



Bapchild & Tonge
C of E School and
Nursery

Early years Curriculum

Our Curriculum vision

Intent

At Bapchild and Tonge Primary School and nursery we have designed a knowledge based early years curriculum, this ensures that children's learning isn't limited by a specific set of activities but instead allows children to be leaders of their own **active learning**. Adults guide, support and nurture our youngest children to have an intrinsic love of learning which fosters **creating and critically thinking**. We help to foster children's natural inquisitive minds and create a space where Children feel loved, cared for and are happy and settled, it is from this base where resilience can flourish. Our curriculum offers space and time for children to **play and explore** in order to build knowledge in a progressive, incremental and contextualised way.

Implementation

Children access the curriculum through a vocabulary rich environment where adults sensitively but purposefully engage with children in order to scaffold and develop children's play. Adults engage through modelling, observation, discussion leading to sustained shared thinking. The curriculum is delivered through broad questions and themes which take into account children's interests. Core texts are used to expose children to varied and exciting vocabulary and provide a vehicle for enquiry and sparking enquiry in our children. This is all framed within the seven areas of learning and accessed through the characteristics of effective learning.

Across our Early Years pupils access learning at their level and pace, as they progress through the early years they begin to access adult led learning through our fully synthetic phonics programme, White Rose Maths, and learning sports through Physical education. Children Engage with the R.E curriculum in a playful and purposeful way through Diddy Disciples and later through 'Understanding Christianity' in reception class. We provide targeted support through Wellcomm and place communication and language at the centre of everything we do.

Impact

Pupils will be confident learners and through their learning they will show mastery of the characteristics of effective learning. They will show a passion and thirst for enquiry and draw on knowledge that they have acquired confidently. By the end of their Early Year journey at Bapchild & Tonge our youngest children will have the tools needed to not only succeed but to thrive as they continue their journey not only through Bapchild & Tonge but beyond. We ensure that our ambitious vision and curriculum is met through robust monitoring, professional development and coaching to ensure the best outcomes from all.

Characteristics of Effective Learning

Engagement

Finding out and exploring;

- Exploring using their senses.
- Showing curiosity.
- Showing particular interests.
- Asking questions to find out more.
- Returning to previous learning.
- Building on previous learning.



Playing with what they know;

- Engage with objects in the environment.
- Use familiar objects in play.
- Explore a range of new objects in their play.
- Use objects to represent different things.
- Take on a role in their play.
- Act out experiences with a range of objects.
- Plan to use resources for a particular purpose.



Being willing to have a go;

- Observe others in their play.
- Play alongside others.
- Initiate activities independently.
- Beginning to challenge themselves.
- Trying new activities.
- Showing a can do attitude.
- Take risks – trial and error.



Communication and language

Listening, attention and understanding

- respond to sounds
- distinguish between sounds
- Focused attention
- Listen and respond 1:1

2 year check—Respond to name when called, join in with familiar songs/actions, link words to objects , Listen and respond 1:1 e.g. puppet play

- Make comments about what they have heard
- Listen and respond in small groups
- Ask questions for own knowledge
- Use talk to clarify thinking
- Ask questions in response

End of Nursery - can ask simple questions (who, what), can follow simple instructions, can use talk to express how they are feeling or to share ideas and interests with peers.

- Ask and answer clarification questions e.g. why?
- Hold a back and forth conversation
- Listen carefully and know that listening helps us to take in information about the world around us.
- Make links with ideas and talk about what they have learnt before. (metacognition)
- Listen and talk about things they have heard, draw on previous experiences

Listening, Attention and Understanding ELG

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

What this might look like in practise

- Say child's name when playing
- Sing songs, play instruments
- Play with toys that make noises
- Give simple instructions
- Give children rich examples of vocabulary through reading books , singing song, talking
- Use gestures and facial expressions to engage listeners and support understanding of new concepts
- Concept cat / explain the meaning of unfamiliar words.
- Encourage children to talk about what they are doing in order to clarify thinking
- Select a progressive and high quality songs and stories.
- Link listening with learning
- Use of Makaton and cued articulation
- Children to copy and use recently introduced vocabulary
- Bring objects, pictures, and photographs to promote discussion and talk
- Model words and phrases
- Show a genuine interest and want to find out more, "can you teach me about that..."
- Narrate you own and children's actions
- Reframe what they have said to give clarity
- Make deliberate mistakes and get children to identify these
- Make time for children to tell stories, role play, helicopter stories
- Have fun with words emphasis rhyming pairs when reading.

The acquisition of a broad and rich vocabulary in order for children to achieve the curriculum as set out

Communication and language

ELG

Speaking

- Use actions to communicate
- Copy words
- Link words to objects
- Remember newly introduced vocabulary
- Communicate for a purpose
- Use short phrases

2 year Check—Use actions and gestures to guide peer and adults attention. Child regularly adds to vocabulary including newly introduced vocabulary. Speak in sort phrases—"I/me—go on bike."

- Use simple sentences of 4 to 6 words
- Uses talk to narrate play
- Use talk to negotiate

End of Nursery— to know a widening range of vocabulary in order to sing a range of familiar nursery rhymes and communicate using more complex sentence of 6 words +. Can use talk to organise play. Select and begin to use vocabulary in the future and past tense, can use because, and , or to extend ideas in talk.

- Use complex sentences including tenses
- Hold a back and forth conversation
- Using appropriate rich vocabulary confidently in a range of contexts
- Use a widening range of vocabulary applying newly learnt vocabulary in a range of contexts.

Speaking ELG

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

The acquisition of a broad and rich vocabulary in order for children to achieve the curriculum as set out

What this might look like in practise

Read and pause to allow for children to join in with repeated refrains or to allow for predictions.

Model asking questions

Start conversations in play, take an interest and develop thinking further

Read aloud fiction and non fiction exploring and introducing new ideas.

Make books available to share at school and home.

Personal, Social and Emotional Development

Self Regulation

- Co-regulate with main carer
- Co-regulate with a familiar adult—with support begin to recognise own emotions.
- Co-regulate with a familiar adult—begin to recognise emotions beyond themselves.
- To know they are safe within their setting when unfamiliar adults are present.
- To distinguish between feeling happy and feeling sad and know what I can do in response to my feelings.

2 year check—I can co regulate with a trusted adult and I can express how I'm feeling, even if I don't know why I am feeling this way. I am beginning to communicate with a wider circle of adults e.g. other staff.

- To know and understand the emotions angry, happy, sad, worried in relation to myself and know what I can do to alter or calm my feelings if needed.

End of Nursery— To express how they are feeling e.g. “I am sad because x wont let me on the swing. “ and begin to use strategies with adult support.

- Wait and show control over impulses
- Identify and moderate own feelings

Self-Regulation ELG: -

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

What this might look like in practise

Take an interest in children's home life and share information with main carers

Ensure younger children can get hold of their comfort toy as a source of regulation when needed

Use phrases “ I can see you are feeling....

“I would be feeling..... If..... Had happened to me” “When I feel..... I like to.....”

Provide predictable and safe routines.

Read stories that look at different emotions to give context to children's own emotions e.g. the colour monster.

Use emotion cards, puppets

Collaborate with main care giver about toilet training

Provide opportunities for children to be leaders of their own learning/ play.

Support younger learners by giving them choices but limiting the choices that they make e.g. A or B?

Open ended play opportunities e.g. loose parts, large scale construction

Provide role play, large scale construction enhancements there are resources that promote group play.

Provide opportunities for small world play

Play turn taking games, e.g. snakes and ladders, snap

Allow opportunities for children to organise themselves in friendship groups as well as preset adult groupings.

Model how to play games with rules e.g. tag.

Personal, Social and Emotional Development

Managing self

- Knowing and following own interest
- Express needs and wants through emotions

2 year check—knowing own mind and following interests, able to select and explore resources and environments. Show a want for independence. Express a range of emotions even if at times these are overwhelming.

- To know how to express wants and needs in a clear manner.
- To know how to set simple goals and follow them through
- To follow an idea and select resources to carry out an idea.
- Know how to manage self care needs e.g. toileting

End of Nursery—to be able to wipe own bottom and identify own care needs e.g. needing the toilet. Develop fine motor skills for personal care e.g. using cutlery to eat, put on shoes.

- Show pride and see themselves as a valuable individual
- Express their own feelings and opinions in a manner that is respectful for others.
- Show resilience and perseverance in the face of challenge

Managing Self ELG: -

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

What this might look like in practise

Take an interest in children's home life and share information with main carers

Ensure younger children can get hold of their comfort toy as a source of regulation when needed

Use phrases "I can see you are feeling...."

"I would be feeling..... If..... Had happened to me" "When I feel..... I like to....."

Provide predictable and safe routines.

Read stories that look at different emotions to give context to children's own emotions e.g. the colour monster.

Use emotion cards, puppets

Collaborate with main care giver about toilet training

Provide opportunities for children to be leaders of their own learning/ play.

Support younger learners by giving them choices but limiting the choices that they make e.g. A or B?

Open ended play opportunities e.g. loose parts, large scale construction

Provide role play, large scale construction enhancements there are resources that promote group play.

Provide opportunities for small world play

Play turn taking games, e.g. snakes and ladders, snap

Allow opportunities for children to organise themselves in friendship groups as well as preset adult groupings.

Model how to play games with rules e.g. tag.

Personal, Social and Emotional Development

Building relationships

To take an interest in others play (spectator play)

Respond to others emotions

2 year check— observe children and adults in play and through routines, to mimic and copy the play they see. Show a desire for independence “no, I do it!” Respond to others emotions e.g. Smile when a familiar adult is smiling, becomes upset if another child is upset.

To play along side other children (Parallel play.)

Initiates conversations about their own interest.

To understand how others might be feeling and respond accordingly.

Know how to interact with others (associate play)

To play in groups with one or more children

To know how to extend and elaborate play ideas.

End of Nursery—children include peers in their role play through parallel and associate play. To be able to select resources and make choices/ talk about own play and interests.

Initiates conversations with other children, attends to and takes account of what others say.

To know how to share an interest and develop play with others (cooperative play).

Know how to take steps to resolve conflicts e.g. share / compromise.

Respectful of others emotions and responds to them in an appropriate manner.

Build constructive and respectful relationships.

ELG's Building Relationships ELG: -

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- -Show sensitivity to their own and to others' needs.

What this might look like in practise

Celebrate children's personal achievements

Provide opportunities for children to tell each other about their lives and their play e.g. show and tell.

Provide strategies for managing different emotions.

Talk through with children how they resolved a problem as a model—promote resilience by reframing a problem.

Physical development

Gross motor skills

- Begin to have an awareness of the size of their body when developing (proprioception)
- Know how to navigate spaces
- To know how to control more core in order to balance.
- Judge distance from themselves to their surroundings.
- Move hands and feet in relation to the space around the body.

2 year check— developing proprioception—can walk/run on flat surfaces, stretch up or under objects to reach a desired object, climb steps with two feet per step, move limbs for a desired outcome e.g. kick a ball, jump with both feet off the ground. Has core strength to hold themselves up when seated.

- Collaborate and negotiate with others in order to manoeuvre larger equipment.
- Know how to move their body in a range of simple movements in order to negotiate spaces
- Know how to move their body for a range of purposes in order to achieve a desired outcome.

End of nursery—can use alternate feet when negotiating equipment and spaces. Have increased proprioception that enables children to jump off larger play equipment and land safely, balance on varying equipment.

- Move more fluently with increasing control (increased levels of proprioception)
- Build strength and coordination when using equipment.
- Demonstrate an increase in core control in order to sustain posture when engaging in longer activities.
- Refine hand eye coordination in order to enhance sports and physical skills leading to confidence in their ability.

ELG: Gross Motor Skills Children at the expected level of development will:

- **Negotiate space and obstacles safely, with consideration for themselves and others;**
- **Demonstrate strength, balance and coordination when playing;**
- **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**

What this might look like in practise

Moving around and negotiating spaces e.g. crawling through tunnels, playing in boxes and making dens

Move around spaces making roads and obstacle courses to navigate around

Use swings, slides and climb

Walk and then run around familiar environments, negotiating spaces

Use whole body to manoeuvre scooters and later bikes

Develop control through balancing, skipping, hopping and crossing midline activities e.g. squiggle while you wiggle

Begin to control balls using body rolling, kicking, bouncing, and dribbling.

Use large construction in order to build muscle and control when lifting larger objects

Refine skills: rolling, walking, running, hopping, climbing, skipping

Use directional language to support movements

Introduce moving with grace and control in dance and gymnastics

Children should be highly active and should get out of breath

Given opportunities to be still and quiet e.g. looking at the sky, meditation, yoga

Get children to develop skills during snack time, carrying and pouring drinks, preparing and selecting food.

Knives and forks for eating

Tear paper and print

Encourage drawing and mark making

Paint brushes, sponges and other mark making tools e.g. pens

Doing zips, fasteners and buttons - supporting and removing support in stages

Begin to move to one handed tools e.g. scissors, hammer

Model and use tripod grip when using mark making tools.

Physical development

Fine motor skills

Know how to grasp using whole hand

Develop manipulation and control with hands/ fingers

Move hand to mouth - developing hand eye co-ordination

Control hands when pushing/ pulling e.g. shutting Velcro fasteners on a coat.

2 year check—demonstrate increasing hand eye coordination using whole hand/ palm grip when controlling objects or malleable materials. Moving hands for a purpose e.g. clapping

Begin to manipulate tools and objects using different parts of the body.

Use static tripod grip

End of Nursery—threading large objects, pulling zippers up (some assistance may be needed for the bottom of the zip), able to grip a pencil in static tripod grip. Show a preference for a dominant hand.

Develop dynamic tripod grip

Use a range of tools competently, safely and confidently for a range of purposes.

Following the fully synthetic phonics programme ensure letter formation is embedded at each stage.

Continue to develop the foundations of a handwriting style (non-cursive) which is fast, accurate and efficient.

ELG: Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

What this might look like in practise

Provide opportunities to engage in structured sport

Other activities to further develop fine motor skills; threading, pouring, mixing, sewing, cutting, planting and caring for plants, use malleable resources e.g. clay, construct kits e.g. Lego

Provide regular encouragement and feedback

Use wheeled toys, wheel barrows, climbing frames, a frames, mats, tyres, tunnels and ropes

Use a range of balls all different sizes, weights e.g. ping pong balls, tennis balls, balloons

Draw using observation, draw from primary sources

Teach letter formation in line with Floppy's Phonics and ensure letter formation is practiced to ensure fluency and automaticity.

Comprehension

- Tunes into stories and songs
- Show enjoyment in sharing stories and songs

2 year check— to show interest and enjoyment in sharing stories and songs

- Use repetition of language (e.g. singing nursery rhymes)
- Use story language in their own play

End of nursery—to be able to retell familiar stories with repeated refrains and patterns. To be able to know and use new vocabulary in a range of context to show understanding.

- Recall and retell familiar stories
- Use story language when developing their own stories
- Make predictions

ELG: Comprehension Children at the expected level of development will:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word reading

- Represent talk through signals and signs
- Develop spoken language and know how to communicate through talk (see C&L)

2 year check— uses a range of gestures and words when talking about their wants/needs.

- Develop symbolisation—knowledge that text on the page holds meaning
- Floppy's phonics: Level 1: discriminating and identifying sounds; environmental, instrumental, rhythm, rhyme, and alliteration

End of Nursery—children can recognise and read their own name, to hear initial sounds in words. Have a syllabic awareness and discriminate between sounds in a range of environments.

- Develop metalinguistic awareness - the ability to think about and talk about language
- Floppy's phonics: Level 1+, 2 and 3: hear, discriminate and relate sound to symbol
a t p l n m d g o c k k e u r h b f f l l l e s s j v w x y z z z q u c h s h t h n g d g e v e w h c k s
t c h n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r e r u e u e u r e t u r e

ELG: Word Reading Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy

What this might look like in practise

Listens to rhymes and songs and simple repetition games e.g. peek a boo

Alter the words in songs to help children tune in.

Join in with stories using puppets and props

Join in singing familiar songs moving to singing whole songs that they know independently

Small world play that promotes story language use

Helicopter stories

De-constructed role play and role play enhancements that promote retell of traditional/ familiar tales.

Story talk encourage "I wonder what will happen next..."

Use Makaton to communicate

Opportunities for talk and discussion, artefacts, real world objects and resources that promote talk.

Points to words in the environment, lists and makes up what it says.

Make mistakes e.g. I park walk does that sound right?

Re-read texts to build fluency and reciprocity

Model and reframe children's language to support and develop language acquisition

Floppy's phonics

Draw pictures for their stories

Mark making for purpose e.g. shopping lists, letters, cards, notes, recipes.

Writing about experiences e.g. news

Writing for a purpose

Grapheme tiles

Dictate sentences

Re-read writing to check it makes sense

Literacy

Writing

- Gives meaning to marks they see in their environment
- Pictures
- Random scribbling

2 year check— children show an interest in cause and effect when mark making and are beginning to give their marks meanings/showing others the marks they make.

- *Give meaning to the marks they make;* Pictures , scribble writing, Symbols that represent letters, Random letters, String of letters
- Make letter like shape marks in their play.

End of Nursery—can write their own name and uses inventive writing in role play e.g. letter like shapes.

- Copying environmental words (not knowing their meaning)
- *Beginning to write with meaning;*
- *Using taught phonemes (see above for sound sequence)*
- Writing initial sounds
- Early inventive spelling
- Phonetically plausible attempt at spelling (based on taught phonemes)
- Transitional writing (as above but with some correctly spelt words—including helpful words)

ELG: Writing Children at the expected level of development will:

- **Write recognisable letters, most of which are correctly formed;**
- **Spell words by identifying sounds in them and representing the sounds with a letter or letters;**
- **Write simple phrases and sentences that can be read by others.**

What this might look like in practise

Maths

Number

- Spatial awareness
- Begin to use language related to number

2 year check— explore objects of varying size and weight and begin to use vocabulary matched with this. Rote count with an adult or in a group.

- Represent numbers (numerals and amounts)
- Know and understand the cardinal principle
- Subitising amounts
- Composition of numbers to 5
- Simple number vocabulary—when playing

End of nursery - subitise up to 3, work with numbers up to five—songs, numerals , rote counting.

- To develop number conservation
- Conceptual subitising
- Recall number facts
- Composition of numbers to 10 (e.g. grouping—adding/ subtracting)

ELG: Number Children at the expected level of development will:

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5;

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

What this might look like in practise

Puzzles, shape sorting, slotting, loose parts play

Small block play, large block play

Printing and shadow play

Counting sets of objects

White rose maths scheme from year R

Following recipes

Sorting sets of animals in pens

Compare amounts saying lots more or the same

Sing finger rhymes which promote showing and hiding fingers

Use small environmental numbers e.g. 5 pencils on a pencil pot to encourage sorting in the environment.

Memory games e.g. kims game

Patterns with colour and pegs boards,

Mapping - large sheet mapping

Combining and positioning shape—encourage children to look at these activities from different angles

Barrier games - can you make what I am making

Photos of models in the environment to copy.

Perspective talk—they aren't tiny they are further away.

Children to fill water tray themselves

Children to copy models

Children to move from photos to drawings

Move from large scale to small scale to representations.

Talk about routines and patterns in the day and passing of time

Sequencing—routines, stories

Count downs e.g. advent

Follow White Rose scheme

Using real world maths e.g. stop watches to time running, scales for weighing for recipes, vule containers e.g. cups and scoops

Maths

Numerical patterns

- Spatial awareness
- Noticing patterns

2 year check—Arrange objects in patterns e.g. red blue, move their body into difference spaces (proprioception) , show an awareness in size of objects through play e.g. stacking cups

- Comparing (any mathematical concept)
- Copying patterns
- Sharing amounts/ objects equally
- Noticing similarities and differences
- Talk about shape, position and direction e.g. mapping

End of Nursery—talking about mapping e.g. familiar routes, arrange and continue an ABAB pattern. Selecting and combining shapes for a purpose.

- Knowledge of the patterns in the counting system
- Extending and creating patterns
- Spatial reasoning
- Possible further mathematical patterns; doubles & halves, number bonds (inverse), odds and evens
- White Rose progression for EYFS*

ELG: Numerical Patterns Children at the expected level of development will:

Verbally count beyond 20, recognising the pattern of the counting system;

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

What this might look like in practise

Counting beyond 10—stopping to notice patters in the number system
looking at number tracks such a calendars

Number bonds and identifying patterns when numbers move and identifying the inverse in the sequence.

Loose parts—comparing sets of objects of differing amounts

Identify parts and whole.

Understanding of the World

Past and present:

2 year check—To know things happened a long time ago

- To talk about what they have just done
- To know how old they are—know about their birthday
- Understand now and next
- Understand that past means it has happened
- Remember things from their own past (not necessarily in order)
- Know about past events in my own life e.g. mums birthday, family holiday.
- To know that things change over time
- **End of Nursery— beginning to make sense of their own family history story and develop vocabulary that enables them to talk about their own family story.**
- Know about some features of new and old objects
- Know about some key events in history, in living memory e.g. current monarchy
- Make observations about new and old artefacts
- Retell some key facts from historical events
- Broaden vocabulary in line with the above experiences in order for children to explain and explore these concepts confidently through their talk.

ELG: Past and Present Children at the expected level of development will:

- **Talk about the lives of the people around them and their roles in society;**
- **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;**
- **Understand the past through settings, characters and events encountered in books read in class and storytelling.**

What this might look like in practise

Talk about celebrations, birthdays and anniversaries

Talk about what happened yesterday

Recall memories do you remember when...

Look at how babies change into children and then grown up—make comparisons and look at how they have changes from nursery to reception

Create family trees—talk about who is in their family

Explore toys with mechanisms, lifts, pulleys, wheels

Explore people who help us and different jobs that they have experienced, doctors, shop keepers

Deconstructed role play

Home corner

Construction—models and sets

Use our senses when talking adults to model this language and allow children a change to explore

Diddy Disciples

“can you teach me about that...”

Know where their toilet, coat and drinks bottle is

Mapping

Looking at other countries our families are from, places we have visited or places our food comes from.

R.E syllabus explores a range of other cultures and religions

Celebrating festivals such as lunar new year and identifying where countries are that celebrate this.

Understanding of the World

The natural world:

2 year check—Explore and respond to different natural phenomena e.g. splashing in puddles

- Know vocabulary to describe their senses.
- Recognise their own surroundings and name natural objects e.g. leaf
- Use sense to observe changes in the natural world
- Observe and identify key features e.g. colour and size
- Know how to talk about forces they can feel
- Know how to make healthy choices; food, drink, activity and tooth brushing
- Know the names of a range of familiar animals
- To know there are four seasons
- Recognise some environments that are different to their own.

End of Nursery— to explore, talk about and compare natural phenomena using a widening range of vocabulary. Know that there are different countries around the world.

- Understand why questions
- Observe and know about simple scientific opposites e.g. day/ night or hot/ cold
- Know difference between materials, forces, natural phenomena
- Know that some environments are different to their own e.g. it is cold in the north pole
- Know and understand classification of animals
- To know and understand the important processes and changes in the natural world around them e.g. seasons/Changing states of matter— Ice/ water— cornflour/ water—baking
- To have a concept of growth and to be able to explain this process
- Use a broader range of vocabulary to explain and talk about the above concepts.
- Make comparisons with different environments and their own.

ELG: The Natural World Children at the expected level of development will:

Explore the natural world around them, making observations and drawing pictures of animals and plants;

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

What this might look like in practise

Talk about what they need to wear when its cold.

Talk about changes they see in their immediate environment

Organise, sort and group animals for tidy up time

Visit a farm

Explore materials through books that's not my..

Explore forces when playing bikes and trikes, ramps and cars and other construction

Count, sort and classify different sets of animals

Life cycles e.g. the hungry caterpillar

Vocabulary to be aspirational e.g. chrysalis

Sing songs e.g. old MacDonald had a farm

Habitats for different animals

Understanding of the World

People, Culture and Communities:

- To know who is in my family

2 year check—To notice difference in people, e.g. long hair/short hair. Know who is in my family

- Notice special objects in their environment
- Know what people in my family do
- Know about my own environment
- Explore how things work
- Know about celebrations that are special to me
- Know that people live in different places
- To know about the lives of people around them and their roles in society
- Know that other people celebrate their own traditions
- To know there are a range of occupations (jobs)

End of Nursery— to know about their immediate community and people that help them. Talk about their own cultures and the culture that people in their environment.

- To show respect and tolerance for other peoples faiths and cultures
- Know and describe how things work
- Know features of the local environment
- Name other celebrations and festivals that they themselves may have just celebrated or have experience of.
- Know about other countries that are significant to them e.g. holiday destination
- Make comparisons between different people and their job roles e.g. that job happens at night and that job happens in the day.
- Know key features of significant celebrations/festivals
- Compare life in different countries

ELG: People, Culture and Communities Children at the expected level of development will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

What this might look like in practise

Hands on experiences visiting local area

Share a range of fiction and non fiction texts

Termly seasonal walk—why has that changed?

Children to set up ice trays and explore the changes - why does that ice melt quicker than the other ice?

Use chronology to organise events

Look at different religions through festivals and traditions

Worm farm

Butterfly nets

Tadpole tanks

Look at why a stag beetle is endangered—why can't they live everywhere?

Expressive arts and design

Creating with materials

2 year check— Make marks intentionally and begin to explore a range of materials in order to create marks or representations.

Know how to manipulate and play with a range of materials

Know that they can make marks with a range of tools

Combine materials

Combine materials for a planned effect.

Use a range of instruments and explore these with interest

End of Nursery—explore material freely in order to develop ideas, including a range of materials, textures and joining techniques e.g. glue and tape.

Know that different tools have different effects and select appropriate tools for the planned outcome.

Develop their own ideas and decide which material to use to represent them

Explore, use and refine a range of artistic effects to convey ideas and designs.

Evaluate and adapt creations in order to improve

ELG: Creating with Materials Children at the expected level of development will

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Share their creations, explaining the process they have used;

Make use of props and materials when role playing characters in narratives and stories.

What this might look like in practise

Treasure baskets for young children to explore different textures and talk about them

Sensory play e.g. dark dens and lights

Painting and mark making without a prescribed outcome

Workshop that enables exploration of resources

Books and stories that promote design and creation.

Explore colour and colour mixing

Junk modelling

Explore rhythm, tone and pitch through the use of voices and instruments including body percussion

Models to copy, continue and adapt

Provide different surfaces for children to work on floor, table easel, ground

Provide different sets for children to explore with—different sizes of boxes, length of paper

Invite artist, musicians and craft people into the setting in order to hook and spark interest.

Model and scaffold pretend play, sensitively playing alongside or joining to develop pretend play.

Offer loose parts in the home corner for children to play with e.g. imagining pine cones are pasta

Provide opportunities for children to create with real food in the home corner offering real life context.

Self created rules moving onto group created rules e.g. you are going to be the mummy and I am going to be the doctor and you are the baby. - support children in negotiating roles and rules

Notice children who are not joining in pretend play, facilitate and support their involvement.

Expressive arts and design

Being imaginative and expressive

- Respond to sounds/ music
- Engage in symbolic play (functional play);
- Simple—with realistic toys enacting single actions
- Series of familiar actions—joining simple realistic actions together

Year 2 check—respond to music and enjoy the rhythm of different music, begin to use their imagination as they engage with a wider range of open ended resources.

- Know their voice can change for different effects
- Explore sound and notice pattern
- Have a sense of belonging and understand pattern.
- Engage in symbolic play (functional play);
- Series of less familiar actions—less familiar e.g. going in an ambulance / driving a car (constructive play)

End of Nursery—Engage in more detailed small world play and role play, enjoy exploring music paying attention to a wider range of sounds. Return to ideas building on previous learning and refining skills

- Engage in role play with other children—more abstract unrealistic objects represent real life objects. (dramatic play)
- Know how to initiate games with rules and be able to follow rules and listen to others.
- Express own thoughts and feelings
- Know how to pitch match and follow a moving melody
- Know how to create improvisation and develop own compositions
- Respond to others thoughts and feelings
- Play with increasing control for a planned effect

ELG: Being Imaginative and Expressive Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher;

Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

What this might look like in practise

Help children to add detail to their drawing by including interesting objects and using interesting locations

Have opportunities for families to come in and share in children's creations

Deconstructed role play, allowing for open ended exploration.

Remember and sing entire songs

Improvise songs

Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.

Play, share and perform a wide variety of music and songs from different cultures and historical periods. Play sound-matching games.

Have small world and loose parts to promote imaginative play.

Work in groups to develop creative ideas

Work with a range of resources to develop understanding of colour mixing

Help children to notice features of their own natural world—using their senses to make sense and explore their world

Returning and building on previous learning, what do we know, what can we explore?

What, talk about and explore performance art e.g.—watch a theatre performance and respond to it

Develop story lines in their pretend play.