

**Bramley Park Academy Nursery - Progression of Skills & Curriculum Overview**

Our core values:

Believe  
Persevere  
Achieve

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2 -	Summer 1 -	Summer 2
<b>Themes</b>	<b>I am 3</b>	<b>On a Rainbow</b>	<b>In a Nursery Rhyme</b>	<b>In the Garden</b>	<b>On an Adventure</b>	<b>On a picnic</b>
<b>lines of enquiry.</b>	CLL baseline - third birthdays Stories around the number 3. How I have changed from a baby to now Me and my body.	Light and dark day and night colours and mixing Diwali Bonfire Night Christmas	Local professions Jobs people do	Lifecycles of a frog and chick Minibeasts weather and seasons plants and growing	Jungle oceans the wider world	Food Farms Looking after the world
<b>Key texts (literacy)</b>	Maisy goes to Nursery Kipper's Birthday Goldilocks and the three bears The three little pigs Three Billy Goats Gruff	Elmer Little blue and little yellow Brown Bear Brown Bear Room on the broom Mouse paint	The Great Nursery Rhyme Disaster Incy Wincy Spider / Beetle	Ten wriggly wiggly caterpillars Titch	We're going on a lion hunt All aboard for the Bo Bo Road Driving home from Grandpa's	We're Going on a Bear hunt 10 things I can do to help my world
<b>Topic texts / PSHE/RE/UW/EAD</b>	Two Daddies All kinds of people	How do you make a rainbow?	Topsy and Tim go to the doctors	Mad about minibeasts	Animal Boogie Walking through the jungle	Percy the Park Keeper - After The Storm.
<b>linking rhymes and poems</b>	When goldilocks went to the house of the bears	Rainbow song	Miss Polly, Humpty dumpty, incy wincy,		Animal Boogie Walking through the jungle Driving home from Grandpa's	
<b>Trips, experiences and hooks</b>	Trike Day (3 wheeler day)		Nursery rhyme day	Hatching eggs Tadpoles	Skelton Grange	Picnic in the park
<b>Parental Involvement</b>	Welcome gifts Number 3 homework Tapestry opportunities	Roll up and read  Focus stay and play Tapestry opportunities	Roll up and read  Focus stay and play Mothers Day Assembly Tapestry opportunities	Roll up and read  Focus stay and play Tapestry opportunities	Roll up and read  Focus stay and play Tapestry opportunity	Roll up and read  Focus stay and play Sports Day Tapestry opportunities

**Characteristics of Effective Learning**

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

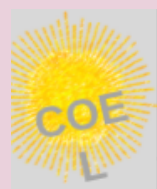
**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.


**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

*PLAY: At Bramley we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'*



**We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.**

The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children’s language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

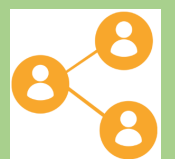
<p><b>Communication and Language</b></p>  <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language intervention (NELI), Helicopter stories/poetry baskets.</p>	<p><b>Listening, Attention and Understanding</b> Listens to others in one-to-one or small groups when conversation interests them.</p> <p><b>Speaking</b> Can retell a simple past event in the correct order Uses talk to explain what is happening and what might happen next.</p>	<p><b>Listening, Attention and Understanding</b> Understand a question or instruction that has one part Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p><b>Speaking</b> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’</p>	<p><b>Listening, Attention and Understanding</b> Pay attention to more than one thing at a time Understands use of objects Understands why questions</p> <p><b>Speaking</b> Sings a large repertoire of songs Knows many rhymes Use longer sentences of four to six words. Questions why things happen Talk more extensively about things that are important to them.</p>	<p><b>Listening, Attention and Understanding</b> Understand a question or instruction that has two parts Shows some understanding of prepositions by carrying out an action.</p> <p><b>Speaking</b> use talk to organise their play e.g. let’s go on a bus. Enjoy listening to longer stories and can remember much of what happens. Start a conversation with an adult or friend. Begin to use a range of tenses Uses intonation, rhythm and phrasing to make themselves clear.</p>	<p><b>Listening, Attention and Understanding</b> Focussing attention - can still listen and do but can change their own focus.</p> <p><b>Speaking</b> Be able to talk about familiar books and able to tell a long story Start a conversation with an adult or friend and continue it for many turns. Questions why things happen an gives explanations Able to use language in recalling past experience Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>	<p><b>Listening, Attention and Understanding</b> Responds to instructions with more elements. Beginning to understand how and why questions.</p> <p><b>Speaking</b> be able to express a point of view and to debate when they disagree with an adult or a friend; using words as well as actions. builds up vocabulary that reflects their breadth of experiences.</p>
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<p><b>Observation Checkpoint</b></p>	<p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?</p>
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**Personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.**

<p>Jigsaw content</p>	 <p><b>Our Rights</b></p>	 <p><b>What am I good at?</b></p>			 <p><b>Falling out and bullying</b></p>	 <p><b>Respecting my body</b></p>
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**Personal, Social and Emotional Development**



Children develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories, etc. Children will focus during short whole class activities.

**Self-Regulation**  
Show more confidence in new social situations.

Develop their sense of responsibility and membership of a community.

**Managing Self**  
Select and use activities and resources, with help when needed.

**Building Relationships**  
Become more outgoing with unfamiliar people, in the safe context of their setting.

Enjoys playing alone or alongside others.

**Self-Regulation**  
Enjoys a sense of belonging through being involved in daily tasks

**Managing Self**  
Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them

Show an increasing desire to be independent.

**Building Relationships**  
Enjoys playing alone or alongside others; inviting others to play and attempting to join others play. Use their experience of adult behaviours to guide social relationships.

**Self-Regulation**  
Talk about feelings using words like happy, sad, angry and worried.

**Managing Self**  
Increasingly follow rules, understanding why they are important

Increasingly independent as they get dressed and undressed

**Building Relationships**  
Seeks out companionship with adults and other children.

**Self-Regulation**  
Begin to understand how others might be feeling

**Managing Self**  
Increasingly follow rules, understanding why they are important

**Building Relationships**  
Play with one or more other children, extending and elaborating play ideas.

**Self-Regulation**  
Develop appropriate ways to be assertive  
Talks about how others might be feeling and responds according to their understanding of the person's needs and wants.

**Managing Self**  
Becoming aware of the similarities and differences between themselves and others.  
Is sensitive to others messages of appreciation or criticism  
Be increasingly independent in meeting their own care needs  
Make healthy choices about food, drink activity.

**Building Relationships**  
Help to find solutions to conflicts and rivalries.

**Self-Regulation**  
Expresses a wide range of feelings in their interactions with others through their behaviour and play including excitements and anxiety, guilt and self doubt.  
Is more able to recognise the impact of their choices and actions and knows some words or actions can hurt others feelings


**Managing Self**  
Do not always need an adult to remind the of the rules  
Shows confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situation and being able to express their needs and ask for help.

**Building Relationships**  
Talk with others to solve conflicts.

Observation Checkpoint Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, coordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye coordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

Physical Development



Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.

Little Legs Rugby and PE sessions

In all topics

**Gross Motor**  
Can grasp and release with two hands to throw a large ball  
Walks down a slope whilst carrying a small object, maintaining stability.  
Can balance on one foot or squat momentarily

**Fine Motor**  
Start to use a knife and fork with support

**Health (also linked to PSED)**  
Can name different parts of the body

**Gross Motor**  
continue to develop their movement, balancing, riding and ball skills.  
Can grasp and release with two hands to catch a large ball

**Fine Motor**  
Explore and manipulate a range of tools and equipment in one hand.

**Health (also linked to PSED)**  
Can tell adults when they are hungry, full or tired and when they want to rest.

**Gross Motor**  
Start taking part in some group activities which they make up for themselves or in teams  
Use large muscles to wave flags and streamers, paint and make marks.  
Walks downstairs carrying a small object

**Fine Motor**  
Start to eat independently using a knife and fork  
Create lines pivoting from the shoulder

**Health (also linked to PSED)**  
Increasingly independent as they get dressed and undressed

**Gross Motor**  
Skip, hop and stand on one leg and hold a pose for a game e.g. musical statues  
Go up and down stairs or climb up apparatus using alternate feet

**Fine Motor**  
Use one handed tools and equipment e.g. making snips in paper

**Health (also linked to PSED)**  
Observe and can describe in words or actions the effects of physical activity on their bodies.  
Gains more bowel and bladder control and can attend to toileting needs most of the time.

**Gross Motor**  
Are increasingly able to use and remember sequences and patterns of movement related to music and rhythm  
Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid objects.

Match their developing physical skills to tasks and activities in the setting.

**Fine Motor**  
show a preference for a dominant hand

**Gross Motor**  
runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.  
Choose the right resources to carry out their own plan  
Collaborate with others to manage large items.

**Fine Motor**  
Use a comfortable grip with good control when holding pens and pencils

**Health (also linked to PSED)**  
Takes practical actions to reduce risks, showing their understanding

dresses with help

Can wash and dry hands effectively and knows why this is important

creates lines and circles pivoting from the shoulder and elbow.  
Manipulate a range of tools and equipment including brushes, scarves, ribbons.  
**Health (also linked to PSED)**  
Be increasingly independent in meeting their own care needs  
Make healthy choices about food, drink activity.

that equipment and tools can be used safely.  
working towards a consistent, daily pattern in relation to eating, toileting and sleeping and know why this is important.

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed** Ls. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

**Literacy**



Children will read books matched to their phonics ability.

**Comprehension**  
Looks at books independently  
Enjoys digital books  
**Word Reading**  
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother  
**Writing**  
Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves  
**Phonics Firm Foundations**  
Environmental sounds

**Comprehension**  
listen to and joins in with some stories and poems when reading one to one and in small groups  
Joins in with repeated refrains and anticipated key events in rhymes and stories.  
**Word Reading**  
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother  
**Writing**  
Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right  
Sometimes gives meaning to their drawing and painting.  
**Phonics Firm Foundations**  
Instrumental sounds  
Body percussion

**Comprehension**  
Engages in conversations about stories and learning new vocabulary  
Knows that print carries meaning and is read from left to right in English  
**Word Reading**  
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother  
**Writing**  
Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes  
Includes mark making and early writing in their play.  
**Phonics Firm Foundations**  
Rhythm and Rhyme

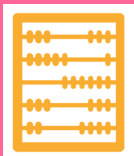
**Comprehension**  
Begins to be aware of how stories are structured and to tell own stories.  
Recognises familiar words and signs such as own name and logos.  
Talk about the main character in a story and suggest how the story might end.  
**Word Reading**  
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother  
Shows an interest in illustrations and words in books and the environment.  
**Writing**  
Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes  
**Phonics Firm Foundations**  
Alliteration

**Comprehension**  
Knows information can be relayed through signs symbols in various forms.  
Talk about a familiar story and retell longer stories that are familiar to them.  
**Word Reading**  
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother  
**Writing**  
Begins to make letter-type shapes to represent the initial sound of their name and other familiar words  
**Phonics Firm Foundations**  
Voice sounds

**Comprehension**  
Understands the five key concepts about print  
**Word Reading**  
Develop their phonological awareness so they can spot and suggest rhymes, count or clap syllables, recognize words with the same initial sound  
**Writing**  
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page e.g write 'm' for mummy.  
Write some or all of their name.  
Write some letters accurately.  
**Phonics Firm Foundations**  
Orally blending and segmenting

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

**White rose maths - objectives. New planning**



- 1 - the one to one principle
- 2 - the stable order principal
- 3 - the cardinal principle
- 4 - the abstraction principle
- 5 - the order irrelevance principle

**Comparison 1 - More than, fewer than same**  
 collect objects to compare amounts  
 make simple comparisons of amounts  
 compare and talk about large and small amounts  
 make collections the same.

**Shape space and Measure 1 - Explore and build shapes and objects**  
 Explore and play with shapes  
 Show interest in simple differences between shapes  
 put shapes and clocks into position  
 select shapes for a reason  
 begin to explore and describe natural shapes and objects  
 find and collect objects for a purpose.

**Pattern 1 - Explore repeats**  
 Listens to repeats in songs and stories  
 join in with songs and repeats  
 join in with repeats from stories  
 clap along to songs  
 make line patterns with own sequences  
 choose blocks to build roads and towers.

**Counting 1 - hear and say number names**  
 Hear some number names  
 Join in saying some number names  
 Model saying number names in order  
 Practice saying number names in order  
 join in stable order counting forwards  
 join in stable order counting backwards

**Counting 2 - begin to order number names**  
 Model saying 1,2,3 in play  
 Copy the sequence of 1,2, 3  
 copy fingers to represent 1,2,3  
 Begin to count actions  
 say number names in order  
 Begin to recognise that anything can be counted

**Subitising 1 - I see 1,2,3**  
 Notice images in books  
 respond to I see 1,2,3  
 Recognise I see 1,2,3  
 Copy I see 1,2,3  
 Point to 1,2,3  
 Recognise 1,2,3 in well known tales

**pattern 2 - joins in with repeats**  
 Join in with repeated actions in songs  
 Join in with repeats in songs and stories  
 Sing some refrains independently  
 Have a sense of daily routines  
 say what happens next  
 Make arrangements in art

**Shape space and measure 2 - Explore position and space**  
 Respond to simple language of position  
 Arrange blocks in a chosen position  
 Select shapes for a space  
 recognise when 2 objects are the same shape  
 explore and describe shapes and objects  
 sort shapes and objects into simple categories

**Subitising 2 - show me 1,2,3**  
 Copy finger to show 1  
 Copy fingers to show 2  
 Copy fingers to show 3  
 show 1 finger when seeing 1 item in stories  
 show 2 or 3 fingers when seeing 2 or 3 in stories  
 show 1,2,3 fingers when asked

**Counting 3 - move and label 1,2,3**  
 Make actions when saying counting words  
 move fingers when saying counting words  
 count out up to 3 objects from rhymes  
 notice number symbols as labels  
 label amounts as 1 and not 1  
 label amounts as 1,2,3

**Shape space and Measure 3 - Explore position and routes**  
 Explore shape resources  
 Explore more complex inset jigsaws  
 talk about simple positions  
 move into simple positions  
 move through positions  
 follow simple small world routes

**pattern 3 - Explore own first patterns**  
 Explain simple pattern arrangements  
 make roads and bridges with intent  
 choose blocks to copy simple creations  
 make simple line patterns with objects  
 make simple pattern arrangements  
 show an interest in patterns and shapes

**Counting 4 - take and give 1,2,3**  
  
**Shape space and measure 4 - match talk push and pull**

**Subitising 3 - Talk about dots**

**Composition 2 - compare and sort collections**

**Pattern 4 - lead on own repeats**  
  
**Shape space and measure 5 - start to puzzle**

**Pattern 5 - making patterns together**

**Subitising 4 - make games and actions**

**Counting 5 - show me 5**  
  
**Pattern 6 - My own pattern**  
  
**Counting 6 - stop at 1,2,3,4,5**  
  
**Comparison 3 - Match sort compare.**

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, our forest school area, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

## Understanding the World



*Understand the effects of the seasons on the natural world.*

### *Past and Present*

Begin to make sense of their own life-story and family history. Shows an interest in lives of people who are familiar to them.

### *People, Culture and Communities*

Recognise and describe special times or events for family or friends.

### *The Natural World*

Talk about the differences between materials and changes they notice. Look at the stages of development from birth to adult. Understand the key features of the life cycle of an animal. Name and identify body parts.

### *RE: People, Culture and Communities*

**Pathway 1 - which places are special to members of our community?**

- Begin to make sense of their own life story and family history.
- Continue to develop positive attitudes about the differences between people.

### *: Past and Present*

Enjoys joining in with family customs and routines. Remembers and talks about significant events in their own experiences.

### *People, Culture and Communities*

continue to develop a positive attitude about the difference between people. Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.

### *The Natural World*

Explore how you can shine a light through some materials but not others. Explore collections of materials with similar properties. Observe and interact with natural processes such as ice melting, shadows, magnets.

### *RE: People, Culture and Communities*

**Pathway 2 - Why are some objects special?**

- Begin to make sense of their own life story and family history.
- Continue to develop positive attitudes about the differences between people.

### *Past and Present*

shows an interest in the lives of people who are familiar to them.

Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.

### *People, Culture and Communities*

Show an interest in different occupations and ways of life indoors and outdoors. Continue developing positive attitudes about the difference between people.

### *The Natural World*

Explore and talk about different forces they can feel. Questions why things happened and gives explanations. Use all their senses in hands on exploration. Characteristics of liquids & solids. Explore how things work e.g. pulleys.

### *RE: People, Culture and Communities*

**Pathway 3 - Who cares for me and how do I help others?**

- Begin to make sense of their own life story and family history.
- Continue to develop positive attitudes about the differences between people.

**Personal, social and emotional development:**

### *Past and Present*

Remembers and talks about significant events in their own experiences.

*People, Culture and Communities*  
Show interest in different occupations and ways of life indoors and outdoors.

### *The Natural World*

Use all their senses in hands on exploration of natural materials. plant seeds and care for growing plants. understand the lifecycle of a plant or an animal (chicks, caterpillars). Explore collections of materials with similar and different properties. Develop an understanding of growth, decay and changes over time. Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Notice and discuss patterns around them e.g. rubbings. Identify seasonal patterns – focusing on plants and animals.

*RE: People, Culture and Communities*  
**Pathway 4 - Who belongs in my family and community?**

- Begin to make sense of their own life story and family history.
- Continue to develop positive attitudes about the differences between people.
- Talk about what they see, using a wide vocabulary.

### *Past and Present*

Talk about what they have experienced or seen in photos. Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Share stories about people from the past who have an influence on the present.

### *People, Culture and Communities*

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

### *The Natural World*

Talk about what they see using a wide vocabulary. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Understand and use vocabulary such as how, why because. Understand and use vocabulary such as I can see, I saw, same, different, change. Talk about some of the things they have observed in different places.

### *RE: People, Culture and Communities*

**Pathway 5 - How do people celebrate special times?**

- Begin to make sense of their own life story and family history.
- Continue to develop positive attitudes about the differences between people.

### *Past and Present*

Retell past events in the correct order.

Use talk to connect ideas and explain what is happening, recall and relive past experiences and anticipate what might happen next.

### *People, Culture and Communities*

Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park.

### *The Natural World*

Shows care and concern for living things and the environment. Begin to understand the need to respect and care for the natural environment and all living things. Begin to understand the effect their behaviour can have on the environment. Observe and identify features in the place they live and the natural world. Find out about their environment and talk about features they like and dislike. Name baby animals. Explore different habitats outdoors.

### *RE: People, Culture and Communities*

**Pathway 6 - How do we understand and care for the world?**

- Begin to make sense of their own life story and family history.
- Continue to develop positive attitudes about the differences between people.

	<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry', 'worried'.</li> </ul>			<ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>
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The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Expressive Arts and Design



<p><i>Being Imaginative</i> Listen with increased attention to sounds.</p> <p><i>: Creating with Materials</i> Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Continue to explore how to move in a range of ways.</p>	<p><i>Being Imaginative</i> Remember and sing entire songs Respond to what they have heard, expressing their thoughts and feelings</p> <p><i>Creating with Materials</i> Explore colour and colour-mixing. . Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore different materials freely in order to develop ideas of how to use them and what to make.</p> <p>Enjoys singing, moving and dancing and ring games.</p>	<p><i>Being Imaginative</i> Notices what other children do mirroring what is observed, adding variations and then doing it spontaneously. Plays alongside others who are engage in the same theme.</p> <p><i>Creating with Materials</i> Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Sings to self and makes up simple songs Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Begins to develop complex stories using small world equipment like animal sets, etc</p> <p>Sings familiar songs e.g. pop songs. Taps out simple repeated rhythms</p>	<p><i>Being Imaginative</i> Creates sounds movements and drawings to accompany stories Engages in imaginative play based on own ideas and first handed experiences.</p> <p><i>Creating with Materials</i> Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas. Join different materials and explore textures. Uses tools for a purpose</p>	<p><i>Being Imaginative</i> Experiments and creates movement in response to music, stories and ideas Uses available resources to create prompts or creates imaginary ones to support play</p> <p><i>Creating with Materials</i> Create their own songs, or improvise a song around one they know Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Makes imaginative and complex small worlds with blocks and construction kts such as a city with different buildings and a park.</p>	<p><i>Being Imaginative</i> Uses movement and sounds to express experiences expertise, ideas and feelings</p> <p><i>Creating with Materials</i> Use drawing to represent ideas like movements or loud noises</p>
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