activities that incorporate man-made and natural materials that have different properties</li> <li>✓ Plan outdoor trips and experiences to explore different outdoor places</li> <li>✓ Plan opportunities to plant flowers/fruit/veg</li> <li>✓ Provide books on the shelf that open discussion about diversity, inclusivity and different cultures</li> <li>✓ Have a home corner that is relatable to the children (having familiar objects in this area, having clothes in there for dress up and a mixture of adult-sized and child sized objects)</li> <li>✓ Provide resources that are made from different materials with different properties</li> <li>✓ Areas that build an understanding of the world such as the home corner, construction, book area, creative area</li> <li>✓ Encourage children to be respectful of others and living things</li> </ul>	<ul style="list-style-type: none"> <li>✓ Plan regular opportunities to make and create using a range of different materials</li> <li>✓ Have musical instruments time where the children can explore what the instruments sound like as well as sing along and begin to be aware of rhythm</li> <li>✓ Allowing children to freely explore paint and encourage the use of their hands to make marks in the paint</li> <li>✓ Adult led sessions of yoga, dancing and other expressive arts that allow children to move freely.</li> <li>✓ Daily singing time with props, instruments and pictures</li> <li>✓ Provide new resources each week to spark the interest of the children that they can investigate and get 'hands-on' on with</li> </ul> <ul style="list-style-type: none"> <li>✓ Areas that encourage expressive arts and imagination such as the home corner, construction, creative area</li> <li>✓ Experiences that are planned according to topic, childrens interests and developmental needs</li> <li>✓ Provide a range of mark making</li> <li>✓ Always provide paint at the easel for children to mix and experiment with colour</li> </ul>