



Little London Ballet EYFS programmes aim to introduce little ones to the world of dance through exploration and expression. Each term is themed on a different classical ballet. We use a unique mix of original and classical music to explore physicality and the basics of ballet technique, encouraging physical and social development. Colourful props and visual aids are used throughout this fast paced, energetic class which inspires the development of focus and concentration.

Every Little London Ballet session involves:

- **Playing and exploring**
- **Active learning**
- **Creating and thinking critically**



Through our fun filled and nurturing classes, we are committed to adhering to the Early Learning Goals outlined in The Statutory Framework for the Early Years Foundation Stage as follows:

The early learning goals

The prime areas

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to



others' needs and feelings, and form positive relationships with adults and other children.

The specific areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Although we vary specific exercises and activities throughout the programme, our EYFS classes follow this specific format:



1. Wake-up body

The first section of our class “warms up” the children through a series of short movement sequences designed to prepare little bodies for physical activities, enhancing stamina and flexibility. Specific focus is made upon discovering the different body parts and how they are able to move safely in different directions.

Key Early Learning Goals Included: Communication and language; understanding. Physical development; health and self care. Personal, social and emotional development; self confidence and self awareness.

2. Follow and focus

Each week we will focus on specific exercises which will enhance key elements of the ballet technique. Children are required to follow the teachers lead through physical and vocal instructions. We use props to enhance focus as well as introducing imaginative concepts.

Key Early Learning Goals Included: Communication and language; listening and attention. Physical development; moving and handling. Personal, Social and emotional development; self-confidence and self-awareness.

Each week the teacher presents an obstacle course for the children to explore and overcome individually and as a team. A range of varying movements will be required to be explored and different objects of varying textures, colours, size and sounds will be discovered.

3. Discover and seek

Key Early Learning Goals

Included: Communication and language; understanding.

Physical development; moving and handling. Personal, social and emotional development; making relationships.

Mathematics; numbers; Shape, space and measures.



4. Listen and react

We break down the narrative of our theme into small chunks of story which we explore with the children each week. Firstly, we recap what has happened in

previous sessions before moving on to a new section of story. We use visual aids, costume and props to enhance the vocabulary and to allow greater access for understanding. Here children are encouraged to discuss and input their creative ideas and reasoning.

Key Early Learning Goals Included: Communication and language; speaking. Personal, social and emotional development; managing feelings and behaviour. Understanding the world; People and communities; the World. Expressive arts and design; being imaginative.

5. Express and create

Children perform a short dance sequence based on the theme of the term. We use props and costume to encourage different movement qualities.

Key Early Learning Goals Included: Physical development; moving and handling. Personal, social and emotional development; self confidence and awareness. Expressive arts and design; exploring and using media and materials.

In line with the EYFS framework, our programmes aim to provide:

- **Quality and consistency** throughout all of our lessons, ensuring every child progress and no child is left behind.

- **A secure foundation** of physical learning and development opportunities which inspire the kinetic needs and interests of each child.
- **Partnership working** between our specialist dance practitioners and parents/eyfs co-ordinators via half-termly reports on each child's progress through our learning outcomes.
- **Equality of opportunity** and anti-discriminatory practise, ensuring that every child is included and receives the support they need to flourish in our environment.

EYFS classes last 30mins in duration and are split into four age groups:

- "BABIES" under the age of approx. 2 years
- "WALKERS" ages approx. 2-3 years
- "TALKERS" ages approx. 3-4 years
- "RECEPTION" ages approx. 4-5 years

Our classes follow the same format regardless of age, however activities are differentiated to accommodate for each individual age group, and allowing for each child to develop at their own pace.

All Little London Ballet teachers are fully qualified dance teachers with enhanced DBS checks, up to date safe-guarding training, paediatric first aid training and public liability insurance.

