

# **Little Hayes and Speedwell Nursery Schools Federation**

## **Curriculum Sequenced Steps.**





## Communication and Language

### I can listen and give attention

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>give single channelled attention. Although they cannot listen to an adult's directions whilst playing, they will be able to shift attention to the speaker and back to the task, if attention is fully obtained –.</li> <li>listen with interest to the sounds adults make when they read stories.</li> <li>recognise and respond to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.</li> <li>show interest in play with sounds, songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Use the child's name to help gain and focus their attention</li> <li>Make sure that adults are on the same level as the child and face to face with the child</li> <li>Share stories and rhymes in engaging ways- adding intonation, varying pitch, tone</li> <li>Notice and comment on noises in the environment- listening to traffic, birdsong, doors opening and closing etc</li> <li>Play with sounds- making noises with items found around the environment, using silly voices,</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>shift attention between a task and an adult's instruction, without help from the adult</li> <li>follow directions (if not intently focused)</li> <li>listen to others in one to one or small groups, when conversation interests them.</li> <li>listen to familiar stories with increasing attention and recall.</li> <li>join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Use clear, consistent language when giving simple instructions- accompanied by visuals when appropriate.</li> <li>Allow time for children to process and follow directions.</li> <li>Small group learning experiences with engaging invitations to give attention (Bucket time style)</li> <li>Continuous provision offers spaces for choosing and sharing stories, with collections that stay the same for a long time, giving children time to learn them</li> <li>When reading and singing, encourage children to join in and leave gaps for children to fill.</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>understand and follow verbal instructions related to the task, without stopping to look at the speaker. (Two channelled attention)</li> <li>listen and do in a range of situations with a range of people.</li> <li>Concentrate for a short time when learning in a group</li> <li>sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.</li> <li>maintain attention, concentrate and sit quietly when appropriate.</li> <li>show variability in listening behaviour; they may move around and fiddle but still be listening or sit still but not absorbed by activity</li> </ul>	<ul style="list-style-type: none"> <li>Adult planned group learning in key groups and bigger circle- starting with short time and building up</li> <li>Time to play alongside peers in continuous provision, listening to what friends say and responding appropriately</li> <li>Letters and Sounds Aspects 1, 2 and 3 (Environmental and Instrumental sounds and body percussion) developing specific listening skills and sound discrimination</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>listen and give attention</b></li> <li>engage actively with stories, non-fiction, rhyme and poems</li> <li>PSE – Direct attention as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Throughout daily routine opportunities to practising listening and giving attention in whole range of contexts</li> </ul>

## Communication and Language

### I understand instructions, questions, prepositions and explore the meaning of new words

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>• Understand instructions with two key words, e.g. Give me the <b>ball</b> and the <b>plate</b>. Give the <b>car</b> to <b>Dolly</b>. Push to <b>car</b> to the <b>table</b>.</li> <li>• Understand instructions with three key words, e.g. Give the <b>pencil</b> to the <b>big man</b>. Make the <b>girl</b> <b>brush</b> the <b>dog</b>. Make the <b>man</b> <b>jump</b> on the <b>table</b>.</li> <li>• Identify continuous present verbs by, carrying out an action or selecting a correct picture, e.g. Show me <b>jumping</b>. Who is <b>drinking</b>?</li> <li>• Understand 'what', 'where' and 'who' in simple questions</li> <li>• Develop understanding of simple concepts e.g. fast/slow, good/bad, big/little, wet/dry)</li> <li>• Understand that 'no' plus an object means an absence, e.g. Which bowl has no apples? Who has no ball?</li> <li>• Shows understanding of prepositions, 'in', 'on', 'under'</li> <li>• Know the names of colours</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasise action words during play and every day activities.</li> <li>• Sing action songs and rhymes e.g. 'Mulberry Bush', Simon Says.</li> <li>• Display photos of children engaged in different activities at the child's level to provoke conversation.</li> <li>• Join in simple pretending games with children, commenting and giving suggestions about what they can do. "You're brushing rabbit's fur", "Can you wash rabbit's ears?"</li> <li>• Plan activities such as cooking in which talk is natural about what the children will need to do.</li> <li>• continuous provision and enhancements include concepts such as big /little, long/short, fast/slow with many opportunities to revisit, remember and test ideas in different contexts.</li> <li>• Letters and Sounds Phase 1: Aspect 1 'Describe and find it', 2 'Hidden instrument, on dvd, 3 'Words about sounds', 3 'The Pied Piper'.</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Understand instructions with four key words, e.g. Put the <b>big cow</b> <b>under</b> the <b>barn</b>. Make <b>teddy</b> <b>jump</b> on the <b>little bed</b>.</li> <li>• Understand and use pronouns 'he' and 'she'</li> <li>• Understand negative forms 'isn't', 'can't', 'don't'</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' and 'in front', by carrying out an action or selecting a correct picture.</li> <li>• Understand the function of objects e.g. What do we use to cut things? What is this used for?</li> <li>• Understand the function of body parts e.g. What do we see with? What does she hear with?</li> <li>• Demonstrates understanding of concepts: many and few; long and short; first and last, by carrying out an action or selecting a correct picture.</li> <li>• Understand 'why' and 'how' questions and respond with 'because...' to explain.</li> </ul>	<ul style="list-style-type: none"> <li>• A carefully thought through environment with communication friendly spaces e.g seats for two at the computer, enclosed cosy areas for sharing stories, separate noisy and quiet areas etc.</li> <li>• Create a 'listening area'.</li> <li>• Choose stories with repeated refrains. Enliven stories with e.g. puppets, clear visuals, actions, songs etc.</li> <li>• Share stories with groups allowing time for follow up and children are 'fresh' and able to listen.</li> <li>• Support routines and instructions with clear visuals (e.g. photos and pictures). Keep instructions short and simple. Simplify and reduce choices for young distractible children.</li> <li>• Create a visual choice board that can be moved around.</li> <li>• Position yourself face to face with distractible children to help them attend to what you are saying.</li> <li>• Play listening games (see list). Consider a variety of group sizes for different activities.</li> <li>• Direct conversation away from yourself and actively involve other children in the conversation.</li> <li>• Letters and sounds Phase 1: Aspect1 'Sound lotto', 1 'Drum outdoors', 2 'Which instrument?', 2 'Matching soundmakers', 2 'Matching sounds', 3 'Follow the sound', 6 'Who's voice?', 6 'Target sound', 7 'Which one?'</li> </ul>

<b>Step 3</b>	<ul style="list-style-type: none"> <li>Beginning to develop inference to understand humour in nonsense rhymes, jokes, stories.</li> <li>Confidently responds to a range of questions such as what; where; who; why and how.</li> <li>Understands 'when' questions and gives time or sequence specific responses e.g. In the morning. After lunch. On Monday. Before bed time.</li> <li>Developing ideas about more abstract concepts, e.g. long, short, tall, hard, soft, rough.</li> <li>Identify similarities and differences and reason about how to sort and group objects or pictures.</li> <li>Able to follow a story, without pictures or props.</li> <li>Understand instructions containing sequencing words: first; after; last</li> <li>Understand post-modified sentences, by carrying out an action or selecting a correct picture. e.g. The car winning the race, is red. The duck holding the cup, is big.</li> <li>Understand sentences containing 'either' and 'or' e.g. Point to either teddy or monkey. Give the cup to either the girl or the boy.</li> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> </ul>	<ul style="list-style-type: none"> <li>Create opportunities for children to listen to each other e.g. 'barrier games' (see activities for talking list).</li> <li>Support conversations by demonstrating turn taking, waiting until someone else has finished, using facial expressions to show listening.</li> <li>Support children with 'golden rules for listening' and use of visuals etc.</li> <li>Continue to provide quiet spaces that encourage communication / listening both indoors and out.</li> <li>Ensure your resources are challenging and interesting enough to hold and extend children's sustained attention. (Natural and open-ended resources are particularly helpful).</li> <li>Continue to follow children's interests and find out about things together / plan the resources they need to give a reason for sustained attention and listening.</li> <li>Encourage children to experiment with words and sounds e.g. with nonsense rhymes, and listening games.</li> <li>Play turn taking games e.g set up and start off board games.</li> <li>Resource role play and book areas with listening and recording equipment plus phones, walkie-talkies, microphones etc.</li> <li>Use oral story telling with actions (e.g. Storymaking).</li> <li>Talk with parents about their child's attention and listening skills at home as well as in the setting.</li> <li>Letters and sounds Phase 1: Aspect 1 Teddy is lost in the jungle, 1 Favourite sounds, 2 Grandmother's footsteps,</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>understand instructions, questions and prepositions and explore the meaning of new words</b></li> <li>engage with opportunities to use and embed new words in a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Daily routine which enables children to practise and develop skills in following instructions and using new vocabulary in context.</li> </ul>

## Communication and Language

### I can use language to connect ideas and express myself and my experiences

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>• Use new words very rapidly in context when communicating.</li> <li>• Remember and say two things in a list</li> <li>• Say two keyword phrases, verb and object</li> <li>• Use prepositions 'in' and 'on' and 'under'</li> <li>• Use a range of adjectives 'big' and 'little'</li> <li>• Use talk to categorise objects by function</li> <li>• Use simple three-word sentences, e.g. 'Mummy gone work. Girl playing swing.'</li> <li>• Use pronouns, 'I', 'you', 'we'</li> <li>• Begin to ask a variety of questions, 'what' and 'where'?</li> <li>• Begin to use word endings '-ing' and '-s' correctly for continuous present tense and simple plurals e.g. playing, cats</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous provision is well thought out to provide spaces in which children can hear and use new vocabulary- role play, small world, story areas etc</li> <li>• Adults introduce new vocabulary and model using words in context.</li> <li>• Children repeating back new words "it's a trowel, can you say trowel?"</li> <li>• Adults model correct endings of words- adding ing or s- reflecting back child's attempts with correct suffix</li> <li>• Songs, rhymes and stories which include preposition language Where's Lenny?</li> <li>• Reflecting back children's use of pronoun in correct format- replacing me for I (me do it- I can do it)</li> <li>• <b>Sections 4 and 5 of Wellcomm Big Book of Ideas</b> for activities around specific skills.</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Use talk in pretending that objects stand for something else in play</li> <li>• Can remember and say three things in a list</li> <li>• Use 3-5 words together frequently e.g Mummy, I want biscuit. The doll sitting on chair.</li> <li>• Use talk to connect ideas, explain what is happening and anticipate what might happen next.</li> <li>• Discuss ideas about objects with one or more than one function</li> <li>• Recall and retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Ask questions about why things happen who, what, when, how and why.</li> <li>• Begin to use more complex sentences to link thoughts using 'and' or 'because' to explain</li> <li>• Use verbs in past and present tense e.g. play, playing, will play, played)</li> <li>• Talk more extensively about things that are of particular importance to them. Consistently uses 4-5-word sentences/phrases.</li> <li>• Use comparatives, 'bigger', 'longer', 'smaller'</li> <li>• Understand a range of opposites 'wet'/'dry'</li> <li>• Use pronouns 'his' and 'her' correctly</li> <li>• Recall and uses new vocabulary that reflects the breadth of their experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide wide range of opportunities to talk with peers and adults in play situations</li> <li>• Model using short sentences- reflect back children's brief statements in sentence format. Child says "apple" reflect back "I would like apple or I want apple"</li> <li>• When story telling and singing leave gaps for children to anticipate and fill</li> <li>• Introduce Tales Toolkit as a way to sequence ideas</li> <li>• Adults notice and exploit opportunities to introduce language of comparison- your orange is bigger than Sarah's, Sarah's is the smallest</li> <li>• With the help of an adult retell an event in the correct sequence-went down slide, hurt finger</li> <li>• Time and resources to support talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> <li>• Visual timetables in the environment and Now/Next boards to support children in beginning to sequence events and learning aloud</li> <li>• <b>Sections 6 and 7 of Wellcomm Big Book of Ideas</b> for activities around specific skills.</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Remember and say 5 things in a list</li> <li>• Use language to imagine and recreate roles and experiences in play situations.</li> <li>• Introduce a storyline or narrative into their play</li> </ul>	<ul style="list-style-type: none"> <li>• Planned adult led learning addresses identified gaps in language development from language screening</li> <li>• As children learn together adults introduce and model more technical and complex language forms, linking sentences with because "today I feel happy because...."</li> <li>• Tales Toolkit materials in continuous provision offer opportunities for children to practise story language and create narratives</li> </ul>

	<ul style="list-style-type: none"> <li>Link statements and sticks to a main theme or intention.</li> <li>Use a range of prepositions 'behind', 'in front', 'next to', 'between'</li> <li>Respond appropriately to a range of questions</li> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Understand and use superlatives 'biggest' 'tallest' 'longest'</li> </ul>	<ul style="list-style-type: none"> <li>Circle time experiences include learning about prepositions- songs, rhymes and games</li> <li>Retelling stories using story maps to develop skills in sequencing and linking ideas.</li> <li>The daily routine offers long periods of uninterrupted play when children can connect with peers and develop ideas and narratives</li> <li><b>Section 8 of Wellcomm Big Book of Ideas</b> for activities around specific skills.</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>use language to connect ideas and express themselves and their experiences</b></li> <li>share their ideas, using a rich range of vocabulary and language structures through conversation, story-telling, role play and responding to sensitive questioning.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom routines and environments are language and communication rich, offering opportunities for children and adults to connect with one another, remember and retell experiences and stories and learn a range of new vocabulary.</li> </ul>

## Communication and Language

### I can initiate and participate in conversations

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>• engage in 'pretend' play with toys (supports child to imagine another's point of view).</li> <li>• look to others for responses which confirm, contribute to, or challenge their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous Provision includes areas and resources which support children to role play and make up pretend scenarios- dolls, home area, puppets etc.</li> <li>• Small "communication friendly" spaces where children can spend time with 1 or 2 others</li> <li>• Adults notice all attempts to communicate, including facial expressions, gestures and sounds. They copy and extend the sound children make in a back and forth, conversation style.</li> <li>• Give children plenty of time to talk, allow silences for thinking.</li> <li>• Model how to pronounce words, repeating what children say in the correct way.</li> <li>• Build vocabulary by offering choices (apple or satsuma)</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• hold a conversation, jumping from topic to topic.</li> <li>• enjoy being with and talking to adults and other children.</li> <li>• Show an interest in others' play and begin to join in.</li> <li>• respond to the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing core stories, acting them out using props to represent</li> <li>• Join a small group, talking about interests and learning with adult modelling</li> <li>• Time to chat- adults who are available and willing to talk with children, modelling listening and contributing to conversation, wondering aloud and giving commentary to play.</li> <li>• Follow child's lead, talking about their interests</li> <li>• Wait, allowing time for the child to start the conversation</li> <li>• In play, adults model language that is a step beyond the child's language</li> <li>• Resources for small world play that reflect children's interests. Adults engage alongside child in play, responding to their utterances and extending language used.</li> <li>• Exciting experiences indoors and outside to engage children and encourage talk. Adults who are available, interested and willing to talk with children, using open body language, at eye level with children.</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• accept the needs of others, with support.</li> <li>• Initiate a conversation.</li> <li>• show confidence in linking up with others for support and guidance.</li> <li>• talk freely about their home and community.</li> <li>• forms friendships with other children.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce new vocabulary in the context of play and planned learning experiences.</li> <li>• Adults model using new words in context</li> <li>• Expand on what children say by repeating and adding more words</li> <li>• Adults use lively tone and interested expression when talking with children and sharing stories</li> <li>• Value and encourage children's contributions and use them to shape group time talk and other conversations</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li>• <b>initiate and participate in conversations</b></li> <li>• show confidence to speak to others about their own wants, interests and opinions.</li> <li>• initiate conversation, attend to and take account of what others say.</li> <li>• explain own knowledge and understanding, and ask appropriate questions of others.</li> <li>• show awareness of the listener when speaking.</li> <li>• Express their needs / feelings in appropriate ways.</li> <li>• form good relationships with adults and peers.</li> <li>• work as part of a group or class, taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• Adults facilitate and support children to engage in conversation with one another, continuing to model the back and forth of conversation</li> <li>• Build time to talk into group learning opportunities, responding to the children's topics of conversation, asking questions to expand on ideas.</li> <li>• Listen to language and conversation that emerge through child led play.</li> <li>• Model using language differently for different audiences</li> </ul>

## Personal Social and Emotional Development

### I can build relationships and make friends

	Intentions- Children will learn to.....	Implementation- How will we support that learning?
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• separate from their main carers with support.</li> <li>• accept comfort and support from other trusted adults when needed.</li> <li>• explore new environments and peer relationships.</li> <li>• move away from their key person, knowing that they can return for emotional support when needed</li> <li>• separate from their main carers with support for increasing amounts of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Home visits (see guidance) and stay and plays visits</li> <li>• A warm welcome for all children and adults. Key people are familiar with family members names as use them in context.</li> <li>• Building trust through growing relationship with parents witnessed by child</li> <li>• Nurture a sense of belonging through pictures of child/ family and staff in setting, ideally in place for first day.</li> <li>• Children and adults are 'claimed' as they arrive and key person/buddy supports them to settle and understand the routine-welcome board.</li> <li>• 'Handover' at drop off and pick up becomes a time to share important information about child's well being/experiences</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• seek out others to share experiences with and may choose to play with a friend or familiar child who has a similar interest.</li> <li>• accept comfort and security from their key person, co-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly teach skills in initiating interaction and beginning to build friendships- model in context, book "I can make a friend",</li> <li>• Introduce simple small group turn taking games and large group games- Sandy girl/ boy, hide and seek, ring a roses etc</li> <li>• Play 'name games', self registration, pictures at welcome time to support children to develop group identity and belonging</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• show confidence and self-esteem by initiating interactions with others, taking risks and trying new things.</li> <li>• seek companionship to share experiences, joining or inviting others in their play and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffold positive interactions with other children- I wonder what you could say....</li> <li>• Create experiences where children need to collaborate in order to achieve the goal</li> <li>• Develop sense of belonging by involving children in simple tasks for the group- putting away resources, counting out cups</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li>• <b>build relationships and make friends</b></li> <li>• be settled and confident in the nursery space</li> <li>• part from carers to be welcomed by their familiar adults and friends</li> <li>• seek out their key person for support and comfort when they need it</li> <li>• have preferred friends who they seek out to share play and learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Secure and predictable routines for group learning times with key person to support, enabling children to "take the lead" at times in a safe space</li> <li>• Consistency in response to children's communications</li> <li>• Begin to think and talk about moving on- making new relationships in a different setting.</li> </ul>

## Personal Social and Emotional Development

### I can express and regulate my feelings

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>communicate a range of emotions through vocalisations, gestures, movements and facial expressions</li> <li>seek to connect with a familiar adult for comfort and emotional refuelling</li> <li>find comfort in a familiar adult being nearby, or through their voice and touch</li> <li>use a comfort object, familiar person, routine etc to begin to sooth</li> <li>use their independence to explore and test the boundaries set by adults.</li> </ul>	<ul style="list-style-type: none"> <li>Key person builds warm, trusting relationships with children, creating a safe space from which children can explore their emotions.</li> <li>Adults are emotionally available, tuned into children's feelings and able to respond with empathy</li> <li>Adults model emotional literacy "I feel happy because..." naming their own and other's emotions</li> <li>Boundaries are clear and responses to behaviour are consistent, routines are predictable</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>begin to adapt their behaviour and increasingly participate and cooperate as they develop familiarity with adults</li> <li>express a wide range of emotions through their play and interactions with others</li> <li>begin to name feelings and what makes them feel that way "I feel happy when...."</li> <li>find ways of managing transitions throughout the routine with support</li> <li>seek support from familiar adults to regulate big/uncomfortable emotions</li> </ul>	<ul style="list-style-type: none"> <li>Adults model and narrate social interactions, naming emotions for children and modelling caring behaviour</li> <li>Talk about a whole range of feelings and be clear that all feelings are acceptable and understandable.</li> <li>Model how we as adults manage our emotions</li> <li>Group times around PSED are planned as opportunities for children to learn these specific skills</li> <li>Sharing stories about feelings, using props and puppets to enable children to explore emotions</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>show greater understanding of behavioural expectations and boundaries</li> <li>participate in shared co-operation, for example using learning skills when joining group time</li> <li>show an awareness of the feelings of others and can sometimes make an offer of some comfort in the form of a toy, words gesture</li> </ul>	<ul style="list-style-type: none"> <li>Use familiar structures such as Tales Toolkit to model and explore scenarios and solve problems</li> <li>Learning skills cards and language used consistently in group learning times</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>express and regulate their feelings</b></li> <li>talk about a range of emotions and how it makes them feel/react</li> <li>notice and talk about how others might be feeling</li> <li>show empathy for others feelings and offer caring responses. They may try to repair relationships.</li> <li>show resilience and adaptability, adjusting to different social situations or changes in their daily routine</li> </ul>	<ul style="list-style-type: none"> <li>Help children to recognise the impact of their actions on others. <b>Not expecting them to say 'sorry'</b> but ask for ideas on how they could solve the problem or help the other child to feel better</li> <li>Opportunities to share more complex stories about feelings, offer opinions and solutions</li> </ul>

## Personal Social and Emotional Development

### I am a confident learner

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>• be curious and follow their drive to explore the environment with all their senses.</li> <li>• notice objects, textures, materials etc and communicate their findings verbally and non-verbally</li> <li>• engage with open-ended experiences in their own ways</li> <li>• show joy in their achievements (smiling, cheering etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous provision is consistent, supporting children to return to explorations again and again, consolidating their early learning</li> <li>• Inviting and stimulating provocations to learning to support children to deeply engage in their exploration</li> <li>• Open-ended and accessible resources which can be moved and manipulated in infinite ways</li> <li>• Adults noticing children's perseverance and achievements and celebrating with them</li> <li>• Carefully considered enhancements to continuous provision in response to children's fascinations to motivate and spark curiosity</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• demonstrate their desire to know more about their environment and the people they connect with</li> <li>• to be resourceful, using the materials around them in innovative and imaginative ways</li> <li>• notice how others are using resources and may join in, taking turns or collaborating.</li> <li>• are willing to 'have a go' at new experiences, take risks and challenge themselves</li> <li>• seek a familiar adult to share their new discoveries with (Watch me do it!)</li> <li>• develop a sense of ownership of their learning space- they know where to find the things they need</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous provision remains consistent, well thought out and purposeful.</li> <li>• Allow time to revisit and consolidate new learning</li> <li>• Supportive adults guiding and encouraging through new experiences</li> <li>• High quality interactions which use positive language around COEL.</li> <li>• Celebrate children's attempts as well as their end achievements- I like the way you kept trying, changed the way you did..... etc</li> <li>• Establish group floor books so that children can revisit, reflect on and share their learning</li> <li>• Work together with children towards common goal, solving problems and resolving conflict along the way without upset</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• have their own ideas and are innovative in their learning.</li> <li>• that it is to make mistakes and try again</li> <li>• show pride in doing things for themselves and achieving their goals</li> <li>• make links in their learning, using new ideas to make sense of past experiences</li> <li>• reflect on their learning, talking about what they have done</li> </ul>	<ul style="list-style-type: none"> <li>• Practitioners are curious learning partners, sustained shared thinking</li> <li>• Model experimenting, making mistakes, trying again and reflecting on learning</li> <li>• Wonder aloud and pose questions- reframe children's wondering into a question</li> <li>• Planned group times when children can learn and practice new skills</li> <li>• Share children's learning at group times and review time- talk about how they achieved it</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li>• <b>be a confident learner</b></li> <li>• become deeply involved in their learning and are not easily distracted</li> <li>• ask questions and seek to find out the answers</li> <li>• make predictions, test ideas and explain their findings</li> </ul>	<ul style="list-style-type: none"> <li>• Plan enhancements that support children to challenge themselves and solve problems</li> <li>• Review times to reflect on learning</li> </ul>

## Personal Social and Emotional Development

### I can take care of myself and make healthy choices

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>• respond to warm and sensitive caring contact from trusted adults</li> <li>• move and use their bodies in different ways have are motivated to do experiment with movement</li> <li>• cooperate with routines such as nappy changing, dressing and hand washing</li> <li>• communicate their physical needs in their preferred ways (talk, cry, sign, gesture etc)</li> <li>• explore a range of foods using all senses and begin to use utensils with support</li> </ul>	<ul style="list-style-type: none"> <li>• Practitioners learn from main carer, finding out how their child communicates their needs and tuning in.</li> <li>• Encourage children to make use of the whole range of experiences in the setting- moving in different ways to find out what their body can do</li> <li>• Create routines and rituals around hygiene tasks, singing songs etc.</li> <li>• Use objects of reference and symbols to support understanding of routines- <b>always seek the consent of the child.</b></li> <li>• Gradually introduce opportunities for the child to do aspects of the task for themselves- eg start the zip but allow them to pull it up. Backwards chaining.</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Join in with routines around hygiene and begin to have some autonomy over carrying them out</li> <li>• show pride in their early independence (I can do it myself)</li> <li>• communicate regarding urination and bowel movements. Children are beginning to use the potty or toilet, with support to begin with</li> <li>• name and identify parts of their body</li> <li>• recognise danger and seek help from an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent routines and communication around hygiene and toileting.</li> <li>• Respectful, unhurried adult support that fosters independence towards toilet training- <b>see Intimate Care Policy</b></li> <li>• Songs and rhymes that support naming parts of body, ways to move etc</li> <li>• Food exploration opportunities through daily snack times and planned experiences. Enabling children's choices</li> <li>• Support children to talk about and manage risk- not just the adult saying "no" but thinking together about why/how.</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• be curious about food and nutrition, talking about flavour, texture, ingredients etc</li> <li>• be increasingly independent in using the toilet, managing clothes, wiping and handwashing with little support</li> <li>• recognise when they are hungry, thirsty wet, hot or cold and are beginning to know how to resolve this</li> </ul>	<ul style="list-style-type: none"> <li>• Support children to become increasingly independent in day-to-day self-care tasks- managing own clothing at toilet time, changing own shoes for wellies, learning to put on waterproofs etc- break down into steps.</li> <li>• Planned group times for food exploration and making healthy choices.</li> <li>• Working with families to support healthy lunchboxes and talk with children about this at lunchtime</li> <li>• Naming feelings such as hungry, wet, thirsty etc and teach children what they can do for themselves.</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li>• <b>take care of themselves and make healthy choices</b></li> <li>• show awareness of their body and are able to talk about changes that occur when they do physical exercise</li> <li>• understand what we mean by "healthy food" and talk about why this is important</li> <li>• understand and manage risk when approaching a new experience or challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Noticing and talking about how our bodies respond to exercise</li> <li>• Opportunities to take managed risks and talk about what could happen and how to avoid it</li> <li>• Growing produce from seed, cooking and tasting</li> <li>• Talk about likes, dislikes, reinforcing messages about healthy choices</li> </ul>

## Physical Development

### I can make big body movements with co-ordination

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>• experiment with ways to move, enjoying the movement of their bodies.</li> <li>• use all their senses to experience movement and how it feels</li> <li>• walk, run, crawl, carry to explore what their bodies can do</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for big movements indoors and outside.</li> <li>• Sensory exploration of space and resources using whole body</li> <li>• Explore a moving on a range of surfaces, grass, mud, tarmac, carpet etc</li> <li>• Use cushions, boxes, slopes, tunnels etc to move over, through, around</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• move with increasing control, pushing, pulling, lifting, throwing etc</li> <li>• explore moving in a range of ways, over a variety of surfaces</li> <li>• stop and start and change direction</li> <li>• negotiate space safely, even when travelling at speed</li> </ul>	<ul style="list-style-type: none"> <li>• Share action songs and rhymes which include an element of large movement</li> <li>• Using outdoor space and loose parts to create opportunities to negotiate obstacles</li> <li>• Bouncing, rolling, jumping, climbing- making use of large play equipment in garden and park</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• travel with skill and confidence around, over, under and through obstacles</li> <li>• quickly adjust speed and direction to avoid collisions</li> <li>• make up their own routes and games and share their ideas with others</li> <li>• develop accuracy in throwing and catching</li> <li>• use large scale outdoor resources such as hoops, bats etc in their games</li> </ul>	<ul style="list-style-type: none"> <li>• Create obstacles and routes and find different ways to move around them- large loose parts</li> <li>• Play games including stopping and starting and changing direction</li> <li>• Practice throwing and catching- starting with slower moving materials such as scarves and large balls</li> <li>• Continuous provision outdoors includes large movement resources and adults model and support using them</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li>• <b>make big body movements with co-ordination</b></li> <li>• move around the environment with confidence</li> <li>• negotiate and use spaces, object and obstacles with control, spatial and positional awareness</li> <li>• throw, catch, kick and hit with control and accuracy</li> <li>• assess the risks of their chosen movement and learn to manage that risk with support</li> <li>• revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, hopping, skipping etc</li> </ul>	<ul style="list-style-type: none"> <li>• Large loose parts – collaborating to create routes and obstacles and demonstrate ways to move to one another</li> <li>• Opportunities for more risky play, children assessing the risk and offering their thoughts on managing that risk</li> <li>• Planned experiences to develop skills in throwing and catching- increasing smaller, faster moving balls and beanbags.</li> <li>• Movement games with rules- football, ring games, follow my leader etc</li> </ul>

## Physical Development

### I can move with balance, agility and spatial awareness

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>• walk, run and climb on different levels and move in response to music and rhythm.</li> <li>• sit unsupported on a chair or the floor</li> <li>• squat for short periods and return to standing</li> <li>• sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of opportunities to explore the environment, indoors and outside on all levels, moving in different ways.</li> <li>• Joining in with action songs and dances, both copying moves and making up their own.</li> <li>• Time to practice sitting on a chair for social meals and other activities (pommel chair is needed), but also spaces to play sitting and laying on the floor.</li> <li>• Opportunities to make use of a selection of ride on toys, balance bikes and scooters, outside or as part of sensory circuits.</li> <li>• Selection of weighty materials and containers for filling, emptying and transporting.</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• balance (if briefly) on one foot, walk up and down steps and slopes carrying an object, shifting body weight to maintain balance.</li> <li>• spin, roll and independently use ropes and swings (for example, tyre swings).</li> </ul>	<ul style="list-style-type: none"> <li>• Play games involving standing on one leg, balancing etc</li> <li>• Access large play equipment in the garden to practice going up and down</li> <li>• Walking and travelling in other ways over a range of surfaces and uneven ground.</li> <li>• Use swings, climbing tables, slacklines etc in grounds to build core strength</li> <li>• Join in with simple Yoga poses.</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• travel with skill and confidence around, over, under and through obstacles.</li> <li>• quickly adjust speed and direction to avoid obstacles when playing chasing games with friends.</li> <li>• develop their movement, balancing, riding (scooters, trikes and bikes).</li> <li>• skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up obstacle courses, increasing in challenge as children gain confidence</li> <li>• Using own strength and working with others to move and place heavy objects</li> <li>• Travel around obstacles in range of ways- on foot or using balance bikes and scooters</li> <li>• Introduce playground games that need children to move and stop, or move in a range of ways- hop skip, hold a pose (Musical statues, What's the Time Mr Wolf, Duck, Duck, Goose)</li> <li>• Begin to sit in traditional pose of 'Concentrating Body'- legs crossed, bottom on the floor when part of group learning</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li>• <b>move with balance, agility and spatial awareness</b></li> <li>• move around the environment with confidence.</li> <li>• use controlled movements to negotiate the space safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous provision that enables the children to move in a range of different ways, making their own choices about how to get around.</li> <li>• A selection of resources for children to create their own routes and obstacles.</li> <li>• Opportunities to climb, and face challenges, where children are supported to verbally assess risk and solve problems.</li> </ul>

## Physical Development

### I can use small tools with precision and purpose

	Intentions- Children will learn to.....	Implementation- How will we support that learning?
<b>Step 1</b>	<ul style="list-style-type: none"> <li>explore the ways they can make small movements,</li> <li>explore the different ways in which they can make small movements and begin to incorporate tools and equipment in their play, with adult support.</li> <li>join in with actions and use musical instrument when singing songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Scooping or digging in sand or other sensory experiences</li> <li>Mixing and spreading paint and glue with hands or tools</li> <li>Opportunities to mark make using large chalks, pens and brushes</li> <li>Painting with water outdoors</li> <li>Eating with a spoon or fork (with adult guidance)</li> <li>Joining in with some actions to familiar songs and rhymes</li> <li>Learning Makaton signs to accompany routine songs such as Tidy Up</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>experiment with simple tools and notice their effect on materials</li> <li>use tools in a more purposeful way, with adults modelling their safe and appropriate use (including pincer grip).</li> <li>persist to master new skills and seek to celebrate their achievements with familiar adults.</li> <li>develop self-care skills such as pulling clothes up and down or undoing shoes.</li> </ul>	<ul style="list-style-type: none"> <li>Model using equipment such as knife and fork, pouring from a jug, cutting with scissors and support children in doing it for themselves</li> <li>Encourage children to have a go first when putting on wellies or pulling down clothes for toileting</li> <li>Learn new action songs and rhymes</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>use tools and equipment with some independence and purpose and developing correct pencil grip.</li> <li>manage their own clothing when using the toilet and beginning to put on own coats, shoes etc for outdoor play with adult support.</li> <li>form pre-writing shapes when mark making- straight and curved lines, circles, zigzags etc</li> </ul>	<ul style="list-style-type: none"> <li>Continuous provision that provides a choice of resources for practicing fine motor skills and mark making.</li> <li>A range of opportunities for persevering with manipulating smaller items such as construction kits, threading, loose parts etc</li> <li>Enable children independence when manipulating clothes for toileting etc, but an adult nearby to support when needed</li> <li>Model and comment on different ways to move the pen when mark making (I'm going round and round, now up and down)</li> <li>Daily opportunities to make a mark as part of routine (self registration etc)</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>use small tools with precision and purpose</b></li> <li>use tools and equipment safely with control to carry through their ideas, demonstrating pride in what and how they achieve.</li> <li>Have confidence when mark making, making marks with purpose and giving them meaning.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>Planned learning opportunities to master the skills they have been learning- cutting, joining, etc (Woodwork, junk modelling etc)</li> <li>Talking about the marks they make, giving them value and meaning. Noticing children's early attempts at letter formation</li> <li>Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.</li> </ul>

## Literacy

### I can create and tell a story of my own

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>• love stories and experience them told often</li> <li>• show an interest in books and anticipate sharing them- they often have favourites.</li> <li>• join in with familiar rhymes and songs, responding to the tune and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a rich selection of books and other texts in the continuous provision for children to share</li> <li>• Sing songs and rhymes with children, encouraging them to join in</li> <li>• Cosy spaces to snuggle up and share a story</li> <li>• Space and time to explore stories and props</li> <li>• Song bags with props and symbols to support children in selecting songs to share</li> <li>• An appropriate selection of books to borrow and share at home</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• know stories and rhymes they hear often and are able to complete short phrases in them (Twinkle, twinkle, little.....)</li> <li>• notice pictures and symbols, and are beginning to recognise what they stand for (perhaps a familiar logo)</li> <li>• retell and act out stories in their own ways, role playing aspects of a familiar story using props for example</li> </ul>	<ul style="list-style-type: none"> <li>• Pause during story telling or songs for children to complete the phrase</li> <li>• Simple labels around the room to support children in making the link between image and word. Names on pegs, resource baskets etc</li> <li>• A well-resourced role play space, with lots of familiar items to support imaginative play</li> <li>• Tell and retell core stories over and over to support children in learning story language and structure</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• know that stories have a beginning, middle and an end</li> <li>• talk about characters, settings and events in a story (Tales Toolkit vocab Problem and Solution)</li> <li>• predict what might happen in a story or give suggestions for how it could end</li> <li>• retell stories using props- familiar or imagined (eg a domino for a phone)</li> <li>• join in with repeated refrains in stories and anticipate how this fits the pattern of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use core stories to develop understanding of story structure and language.</li> <li>• Use story maps to retell and innovate familiar stories.</li> <li>• Tales Toolkit strategies, giving children agency in their own story telling</li> <li>• Make story telling props available in continuous provision- Tales Toolkit area.</li> <li>• Pauses during reading of stories, giving children time to predict what may come next.</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li>• <b>create and tell a story of their own</b></li> <li>• describe main story settings, events and characters in increasing detail (developing Tales Toolkit skills)</li> <li>• know that the stories they tell are important and that sometimes we write them down to help us remember them</li> <li>• change aspects of a story they know well- for example one of our core books</li> <li>• notice and use rhyme, rhythm and alliteration</li> <li>• use vocabulary and forms of speech that are increasingly influenced by their experiences of stories.</li> </ul>	<ul style="list-style-type: none"> <li>• A well resources Tales Toolkit area for children to select props and tell their story. Materials available for adults to record children's stories, and for children to mark make.</li> <li>• A wide selection of stories and other texts available in the room, and a selection for home loan</li> <li>• Select stories that have rhyme and alliteration throughout.</li> <li>• Notice and comment on rhyme, alliteration and rhythm when sharing stories</li> </ul>

## Literacy

### I am “Ready to Read”

	Intentions- Children will learn to.....	Implementation- How will we support that learning?
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>select books they would like to share, with support from a familiar adult</li> <li>notice illustrations in books, pointing to familiar objects/characters and naming them</li> <li>look forward to calm opportunities to share a book with familiar adults, anticipating the connection this can foster.</li> <li>join story telling experiences, using props and sounds to express their understanding and enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>Provide a well-established book area which has some familiar books that are always there and some that are changed regularly.</li> <li>The selection of books represents the diversity in our community, children see themselves in the illustrations</li> <li>Establish a book loan system for children to share books with their families.</li> <li>Introduce and learn core books, empowering children to engage deeply with the story, using actions and props to support.</li> <li>Emotionally available adults to share cosy story times with children</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>Show an interest in and anticipate books and rhymes, and may have favourites.</li> <li>participate in shared reading and respond by joining in with actions or sounds.</li> <li>fill in missing words of a familiar rhyme or story “Humpty Dumpty sat on a .....</li> <li>repeat and use actions in familiar songs and rhymes</li> <li>hold a book correctly and understand how to turn the pages</li> <li>choose books to share and have some favourites</li> <li>ask questions about books, make comments and share ideas</li> </ul>	<ul style="list-style-type: none"> <li>Book area remains in continuous provision, with increasing range in style of text (introducing more complex stories as well as familiar favourites).</li> <li>When sharing stories leaving gaps for children to fill</li> <li>A collection of props for stories and rhymes for children to access and adults to interact with them.</li> <li>Adults model reading, holding the book, turning the pages, noticing details etc.</li> <li>Planned opportunities to share, retell and learn stories together (core books) in multisensory ways</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>understand that print has meaning</li> <li>understand that print can have different purposes</li> <li>know that we read English from left to right, top to bottom (they may also know that other scripts are different to this)</li> <li>name the different parts of a book</li> <li>understand that pages follow a sequence</li> <li>draw on their experiences of reading in their independent play (role playing stories for example)</li> <li>recognise familiar words (eg their name) and logos when they see them</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide a wide range of different books in continuous provision- linked to core story and themes of learning.</li> <li>Children are supported to engage in reading a range of texts</li> <li>Adults spend time with children talking about books, noticing the parts of the book, the illustrations and texts, similarities and differences between books.</li> <li>Children are encouraged to express their opinions when talking about books “I like this one because.....”</li> <li>Home loan of books is well established and children are supported to make choices.</li> <li>Children learn the core story, and retell it in many ways, including using story maps, signing and role play</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>be ready to read</b></li> <li>listen to familiar stories with increasing recall</li> <li>join in with repeated refrains, anticipate key events and phrases</li> <li>notice words and text in the environment and are curious about its meaning</li> </ul>	<ul style="list-style-type: none"> <li>Well planned and purposeful sharing of stories in key groups. Children increasingly taking the lead in telling and innovating stories</li> <li>Adults noticing, reading and commenting on text in the environment</li> <li>Tales Toolkit resources in the environment giving agency to children’s reading and story telling</li> </ul>

## Literacy

**I can notice different sounds and enjoy playing with rhythm, rhyme and song**

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>listen and respond to sounds and intonation in the voices they hear.</li> <li>imitate sounds and words they hear and make up their own combinations of sounds</li> <li>notice and respond to sounds in the environment.</li> <li>use familiar environmental sounds in their play (such as making engine noises with cars).</li> <li>move in response to a rhythm (clapping, swaying, bouncing etc)</li> </ul>	<ul style="list-style-type: none"> <li>Encourage playfulness, laughter, turn taking, people games- peek a boo etc and actions rhymes</li> <li>Songs and rhymes are used as integral part of daily routine</li> <li>Opportunities to explore sounds using musical instruments- manufactured and “discovered”</li> <li>Listen to and imitate children’s sounds in their play, extending and adding words</li> <li>Spend quiet times together listening to sounds in the environment, noticing and commenting on bird song, sirens, engine noise etc</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>distinguish sounds, beginning to notice the different sounds they hear in words</li> <li>listen to and enjoy rhythmic patterns in rhymes and stories</li> <li>demonstrate listening to rhymes by joining in with words, actions or voice sounds.</li> <li>Show an interest in play with sounds, songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to explore, experiment with and imitate sounds.</li> <li>Shared music sessions making a range of musical and voice sounds, changing sounds and putting them together</li> <li>Outdoors provide opportunities to explore the sounds materials different materials make- banging pans, knocking sticks together etc</li> <li>Sharing rhymes and songs as a small group, or 1:1 with an adult. Actions and props to support joining in.</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>develop phonological awareness, they can spot and suggest rhymes</li> <li>recognise rhythm in spoken words, songs, poems and rhymes</li> <li>can count or clap syllables in a word</li> <li>recognise words that begin with the same sound, eg money and mother</li> <li>use their developing vocabulary to describe the environmental sounds they hear (high, low, long, short)</li> </ul>	<ul style="list-style-type: none"> <li>Noticing and talking about initial sounds of words- “a name beginning F”, exaggerating initial sounds-m, m, m, Mummy</li> <li>Sharing stories that rhyme, talking about the sounds at the ends of the words</li> <li>Notice and talk about words that start with the same sound</li> <li>Games such as Silly Soup, Odd one out etc emphasising initial sounds</li> <li>Songs to support noticing rhyming pairs- Down by the Bay</li> <li>Model playing with words- making up rhyming strings even when they aren’t “real” words</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>notice different sounds and enjoy playing with rhythm, rhyme and song</b></li> <li>hear and say the initial sound in familiar words such as their own name</li> <li>sometimes blend sounds into simple words (C A T- cat)</li> <li>sometimes segment simple words into sounds (cat- C A T).</li> </ul>	<ul style="list-style-type: none"> <li>For those who are ready games involving segmenting and blending words- Metal Mike robot talk</li> <li>I Spy games</li> </ul>

## Literacy

I can make purposeful and careful marks that hold meaning for me.

	Intentions- Children will learn to.....	Implementation- How will we support that learning?
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>explore sensory resources and mark making implements, both large and small scale</li> <li>make a range of body movements, big and small, building muscles for mark making</li> <li>notice and begin to understand the cause and effect of their actions in mark making</li> <li>enjoy exploratory mark making, eg drawing and writing on paper, on screen and on different media and textures such as sand or playdough</li> <li>know that the marks they make are of value</li> </ul>	<ul style="list-style-type: none"> <li>Provide a wide range of sensory exploration experiences, offering opportunities to notice the marks their movements make in the materials.</li> <li>Practice movements together- action songs and rhymes, yoga moves etc. <i>See Physical Development Core strength</i></li> <li>Adults imitate and comment on the marks children make in their exploration, giving value to their actions.</li> <li>Mark making opportunities are open-ended and focussed on the experience, not for a planned end product.</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>sometimes give meaning to the marks they make</li> <li>ascribe meaning to the signs, symbols and words they see in the environment</li> <li>make marks as part of their play</li> <li>engage in mark making on both large and small scale, exploring a range of different media indoors and out.</li> <li>make a range of marks including straight and curved lines</li> </ul>	<ul style="list-style-type: none"> <li>Tell children about the marks we as adults are making, and talk to them about theirs</li> <li>Model writing/mark making – write down the children’s words (make a shopping list together, record their story)</li> <li>Use mark making as part of the daily routine (noting how many children are in the group etc. Children make their own marks on group register</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>give meaning to their drawing and writing</li> <li>form a range of different lines and enclosed shapes (pre-writing shapes)</li> <li>imitate adults’ writing by making continuous lines of shapes and symbols, left to right</li> <li>attempt to form familiar letter shapes, such as letters in their name</li> </ul>	<ul style="list-style-type: none"> <li>Spend time alongside children when they are mark making- talk about the marks they make and find out what they mean</li> <li>Model clearly forming letters, describing aloud the way the pen is moving (I’m going up, then down, now around)</li> <li>Continuous provision offers opportunities for mark making in a range of contexts- boards for planning construction, Tales Toolkit writing frames, clipboards outdoors etc</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>make purposeful and careful marks that hold meaning for them</b></li> <li>make an attempt to write their own name and other names or words using combinations to lines, circles and curves, or letter type shapes.</li> <li>enjoy mark making and writing to communicate meaning in an increasing range of contexts.</li> <li>“sign” their name in a way that is meaningful to them</li> <li>see themselves as a writer and talk about their writing.</li> <li>link sounds to letters, naming and sounding some letters of the alphabet and writing them in a recognisable sequence such as their name</li> </ul>	<ul style="list-style-type: none"> <li>Continuous provision offers mark making opportunities in a range of contexts and children are supported to self select the tools they need for their planned outcome.</li> <li>Adults support and encourage children to make their marks- for example when they finish a painting, or sign the register.</li> <li>Planned group learning offers regular opportunities to mark make in response to learning- mathematical graphics, sketches of learning etc</li> </ul>

## Mathematics

### I can count to find out how many

	Intentions- Children will learn to.....	Implementation- How will we support that learning?
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>• show they are counting (through pointing, moving objects, vocalising, counting aloud).</li> <li>• use their bodies to help count</li> <li>• show an interest in and talk about number symbols</li> <li>• join in with action songs and rhymes relating to number</li> <li>• respond to changes of amount when significantly more or less</li> <li>• use some number names and number language within play.</li> </ul>	<ul style="list-style-type: none"> <li>• Using fingers and toes, bodies to count.</li> <li>• Playing hiding, covering, posting games</li> <li>• Use number play when feeding, changing, daily routines</li> <li>• Songs and rhymes relating to counting and number that count up and back</li> <li>• Notice and comment on numerals and symbols in the environment</li> <li>• Number/ counting books</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• begin using number names in sequence</li> <li>• compare amounts and respond to changes in amount, using more, less and same</li> <li>• subitise small quantities (1, 2 or 3) without counting</li> <li>• begin to understand the last number counted is the total</li> <li>• take 2 or 3 objects from a group in everyday situations</li> <li>• beginning to notice numerals in the environment</li> <li>• represent small numbers on their fingers (1-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about <i>lots, many, not many, not enough</i> during play, and real-life situations such as snack time.</li> <li>• Tallying and mark making in response to counting</li> <li>• Ball games relating to counting (keeping score),</li> <li>• Using numbers in context (role playing, going shopping, cooking)</li> <li>• Model cardinality “1, 2, 3, the total is 3”</li> <li>• Using “what do you see?” rather than “how many?” to open up talk about number</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• confidently use number names in sequence</li> <li>• use modelled strategies to find out how many (tagging, organising in lines etc)</li> <li>• count objects and know how many</li> <li>• subitise numbers to four and maybe five</li> <li>• count out up to 10 from a larger group</li> <li>• begin to match the numeral with the amount in a group of up to 10</li> <li>• show up to 10 using fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Playing dice and track games</li> <li>• Counting and comparison as part of daily routine (snack time, registration)</li> <li>• Play subitising games and sustained shared thinking about number, indoors and outdoors.</li> <li>• Play “show me” games to develop use of fingers for counting</li> <li>• Model simple calculations aloud “I have 3 and then get 1 more.....”</li> <li>• Model recording numerals in response to a count</li> <li>• Mathematical group times with number/counting focus</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li>• <b>count to find out how many</b></li> <li>• use number names in sequence, counting forwards and backwards from any starting point</li> <li>• show increasing confidence when putting numerals in order.</li> <li>• count out up to 10 objects from a larger group.</li> <li>• know the quantity stays the same even if the arrangement changes</li> <li>• count any collection of items as a set</li> </ul>	<ul style="list-style-type: none"> <li>• Using written numerals,</li> <li>• Dots dominoes, dice</li> <li>• Mathematical resources such as Numicon, Unifix, 10 Frames etc</li> <li>• Using number to solve real life problems “how many do we need, how many more, how many left over?”</li> </ul>

## I can notice and create a mathematical pattern

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>• explore and notice pattern and design in the environment.</li> <li>• join in with repeated actions and words in songs and rhymes</li> <li>• predict what happens next in predictable situations. Eg lunch follows hand washing song.</li> <li>• begin to continue an AB pattern (red, yellow, red, yellow or tap, clap, tap, clap etc)</li> <li>• begin to copy an AB pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Model noticing and talking about patterns in the environment</li> <li>• Using resources such as coloured blocks, trains, cars etc to create simple patterns</li> <li>• Make use of visual timetables and routine songs to support children in understanding and predicting what will happen next.</li> <li>• Action patterns when singing songs and rhymes- clap, pat, clap, pat etc</li> <li>• Extend patterns using small world toys, blocks, loose parts which don't link together (to avoid over concentrating on fine motor skill rather than pattern)</li> <li>• Play alongside children modelling and giving commentary to pattern making</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• continue an AB pattern (red, yellow, red, yellow or tap, clap, tap, clap etc)</li> <li>• copy an AB pattern</li> <li>• create their own AB pattern</li> <li>• use collections of objects to sort and create arrangements using their own criteria</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous provision which provides a wide range of loose parts and manipulatives for children to explore pattern making</li> <li>• Body percussion patterns and patterns of movement on small and large scale</li> <li>• Adults make patterns alongside children and support them to try their own, vocalising the pattern throughout</li> <li>• Adults make errors in a pattern for children to notice and correct</li> <li>• Part made patterns on cards or strings for children to copy and extend</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• identify the unit of repeat in a pattern (a red blue repeating pattern would have a unit of one red, one blue)</li> <li>• continue an ABB pattern</li> <li>• begin to make their own ABB patterns</li> <li>• make changes to an AB pattern to make a new pattern</li> <li>• begin to identify errors in an AB pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Planned adult led learning around identifying, copying and creating patterns.</li> <li>• Explicit learning about units of pattern and how they can join together as a repeating pattern</li> <li>• During Explore time adults make ABB and ABBC patterns with children, modelling aloud what comes next</li> <li>• Images of patterns as inspiration/ talking point</li> <li>• Working together to continue a pattern when it stops mid-unit.</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li>• <b>notice and create a mathematical pattern</b></li> <li>• spot errors in patterns</li> <li>• spot patterns in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous provision and enhancements that include small loose parts for placing and arranging to make patterns</li> <li>• Go on a pattern hunt around the setting, taking photos and describing patterns</li> <li>• Model more complex patterns and make mistakes- can children correct them</li> </ul>

## Mathematics

### I can construct a model using my shape and spatial reasoning knowledge

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>• develop spatial awareness: they explore their immediate environment from different viewpoints.</li> <li>• develop the vocabulary to describe shape and position</li> <li>• investigate fitting themselves into and moving through a range of different spaces.</li> <li>• explore how some shapes might fit together</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous provision provides a wide range of opportunities for children to be on different levels, and to move resources in different ways- lying or sitting on the floor, at tables, on shelves, climbing higher</li> <li>• Play action games which move through different levels (Stand Up, Sit Down)</li> <li>• Adults model describing shapes – round, flat, straight etc</li> <li>• They describe the positions of toys as children play- the doll is on the chair, behind the cot etc to familiarise children with vocabulary</li> <li>• Simple construction, loose parts and block sets give opportunities for children to explore how they fit together, lining up and building towers, small scale indoors and large scale outside</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• work with simple construction sets, fitting shapes together to create new shapes</li> <li>• begin to respond to both informal language about shape and position and common shape names</li> <li>• identify similarities and differences between shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Loose parts in continuous provision (inside and outdoors) giving opportunities to explore how less regular shapes fit together and can be combined</li> <li>• Construction sets of increasing complexity</li> <li>• Sets of many blocks, in a range of shapes and sizes. Adults model combining shapes to make new structures and problem-solving which shape fits where.</li> <li>• Vocabulary of shape names, position and properties is routinely used to describe the resources children are using</li> <li>• Adults alongside children noticing similarities and differences between shapes, both regular shapes in construction sets and other objects such as containers, pieces of paper, etc</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• set their own construction challenges</li> <li>• describe what they are doing and where they are placing objects</li> <li>• talk about the properties of shapes, and make comparisons</li> <li>• use informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li> <li>• begin using 2D and 3D shapes to construct a 3D model</li> </ul>	<ul style="list-style-type: none"> <li>• Adult led sessions are planned to explicitly teach about shapes, their properties and how to describe them</li> <li>• A range of construction sets is available, with pictures to inspire new ideas.</li> <li>• Children are encouraged to talk about what they are planning to achieve and what they need to do so.</li> <li>• Mark making resources are available for children to record their plans</li> <li>• Children create obstacle courses to move through space, using vocab over, under, behind, through etc confidently to describe travel</li> <li>• Opportunities to notice, name and talk about shapes in the environment</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li>• <b>construct a model using their shape and spatial reasoning knowledge</b></li> <li>• describe properties of shapes</li> <li>• develop an awareness of relationships between shapes- finding shapes inside shapes, how they fit together</li> <li>• manipulate shapes into new shapes (If I cut the square it will be 2 rectangles)</li> <li>• use their own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> <li>• use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults plan group times to model and talk about manipulating shapes to make new shapes, children have opportunities to try it out and make predictions “What will happen if we fold the square in half? What if we put 2 triangles together?”</li> <li>• They continuous provision supports children to make a plan, select the resources they need and follow it through with increasing complexity.</li> <li>• The environment is enhanced with provocations to thinking- what could we use this for?</li> </ul>

## I can use mathematical reasoning to solve a problem

	Intentions- Children will learn to.....	Implementation- How will we support that learning?
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>make links and notice patterns in their experiences.</li> <li>experiment with cause and effect</li> <li>explore the capacity of objects through filling and emptying.</li> <li>be curious about the world around them, try things out and play with possibilities.</li> <li>predict what will happen next in familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that daily routines are secure and predictable, visual timetables enable children to learn the rhythm and pattern of their day.</li> <li>Songs and rhymes with patterns of body percussion enabling children to join in with patterns</li> <li>Sensory exploration such as water, sand, other small parts for filling and emptying</li> <li>Adults alongside wondering aloud, noticing and commenting on effects of children's actions</li> <li>Familiar stories which offer opportunities to predict what is going to come next</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>notice, comment on and compare resources.</li> <li>begin to make simple predictions and test their ideas</li> <li>show a "Can do" attitude, and persist even when first attempts don't work.</li> </ul>	<ul style="list-style-type: none"> <li>Collections of loose parts and other resources for sorting, ordering and arranging</li> <li>Larger loose parts for constructing on a large scale, indoors and outside, testing concepts about shape, size and pattern</li> <li>Adults modelling testing ideas "I wonder what will happen if....."</li> <li>Encouraging children to have a go, take a risk, and showing positivity when things don't work and we try again</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>use mathematical language in play and real life situations e.g. how many children? How many cups do we need? Can we find bigger wellies?</li> <li>recall a sequence of events in everyday life and stories</li> <li>can talk about what they will do first, next and last when planning how to approach a task, solve a problem or reach a goal.</li> </ul>	<ul style="list-style-type: none"> <li>Children have opportunities to join in with simple tasks, such as getting things ready for snack, collecting sit-mats for group time etc</li> <li>Role play areas that offer time and space to relive and consolidate experiences, sharing out food, setting the table and so on</li> <li>Adults modelling thinking aloud, I wonder if we have any bigger wellies, can we find enough for all our friends etc</li> <li>Sequencing whiteboards for group learning times supporting children to predict what will happen first, next and last, adults model transferring this to making their own plans- 1<sup>st</sup> collect bricks, then build a base, last add a tower</li> <li>Story telling such as story maps and Tales Toolkit to practise sequencing events</li> <li>Problem solving activities as part of our routine- can we line up in order tallest to smallest?</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>use mathematical reasoning to solve a problem</b></li> <li>enjoy tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>become familiar with measuring tools in everyday experiences and play</li> <li>can reflect on how a task went and talk about what they might do differently next time.</li> </ul>	<ul style="list-style-type: none"> <li>Adults supporting children in identifying and thinking through a problem, using vocabulary of comparison and number</li> <li>Resources available for children to plan and sequence their actions when approaching a problem, recording ideas in a way that is meaningful to them</li> </ul>

## Understanding the World

### I can notice and describe aspects of my family and community

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>join in with important events in their home and nursery community.</li> <li>be curious about people and show interest in stories about people, animals or objects that they are familiar with or which fascinate them</li> <li>show an interest in photographs of themselves and other familiar people and objects</li> <li>have a sense of their own immediate family, relations and pets</li> </ul>	<ul style="list-style-type: none"> <li>Adults help children to settle and learn each other's names, e.g. through songs and rhymes, and use them when addressing children. Model correct pronunciation.</li> <li>Photos of children with their families are displayed and shared as part of the daily routine</li> <li>Adults are positive about differences between people and support children's acceptance of difference.</li> <li>Support children to get to know everyone in their key group and ensure that each child is recognised as a valuable contributor to the group.</li> <li>Celebrate and value cultural, religious and community events and experiences.</li> <li>Talk to children about their friends, their families (through sharing family photos and posts on Tapestry) and talk about why they are important.</li> <li>Home visits are an opportunity for children and their families to share what is important to them, eg songs, celebrations etc</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>begin to make sense of their own life-story and family</li> <li>imitate everyday actions and events from own family and cultural background in pretend play, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> <li>begin to have their own friends</li> <li>notice similarities and differences that connect them to, and distinguish them from, others</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</li> <li>Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.</li> <li>Support children's understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.</li> <li>Ensure children have resources so that they can imitate everyday actions and events from their lives and that represent their culture.</li> <li>Core books and those available in the classroom reflect diversity in the community, giving children an opportunity to see someone who "looks like me"</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>show interest in the lives of people who are familiar to them</li> <li>join in with family customs and routines</li> <li>remember and talk about significant events in their own experience</li> <li>recognise and describe special times or events for family or friends</li> <li>show interest in different occupations and ways of life</li> <li>talk about some of the things that make them unique</li> <li>talk about some of the similarities and differences in relation to friends or family</li> </ul>	<ul style="list-style-type: none"> <li>Continuous provision provides small world play and books to prompt conversations around places to visit, or to remember places they have visited and experiences beyond their home and nursery.</li> <li>Adults support children to talk about their own home and community life, and to find out about other children's experiences.</li> <li>Children learning English as an additional language have opportunities to express themselves in their home language some of the time.</li> <li>Adults give children opportunities to "teach" them about their home language and culture, children see themselves as experts</li> </ul>

	<ul style="list-style-type: none"> <li>talk about different countries in the world and the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to develop positive relationships with community members who visit the setting, such as fire fighters, refuse collectors, delivery personnel, care home residents, artists.</li> <li>Use books, photos and videos to explore a range of occupations.</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>notice and describe aspects of their family and community</b></li> <li>continue developing positive attitudes about the differences between people.</li> <li>talk about past and present events in their own life and in the lives of family members</li> <li>talk about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to share their feelings and talk about why they respond to experiences in particular ways.</li> <li>Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing.</li> <li>Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</li> <li>Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, stories and books showing black heroes or disabled kings or queens or families with same sex parents</li> <li>Provide role-play areas with a variety of resources reflecting diversity.</li> <li>Share stories that reflect the diversity of children's experiences.</li> <li>Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work.</li> </ul>

## Understanding the World

I can notice, name and describe cycles in the natural world

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>explore their environment with all of their senses</li> <li>respond to seasonal changes and different weather sensations</li> <li>share stories about people and nature (birds, bees, snails, cats, dogs, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Spend time outdoors with children, exploring the nursery garden in all weathers</li> <li>Adults draw children's attention to the effects of weather and seasons, looking together at spring growth, icy leaves etc</li> <li>The selection of books in continuous provision is changed regularly to reflect seasons, growth and change</li> <li>Adults modelling positive attitudes and curiosity about <b>all</b> living things we find</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>notice detailed features of objects in their environment</li> <li>talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>notice and draw attention to seasonal changes, new growth on trees, autumn leaves etc</li> <li>plant seeds and care for growing plants, with adult help.</li> <li>begin to notice and talk about growth and change in relation to themselves, plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>Magnifying glasses, bug pots etc available in continuous provision so that children can look closely at living things.</li> <li>Selection of non-fiction reference books to support children asking questions and adults helping to find answers</li> <li>Core books featuring aspects of life cycles planned at appropriate time of year</li> <li>Support children to notice the growth of seeds they plant, introducing vocabulary and photographing change</li> <li>Share baby photos and talk about visible changes children notice</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>understand the key features of the life cycle of a plant and an animal.</li> <li>sequence stages of well-known life cycles (butterflies, frogs, beans etc)</li> <li>talk about how they have grown and developed, making comparisons to babies and adults</li> </ul>	<ul style="list-style-type: none"> <li>Through stories, non-fiction, videos planned group learning about the sequence of a life cycle.</li> <li>Introducing technical vocabulary for stages of cycle</li> <li>Keeping and observing caterpillars through to metamorphosis and release as butterflies</li> <li>Visits from real babies</li> <li>Children talk about what they have learned to do that they couldn't when they were babies, and what they will be able to do when they grow up</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>notice, name and describe cycles in the natural world</b></li> <li>make observations of animals and plants and explain why some things occur, and talk about changes</li> <li>know the sequence of at least one life cycle</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to pause and observe living things- watching a bird or butterfly, checking growth of plants regularly</li> <li>Conversations about growth and change, bringing in children's observations</li> <li>Children supported to pose questions and find out the answers using books, Google, leaflets etc</li> </ul>

## Understanding the World

I can care for my environment and the animals and plants that live there

	Intentions- Children will learn to.....	Implementation- How will we support that learning?
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>join in with aspects of daily routine such as tidy up time</li> <li>fetch favourite toys from where they are kept and are supported to put them back</li> <li>understand the need to be gentle when handling living things, with careful modelling and support from adults</li> </ul>	<ul style="list-style-type: none"> <li>Continuous provision is well organised and stored in clearly labelled containers</li> <li>Adults model putting toys away at tidy up time, noticing labels and drawing attention to them</li> <li>Making tidying up playful and engaging</li> <li>When exploring the garden adults model noticing living things and model gentle observation- looking with our eyes.</li> <li>No pick, no lick- we leave the flowers for the bees etc</li> <li>Stories about pets, animals etc and how to care for them available</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>take an active part in tidying up at the end of a session</li> <li>recognise the "Tidy up" song as a cue and know what it means</li> <li>understand that when we put things back in the right place we know where to find them</li> <li>treat our immediate environment with kindness, leaving plants and animals where we find them and observing with our eyes.</li> <li>look after our environment by putting rubbish into bins</li> <li>care for plants- watering them, not picking bits off etc</li> <li>talk about pets and how they might help to care for them at home</li> </ul>	<ul style="list-style-type: none"> <li>Adults set an expectation that the environment is everyone's responsibility.</li> <li>They model putting things back when finished with</li> <li>Adults support children to remember where they found things and return them for next time</li> <li>Talk about why it is important to look after our environment</li> <li>A collection of magnifiers available for looking closely at things we notice without having to touch them</li> <li>Children encouraged to help look after the plants in the nursery- taking turns to water them and avoiding breaking pieces off</li> <li>Photos of and visits from pets prompting conversations about what we do to look after them- pictures from families</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>To talk about how and why we tidy our environment. They put away resources before moving on to the next thing. They use labelled storage to sort and return resources they have used</li> <li>talk about safe disposal of rubbish and are aware that some rubbish can be recycled.</li> <li>talk about how to look after the plants we grow, what they need to thrive and how to protect them</li> <li>make careful observations of animals sharing the environment without unnecessarily handling them and return them to where they found them</li> <li>talk about the type of habitats some animals prefer</li> </ul>	<ul style="list-style-type: none"> <li>Set high expectations of how we care for our environment, noticing when children are looking after things and drawing attention to it</li> <li>Silhouettes on shelves for matching when putting things away</li> <li>Planned group times about planting seeds and caring for seedlings, then how to look after them once planted out</li> <li>Adults teaching children how to capture mini-beasts in pots for brief observation then return them to where we found them</li> <li>Fiction and non-fiction about caring for the environment</li> <li>Discussion of rubbish and which gets recycled, why etc</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>care for their environment and the animals and plants that live there</b></li> <li>confidently talk about the needs of plants and animals they see in the local environment and how to treat them with respect</li> <li>look after the resources in our setting and can talk about why this is important</li> </ul>	<ul style="list-style-type: none"> <li>Planned opportunities for children to take responsibility for caring for the environment- taking turns to water plants, protecting mini-beasts</li> <li>Creating bug hotels to learn about the range of mini-beasts in the garden and the habitats they need</li> <li>Continuing to take responsibility for caring for our immediate space.</li> </ul>

## Expressive Arts and Design

### I can create purposefully using a range of media

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>explore and experiment with a range of media – tools, materials, sound and movement through multi-sensory exploration and expression</li> <li>notice and become interested in the effect of their action on materials and resources.</li> </ul>	<ul style="list-style-type: none"> <li>Offer a wide range of different materials and encourage children to make marks in different ways e.g. fingers in cornflour, sticks in mud, hands and feet in paint, using tablets etc</li> <li>Media for creative exploration available in continuous provision, along with planned enhancements</li> <li>Experiences are open-ended with no fixed “product”</li> <li>Expose children to a wide and varied range of creative experiences.</li> <li>Offer opportunities to explore scale e.g long strips of wallpaper, child size boxes, different surfaces to work on e.g., paving, floor, tabletop or easel</li> <li>Listen and understand what children want to create before offering suggestions</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>experiment with ways to enclose a space and create shapes</li> <li>enjoy and respond to play with colour e.g. combining colours</li> <li>experiment and explore 2D and 3D structures to express ideas</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for children to explore a range of different ways to make a mark- inside and outdoors</li> <li>Adults alongside, copying and extending their marks- giving commentary to their movements</li> <li>Paint and other media available to mix and explore colour</li> <li>Stories such as Mouse Paint to explicitly teach colour mixing</li> <li>Loose parts and recycled “junk” available to explore stacking and joining</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>develop an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects</li> <li>develop knowledge and understanding of tools and materials and use them to explore their own interests and enquiries and develop their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous provision includes a well resources creative space where children an exercise agency over its use</li> <li>Experiences continue to be open-ended, with adults modelling possible outcomes and plans</li> <li>Planned opportunities to use a range of tools, both broad and fine</li> <li>Adults encourage children to talk about their intentions when exploring media</li> <li>Group times to learn new techniques that children can then practice through explore time</li> <li>When children have a strong intention in mind, support them in thinking about what they want to create, the processes that may be involved and the materials and resources they might need.</li> <li>Encourage children to notice the changes in properties of media. Talk about what is happening, helping them think about cause and effect.</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>create purposefully using a range of media</b></li> <li>create representations of both imaginary and real life ideas, events, people and objects.</li> <li>talk about their plan, select materials and carry it out.</li> <li>pause and review how its going, making adjustments where necessary</li> <li>develop their own ideas through experimentation with diverse materials e.g. light, loose parts, watercolours, powder paint to express and communicate their discoveries and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Draw attention to children’s choice and use of: materials, tools and techniques, experimentation with colour, design, texture, form and function.</li> <li>Use individual, small group, and large group discussion to regularly engage children in explaining work in progress.</li> <li>Recognise the importance of drawing in providing a bridge between imaginary play and writing</li> <li>Adults modelling new techniques</li> </ul>

## Expressive Arts and Design

### I can express myself through sound, music or movement

	<b>Intentions- Children will learn to.....</b>	<b>Implementation- How will we support that learning?</b>
<b>Step 1-</b>	<ul style="list-style-type: none"> <li>explore and experiment with a range of sounds and movements through multi-sensory exploration and expression.</li> <li>move while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments.</li> <li>listen to and begin to join in songs and rhymes.</li> <li>sing/vocalise whilst listening to music or playing with instruments/sound makers.</li> <li>create sounds by rubbing, shaking, tapping and striking</li> <li>create sound effects and movements e.g. vehicle sounds and animal noises</li> </ul>	<ul style="list-style-type: none"> <li>At home visit find out what music children are familiar with and their preferences. Make available at nursery to support sense of belonging</li> <li>Listen to a range music from diverse cultures</li> <li>Use song as integral part of daily routines and rituals</li> <li>Small collection of instruments available in continuous provision for exploration of sound- with space to move</li> <li>Outdoor opportunities to explore sound, containers to bang etc</li> <li>Large mirrors for children to notice and watch their own movements</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>join in singing songs</li> <li>mirror and improvise actions they have observed, e.g. clapping or waving</li> <li>show an interest in the way sound makers and instruments sound and begins to experiment with ways of playing e.g. fast/slow, loud/quiet</li> <li>join in moving, dancing and ring games</li> <li>explore moving in a range of ways e.g. mirroring</li> <li>begin to make believe by pretending, using sounds, movements, words and objects</li> </ul>	<ul style="list-style-type: none"> <li>Introduce children to a broad selection of action songs from different cultures and languages.</li> <li>Sing songs regularly so that children learn the words, melody and actions off by heart.</li> <li>A group “song bag” with props to support children in selecting favourite songs to sing</li> <li>Group learning times with music specialists</li> <li>Using class play list in explore time so that children can move in response to the music they love</li> <li>Adding body percussion to songs and music</li> <li>Materials for making own noise makers</li> <li>Props to add to movement- scarves, ribbons etc</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>explore and learn how sounds and movements can be changed</li> <li>tap out simple repeated rhythms</li> <li>explore moving in a range of ways e.g. creating own movement patterns</li> <li>develop and understand how to create and use sounds intentionally</li> <li>describe sounds and music imaginatively e.g. scary music.</li> <li>experiment and create movements in response to music, stories and ideas</li> <li>create sounds, movements, drawings to accompany stories</li> <li>use available resources to create props, or create imaginary ones, to support play.</li> </ul>	<ul style="list-style-type: none"> <li>Shared music times where children learn new songs and sequences of movement</li> <li>Planned group learning, sometimes with music specialist</li> <li>Children learning, copying and changing sequences of movements- with and without music</li> <li>Encourage children to notice changes in movement and sound e.g. louder, quieter, smaller, bigger.</li> <li>Practice changing speed, pitch, rhythm of sounds- instrumental, body percussion and voice</li> <li>Spend time listening to music and other sounds</li> <li>Responding to how sounds make us feel- naming feelings and mark making in response</li> <li>Copying and changing a sequence of movements</li> <li>Learning songs and changing the words or sounds</li> </ul>
<b>Curriculum Goal</b>	<ul style="list-style-type: none"> <li><b>express themselves through sound, music or movement</b></li> <li>build a collection of familiar songs and dances</li> <li>make music in a range of ways</li> <li>express and communicate feelings and understanding using a range of art forms e.g. movement, dance, drama, music and visual arts.</li> <li>play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Support children in communicating through their bodies by responding to, and sometimes joining in with their expressive movement linked to their imaginative ideas.</li> <li>Introduce descriptive language to support children within the context of their own imaginative experiences.</li> <li>Celebrate children’s imaginative ideas and creations by sharing them, e.g. impromptu performances, learning folder, Tapestry and displays</li> <li>Opportunities for children to make up their own movement sequences and teach it to their peers</li> </ul>