



Basnett Street Nursery School

Curriculum
2024-2025



PSED

PSED

Educational Programme

Children's 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.

PSED—Self regulation						
Expressing emotions						
	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	I know that when I cry this will gain a response from a trusted adult	I can cry, vocalise or use eye contact to communicate a need to a trusted adult	I use my emotions to try and gain control over situations which may result in emotional dysregulation	I am aware that I can use my emotions to control situations I am able to demonstrate how I am feeling though actions	I can express emotions purposefully dependant on need/situation I express my emotions Sad Happy Angry Fear	I express and label a variety of emotions
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none">• Colour monster used to support the development of zones of regulation• Attachment aware and trauma informed approach• Adult modelling in the moment—labelling child's emotions helping to co-regulate• Use language of the three R's• Specific teaching of strategies to support executive functioning as per EEF guidance• Window of tolerance/ABC model to support specific behaviour support plans• Staff identification of potential stressors of the 5 domains of self-regulation• Continuous provision planned in snug to support self-regulation• Opportunities provided to explore and discuss emotions through PSED planning• Behave toolkit• Colour doctor toolkit to support emotion coaching					
Understanding emotions						
	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	I can respond to feelings and emotions shown by others not necessarily appropriately	I can respond to emotion from a trusted adult with a positive response	I can respond appropriately to a positive and /or negative emotion from a trusted adult	I can recognise and communicate that others are happy and sad e.g. I might point to a child who's crying	I can recognise and communicate if I am happy or sad I can talk about my feelings in more elaborate ways e.g. I am sad because., I love Eid because I am aware that my actions could make others feel happy or sad I show empathy and offer comfort to my peers I can recognise and communicate that others are angry and scared I understand and can communicate what makes or has made others happy or sad	I am able to communicate if I am happy/sad/scared/angry I attempt to repair a relationship or situation where I have caused upset or conflict and I understand how my actions have an impact on others I know strategies that can help others if they feel happy or sad
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none">• Snug area in provision can be used for regulation space• Use of puppets to support regulation• Use of the retreat as a calming space• Key worker approach• Calm homely environment• Colour monster• Adult modelling/using emotion language –co-regulation• Persona dolls/modelling scenarios• Behave toolkit• Colour doctor toolkit					

PSED—Building Relationships						
Attachment						
	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	I maintain eye contact briefly I can gain attention in a variety of ways I respond when talked to	I recognise and respond to my key persons voice and actions I enjoy cuddles and being held and respond to what my key person is paying attention to	I will use a trusted adult(s) when needed I use a trusted adult as a secure base showing proximity behaviours	I am able to seek out others to share experiences I can use the support of my trusted adult in new situations showing exploratory behaviours	I will make friendships with other children I play in a group of 2-3 children	I can play in a group with other children. extending and elaborating play ideas with other children I am confident in new social situations.
			I accept unfamiliar people but show wariness	I am able to separate from main carer with ease	I confidently enter Nursery and complete routines independently	I am independent
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none">• Key worker induction routine• Key worker system• Attachment aware and trauma informed approach• Key worker welcome time and group time• Use of metacognitive talk and playful partner approach to support relationship with key workers and all adults• Behaviour policy implemented; including Moslow's hierarchy of needs, 3R's, Secure base model and neurosequential model					
Sense of Belonging						
	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	I respond to my name and enjoy interactive games I enjoy mirror play but don't know its me in the mirror	I know its me when I look in a mirror	I recognise myself as an individual and say 'no' to an adult I know my own name I can point to physical characteristics such as eyes, nose , mouth etc	I can communicate about my home and special people	I can communicate freely about m experiences and my community I can self register independently	I understand and can talk about the different communities and social groups I am a part of
		I feel safe with my trusted adult and can become upset when they need to move away from me I know I am separate from my main carer	I can separate from my main carer and build a relationship with another trusted adult	I demonstrate independence away from my main carer I know who my key person is	I seek out other trusted adults to help me	I am independent I use my name card to help me write my name on my work
			I know my personal belongings	I know where to hang my coat and bag	I know what is 'mine' and 'yours' demonstrating a strong sense of ownership I can manage my own personal belongings	I can distinguish my own belongings from that of others and can manage and take care of them
		I respond positively to praise from a familiar adult	I respond positively to praise an show a growing self confidence playing freely with involvement	I enjoy a sense of belonging by being involved in daily tasks	I seek out adults and talk to them about my work I am aware of my abilities	I seek out others to share my work and experiences I can recognise and talk about what I am good at
			I can make a choice	I can select resources from continuous provision to play with	I know where resources are in continuous provision and can use appropriately I am confident in my environment	I facilitate my own learning using my environment effectively I am confident in my environment and can help others
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none">• Key worker approach• Attachment aware and trauma informed approach• Individual coat hooks in key worker groups• Self registration and group registration• Window of tolerance/ABC model to support specific behaviour support plans• Staff identification of potential stressors of the 5 domains of self-regulation• Colour doctor toolkit to support emotion coaching					

Play Skills

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	I seek sensory input from my environment (unoccupied play) I can freely move around my environment with little or no interaction	I play by myself (solitary play)	I observe other children playing (spectator play)	I can play alongside my peers doing similar activities (parallel play)	I will join in the same activity and I interact with my peers for small periods of time (associative play)	I will take part in play that is of high interest to me with others and negotiate (co-operative play)
	I manipulate and explore objects	I learn through play i.e. cause and effect toys , manipulating toys that twist, turn, crank, make a noise or light up	I can put together a sequence of actions such as placing people inside a toy bus and pushing it I understand the purpose of a toy	I can combine actions feed the doll, pyjamas and put to bed	I can expand on my play experiences i.e. fireman rescuing people	I play imaginatively when dressing up
	I imitate an adults actions and behaviour I play peek a boo I laugh in response to play	I choose to play in areas of interest	I imitate imaginative play and perform actions doll eating, pushing a car I can tolerate others playing close by	I can play cooperatively with a familiar adult My play becomes more social and I play co-operatively	I seek out specific children with similar interests and engage in more turn taking play I can tolerate others playing with the same resources I can share my toys (W)	I enjoy playing games with simple rules i.e. hide and seek I participate in circle time, singing and dancing games
	I can reach for resources of interest that are within reach	I can select the resources that interest me	I can select and use activities and resources with help achieving a suggested goal	I can select and use activities and resources with help, achieving a self chosen goal I can focus on an activity for a period of time	I can maintain focus on an activity for a period of time , showing high levels of energy and fascination As I play, I find new ways to do things to refine and achieve my goal I can select and use activities and resources with independence to achieve my goal	I can use a range of resources accessing from across provision to facilitate the achieving of my more complex goal I can review my work in line with my goal and I can refine play/actions/ resources to support me to achieve the final goal
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Enhancements to environment support children's play skills Resources are all accessible and clearly labelled for easy access Attachment aware and trauma informed approach Adult modelling in the moment—labelling child's emotions helping to co-regulate Window of tolerance/ABC model to support specific behaviour support plans Staff identification of potential stressors of the 5 domains of self-regulation Behave toolkit Colour doctor toolkit to support emotion coaching 					

PSED—Managing self

Physiological Need

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	I cry when I am uncomfortable	I cry and seek my key adult when I am uncomfortable	I can indicate discomfort from a soiled nappy	I can communicate a soiled nappy	I can access the toilet with growing independence, sometimes needing gentle reminders	I can mange my own personal hygiene needs
			I show an awareness of bowl and bladder movements I show an awareness of what a potty/toilet is used for	I can communicate my urge to use the potty/toilet I mange to wash my hands	I know when I need to use the toilet and independently access effectively	
					I know when I feel hot or cold and can communicate this	I know when I feel hot or cold and can adjust clothing by removing or adding a basic item e.g. coat on/off, jumper on/off
		I am developing a preference for food textures/tastes	I am willing to try new food textures and tastes	I can use gesture or words to indicate I want a drink or food item	I can indicate I want a drink or food item by asking or getting it independently e.g. snack table I will eat a range of foods with varying tastes and textures	I know when I am hungry and thirsty and understand how to meet this need I will eat a range of foods and can talk about the food which are healthy choices

Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Opportunities to explore new tastes and textures - daily snack and focussed activities around interests, times of year, celebrations, what we have grown etc Snack area inviting and accessible Adult support toilet training routine—working with parents and family support worker if needed Routines clearly labelled for toileting to ensure consistency Good hygiene modelled by staff Staff supporting thinking around physiological needs—making links to weather, temperature to help children understand and identify their needs e.g. hot/cold Promotion of independence through support and encouragement
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Understanding of how to keep themselves safe

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge			I accept when my key person needs to change me	I can assist an adult with putting on my clothing, including outdoor clothing.	I can find and put on my own outdoor clothing independently I know I need particular clothing on a cold/hot day	I can access my belongings and dress independently I know I need sun cream on a on hot day I know when a change of clothes is needed because I am hot/ cold/wet/dirty
				I can identify risk and can ask for help when needed. I can follow simple rules	I can use tools and equipment appropriately e.g. scissors. I can tidy up as I play I understand the nursery rules and can follow them	I can identify and manage risk using known strategies. I can identify that others are at risk and use known strategies to help. I know to keep Nursery tidy to keep myself and others safe I understand school rules and know why they ned to be followed for safety
					I try to be independent (have a go) before asking for help.	

Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Backwards chaining approach to dressing Teach children risks of tools and equipment Teach outdoor routine and why we need to wear the correct clothing to keep ourselves safe Use of continuous provision and managing resources—shadows, labelling etc to ensure consistency and ease of tidying routine Adults model how to risk assess through playful partner approach and metacognitive talk. E.g. during water play/stream, climbing and tool use
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Communication and Language

Communication and Language

Educational Programme

Communication and Language 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, storytelling 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.

Communication and Language						
Listening						
	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	I react to sound e.g startle, cry	I turn towards a familiar sound	I look to identify a sound and can locate where it is coming from	I can identify and name a sound I cannot see	I can say sounds I have heard in a sequence (horn, horn, crunch crunch) I can listen when others speak and not interrupt (for a short time) I know its my turn to talk when I hold the speaking object	I can identify a range of everyday sounds with ease and talk about these I can listen when others speak and respond at the appropriate time
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none">Stimulating book rich environmentCore books to support and link learningUse of adult voices to stimulate and encourage children to actively listen-saying their names, use of prosody within interactive reading sessionsAdult model listening behavioursResources to support phonics planned into environmentMusical instruments and sound makers availableEarly phonics—Red Rose Phonics scheme supports our weekly phonics planningExperiences around phonics and sound e.g. farm visits, Samba Bamba manGroup times teaching good listening, interactive reading and engaging activitiesUse of songs and rhymes to support listening and attentionGraduated response—'I can' assessments on entry for all children to identify any need around communication and language, targeted support—Welcomm used as intervention, Specialist support—SALT or ST referral if applicable					
Attention						
	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	I can give eye contact to a familiar person talking directly to me I respond to a familiar person by smiling and moving my body	I can play simply attention games such as peek-a-boo	I acknowledge an adult in play and respond appropriately e.g. give the adult a cup from the play kitchen (W)	I show an interest in joint attention play e.g. join in with an action rhyme	I can attend to others and join in with shared play	I can listen and attend to others with interest for longer periods of time
				I can attend in group time with the support of an adult e.g. gentle reminders of good listening	I can attend to group time and join in	I can attend and fully participate in group time with a high level of engagement
	I can hold my arms up to meet my need. I can respond to a simple “where” question in context e.g. looking towards I can follow a familiar adults' gaze			I can shift focus between tasks with support	I can switch attention between speaker and task I can concentrate on what other say and respond appropriately	I can maintain attention of my choice for longer periods of time
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none">Stimulating book rich environmentInteractive reading sessionsKey worker approachCore books engaging and used to support listening and attentionActivities that encourage switching attention e.g. paint mixingParticipatory activities planned, e.g. nursery action rhymesSpecific listening and attention activities such as Sandy girlUse of visuals to support listening behavioursAdults model actively listening and attending when children speak—valuing the speaker—taking turns in conversations during playGraduated response—'I can' assessments on entry for all children to identify any need around communication and language, targeted support—Welcomm used as intervention, Specialist support—SALT or ST referral if applicable					

Communication and Language continued...

Understanding						
	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	I understand my noises/cry gains attention	I understand how to gain attention from my key person	I understand that I can communicate and gain attention through my actions	I gain attention from others through more purposeful actions and vocabulary		I demonstrate my understanding through talk
		I can follow simple everyday instructions. E.g.. "Get your shoes" (W)	I can follow two word instructions. E.g. "Put the spoon on the plate" (W)	I can follow three word instructions. (W) e.g. Make the small teddy dance	I can follow four-word instructions e.g. give me the small doll and the green ball	
		I understand gestures e.g. cup held out means drink		I understand new vocabulary and respond appropriately I can use new vocabulary	I understand verbs	
					I understand words that describe a sequence e.g. first, next, after that, finally	
				I understand simple questions, who, what, where but not why (W)	I understand who, what, where and why questions (W)	I understand the need to listen carefully and can ask questions for further clarifications
				I can understand prepositions 'in' and 'under' (W)	I can understand prepositions 'in front' and 'behind'. (W)	
				I can identify an object by its function (W)	I can understand pronouns 'he' and 'she'. (W)	
				I understand simple concepts and phrases		
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Book rich environment— core books and books around interests to stimulate talk and develop vocabulary Daily interactive reading session Metacognitive and playful partner approach to communication Use of sequencing throughout routines e.g. first, next etc supports understanding of instructions Adults model correct language/grammar subtly, valuing child's voice Environment designed to have communication friendly spaces to encourage talk Metacognitive approach allows children to effectively articulate ideas an thoughts Graduated response—'I can' assessments on entry for all children to identify any need around communication and language, targeted support—Welcomm used as intervention, Specialist support—SALT or ST referral if progress isn't being made in a child's speech and language 					

Communication and Language						
Speaking						
	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	I can make sounds such as cooing, gurgling and babbling.	I can say around 10 words although not always clear	I can say ten words clearly	I know and can use over 50 single words like 'juice'. 'car', 'biscuit'	I use up to 300 words that are descriptive.	I can describe things that have already happened
		I can use single words to request things. (W)	I can occasionally put two words together. "More dinner" "daddy's gone" (W)	I know how to put two to four words together e.g 'more juice', 'bye-bye daddy' (W)	I can put 4-6 words together to make short sentences	I can communicate in complex sentences that link two or more ideas together
				I use simple "what" and "where" questions 'Where's baby?'	I ask "why" and "who" questions	I ask "when" and "how" questions
	I can copy gestures such as waving and pointing I can reach to indicate my needs	I use gestures such as waving and pointing, I can point to something I want	I can copy single words	I can copy two words correctly	I can copy three words correctly	I can copy a short phrase made up of more than three words correctly
				I can use speech sounds p,b,m,w . I can use word ending "ing". (W) I can use plurals (e.g. cats) (W)	I can use future tense I can use the past tense (ed)	I can correctly use the word ending "-est"
					I am using longer sentences, using "and" and "because" to link short sentences together e.g. I had pizza for tea and then I played in the garden.	I use a range of connectives when talking, clarifying thinking, ideas and events
		I can use my own name to refer to myself	I can refer to myself using "I"	I can use pronouns me, him, she	I can use pronouns his, hers	I can use "we" and "they" correctly
	I can imitate sounds that an adult makes.	I use sounds in play	I use single words in play My voice is tuneful and expressive, I use the tone and rhythm of the language spoken at home I make rhythmic and repetitive sounds	I use two words when commenting within my play e.g. train stop, my turn, dinosaur roar I am beginning to say some action words	I can comment on my play using short sentences	I can talk in detail about my play
	I can make vocal noises to get your attention. I can laugh during play. I cry to get attention especially when I am uncomfortable	I say words that may resemble baby talk. E.g 'wuv' for love. I can take turns in conversations such as babbling back to an adult.	I can use simple words such as 'bye-bye' and 'up' using gesture at the same time. I can combine words e.g 'more biscuit' I can echo the last words of an adults speech.	I have learnt new words and use them when talking to others	I am able to have a proper conversation using a wider range of vocabulary	
			I can join in and copy sounds and actions when singing Nursery rhymes or songs. (W)	I can sing some familiar songs .	I can remember a wider range of songs and rhymes	I can sing my own songs using words I know.
				I can become very frustrated when I cannot get my message across. I may stutter or stammer when thinking of what to say.	My speech is clearer	My speech is clear and is grammatically correct
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Stimulating book rich environment—opportunities to listen to and talk about stories and songs daily Adults model extension of language and speaking in full sentences e.g. Daddy car—Oh has Daddy gone to work in the car! Graduated response—'I can' assessments on entry for all children to identify any need around communication and language, targeted support—Welcomm used as intervention, Specialist support—SALT or ST referral if applicable Adults copy language and sound of children—taking turns in 'conversation' Communication friendly spaces Correct use of language modelled throughout environment Metacognitive approach, adults model and extend language through play Use of varying forms of communication based on level of need e.g. Makaton, gesture, symbol to enable all to communicate Interactive and dialogic reading strategies within adult-led activities to promote communication and extend language, use of appropriate questions 					



Physical Development

Physical Development

Educational Programme

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, co-ordination 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, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical development

Gross motor

Stability

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent:						
Skills/knowledge						
Static balance	I can sit with support e.g cushion I pull myself up to standing I can sit unsupported	I can stand on two feet confidently I can balance while crouching	I can balance on my hands and feet	I can balance on tiptoes I can balance on two feet whilst moving my arms up and down e.g. parachute, scarves I can balance on two feet whilst moving up and down	I can balance on one foot	I can balance on my non dominant foot I can balance at different heights
Dynamic balance		I can balance on two feet and take my first steps	I can balance when walking up or down a slope I can step into a space	I can balance on a beam whilst holding an adults hand I can step through a hole or over a bar e.g. hoop, balance beam I can walk and run on uneven surfaces	I can balance on a beam independently I can step from one low height to another I can balance whilst moving e.g. jumping, marching I can balance whilst walking and running I can balance when throwing kicking	I can move up and down different heights along a beam
Bending and curling			I can curl into a ball	I can place my hands on the floor making a bridge with my body	I can roll a ball through my legs	
Turning				I can turn around on the spot maintaining my balance		I can do a log roll
Twisting				I can twist my upper body to receive or give an object to/from a person next to me whilst seated	I can twist my upper body whilst standing	
Stretching	I can reach for what I want		I can stretch my arms up high	I can touch my toes without bending my knees I can stretch out wide with my arms and legs		I can do a jumping jack
Transferring weight					I can move along the floor on all fours/hands and feet	I can bunny hop
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Enabling environment—resources are accessible to all and clearly labelled to allow children to make choices based on their drive or interest Environment promotes fundamental stability skills Large outdoor environment with varying levels and surfaces encourages children to challenge their balance and core strength Gross motor games and songs included within provision and planning Large wheeled vehicles available to use e.g. wheelbarrows Large equipment promotes muscle development and balance e.g. balance beams, obstacle course equipment Adults model specific movement skills during guided teaching and throughout provision Planning enables consolidation of skills across the environment Staff model how to develop fundamental skills in stability safely, modelling use of equipment and environment and demonstrating how to develop skills safely 					

Physical development

Gross motor

Locomotor skills

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent:						
Skills/knowledge						
Walking	I can crawl I can roll	I can stand unassisted I can walk holding someone's hand I can take my first steps without support	I can walk on tiptoes I can walk independently	I can walk slowly I can walk quickly I can walk around objects and people I can walk between object e.g. cones I am aware of others when I am walking	I can walk forwards and backwards I can walk in a line as a group I can walk under I can walk along a line or zigzag I can change direction when I walk to avoid obstacles	I can walk around my environment, negotiating with obstacles and following set paths
Running				I can run quickly or slowly I can run/jog on the spot I can run along a specific pathway	I can run heavily or quietly I can run behind another I can run, avoiding obstacles on the floor I can run between two lines on the floor	I can move away whilst running e.g. playing tig I can run around my environment, negotiating with obstacles and following set paths
Climbing	I can pull myself up on furniture	I can cruise using furniture	I can climb up a slope using hands and feet	I can climb up steps	I can climb down steps	I can climb on and across large equipment independently e.g. rope bridge, cargo net I can climb down from a height
Leaping				I can leap over objects e.g. puddles	I can land gently/heavily I can run and leap I can leap from one spot to another at a short distance	I can leap and stop myself continuing to move I can leap over low obstacles
Jumping off a height			I can jump from one foot to another	I can jump using two feet I can jump off a low height	I can jump and land safely knowing to bend my knees when landing I can jump off a low height and land in a specific place	
Jumping for a height					I can jump up with control to reach a target above me	
Jumping for a distance					I can jump continuously for a short time I can jump from one place to another	
Galloping						I can gallop
Hopping					I can stand on one leg for a short period	I can hop a short distance I can hop into a space
Skiping						I can skip I can skip around a circle or space as part of a game/ song
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Enabling environment—resources are accessible to all and clearly labelled to allow children to make choices based on their drive or interest Environment promotes fundamental locomotor skills Large outdoor environment with varying levels and surfaces encourages children to challenge their balance and core strength Gross motor games and songs included within provision and planning Large wheeled vehicles available to use e.g. wheelbarrows Large equipment promotes muscle development and balance e.g. balance beams, obstacle course equipment Adults model specific movement skills during guided teaching and throughout provision Planning enables consolidation of skills across the environment Staff model how to develop fundamental skills in stability safely, modelling use of equipment and environment and demonstrating how to develop skills safely 					

Physical development

Gross motor

Manipulation skills

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge						
Underarm rolling			I can roll a ball whilst sitting down	I can roll underarm I can roll underarm towards a target	I can roll underarm with control to hit a distant target e.g. bowling	
Underarm throwing			I can throw underarm		I can throw underarm for a distance I can throw underarm with the aim to hit a specific target e.g. throwing a ball in bat and ball I can throw a ball into a bucket/ hoop	
Overarm throwing			I can throw overarm		I can throw overarm for a height I can throw overarm for distance	I can throw overarm to hit a target I can throw overarm, stepping forward before I throw
Catching				I can catch an object being passed at waist level	I can catch a bean bag that I throw to myself at low height I can catch a bean bag when thrown to me from a short distance	I can move into position to catch an bean bag or ball
Kicking			I can kick a ball	I can kick a ball for distance e.g. to a friend	I can swing my leg before I kick	I can kick whilst moving
Overarm striking			I can use my hands and arms to strike an object with little control e.g. popping bubbles		I can track and strike an object overhead e.g. a falling balloon	I can use my hand to strike an object over a height e.g. balloon over a net
Bouncing					I can bounce a ball by throwing it against the floor	I can bounce a large ball repeatedly with control
Using tools and equipment	I can pass a toy from one hand to another		I can push wheeled equipment e.g. wheelbarrows/prams	I can push wheeled equipment with control	I can push wheeled equipment navigating spaces and people	
Arm movements			I can move my arms using a shoulder pivot e.g. ribbons, mark making	I can move my arms in large clockwise and anticlockwise movements e.g. stirring, mixing, grinding I can make large circular movements with my arms e.g. ribbons	I can use my elbow pivot e.g. sawing wood	
Dressing	I		I can lift my arms up to assist my adult with dressing.	I can take my coat off.	I can put my coat on. I can put on an apron. I can pull my pants up. I can take off wet clothing. I can put on my waterproofs and wellies with assistance.	I can dress independently I can put on my waterproofs and wellies independently.
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none">Enabling environment—resources are accessible to all and clearly labelled to allow children to make choices based on their drive or interestEnvironment promotes fundamental movement skills for manipulationGross motor games and songs included within provision and planningLarge wheeled vehicles available to use e.g. wheelbarrowsEquipment promotes manipulative skills e.g balls, beanbags, hoops, ribbons, scarvesAdults model specific manipulative kills during guided teaching and throughout provisionPlanning enables consolidation of skills across the environmentStaff model how to develop fundamental skills in stability safely, modelling use of equipment and environment and demonstrating how to develop skills safelyStaff model appropriate and safe use of toolsRoutines promote independence in dressing					

Physical Development

Fine Motor

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	I can grasp and lift a cup/ bottle	I can use a lidded cup with both hands I can use a small spoon to attempt to scoop and put to my mouth to feed myself	I can drink from a open cup I can feed myself using a spoon	I can feed myself with a fork I can drink well without spilling	I can pour my own drink I chop soft fruits . I can access snack independently	I can chop all fruits to prepare my snack
	I can grasp I can grasp finger foods and bring to mouth	I can grip objects and pick them up	I can pick up small objects with my pincer grip	I can undo zips	I can fasten zips I can undo buttons I can thread and weave materials	I can fasten poppers and buttons
	I can squeeze objects with my fist	I can pick up small objects between my fingers and thumb	I can use my fingers to manipulate malleable materials		I can use tools with an intended purpose to make changes to my malleable materials	I can mould and manipulate malleable materials to create a recognisable form
				I can dig with a spade I can scoop		
		I can do the actions to twinkle twinkle little star wiggling fingers on both hands I can do the actions to two little dickie birds	I can do the actions to Tommy Thumb I can use my hands to join in with action rhymes I can use my hands and fingers to push buttons on cause and effect toys	I can pinch, squash, and poke malleable materials I can pat and hit malleable materials with my hands and tools I can use tools to imprint into malleable materials	I can poke malleable materials with individual fingers I can roll dough between my hands to make a ball I can make a sausage with playdough I can roll using a rolling pin	
				I can make snips on paper with scissors	I can cut a length of paper I can use scissors to cut a variety of materials e.g. cellotape and string	I can cut around a shape, moving the paper as I cut
		I can build a tower of two blocks	I can build a tower of three to 4 blocks	I can build a tower 9 blocks high	See maths curriculum	See maths curriculum
			I can use a fist grip to make marks	I can use a digital pronate grasp to make marks	I use a static tripod grasp when drawing and writing I can use a four finger grasp when drawing and writing	I use a dynamic tripod grasp to draw and write and use it to make marks with good control
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Environment planned to encourage use of fine motor skills—exploratory area, playdough, snack table etc Tools used e.g. scissors, scoops, tweezers to develop different elements of their fine motor skills and control from whole hand to tips of fingers Dressing routine promotes control at varying levels e.g. zips and then poppers Small resources available top promote pincer grip alongside use of tools such as tweezers, pegs and pipettes on a daily basis within provision Tool talks to encourage safety around using tools Snack area promotes daily use o fine motor skills—chopping fruit, using tweezers to access fruit, puncturing carton with straw Mark making opportunities plentiful to develop pencil grip and control All areas of learning promote use of motor skills e.g. junk modelling—hole punches, staples etc # Dough disco 					



Literacy

Literacy

Educational Programme

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 words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Literacy

Comprehension

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge Love of reading	I can show delight in a simple game such as peekaboo	I can respond to a simple game such as peekaboo	I can join in with a repeated refrain from a simple game or text, e.g. Boo!	I can identify and join in with simple repeated refrains, e.g. swish, swash. I can comment on familiar stories or texts	I identify and can join in with repeated refrains from familiar texts I can recall a text with some elements of sequencing I can comment to articulate an observation in a text.	I can innovate a familiar story or text I can tell my own story using my past knowledge of story and texts I can recall a story sequencing the beginning, middle and end. I can use my knowledge of texts to link and extend my learning
				I can respond to distancing prompts using non-verbal communication such as facial expressions	I can respond to distancing prompts by agreeing to a modelled version	I can respond to distancing prompts to share my own experience of the world
	I can listen to and respond to familiar sounds and words I can anticipate an action in my favourite songs e.g. Humpty Dumpty, Round and Round the garden	I enjoy exploring sensory books	I enjoy sharing books with an adult I can pay attention and I respond to pictures and words in a story or text when it is read to me	I can listen to a text that is read to me I can point out and name familiar objects in books I can respond to open-ended prompts to express my ideas about texts I can choose a book I like and seek out an adult to share it with me	I can explore a range of books independently but not always correctly I can respond to what, where and who question prompts relating to a text I can identify my likes and dislikes relating to a text	I enjoy a wide range of reading media across the environment I can respond to why and how question prompts relating to a text I can discuss my likes and dislikes about a text
				I can take on the role of a character I know from familiar stories e.g. goldilocks making porridge	I know I can use small world props to tell familiar stories I can retell stories through role play	I can retell a familiar story I can have discussions about stories or texts used purposefully in my play.
					I can tell a story using the pictures, making up my own words	
					I can use new vocabulary I have learned through texts in my play	I use vocabulary I have obtained from non fiction texts I know non fiction and ipads can be used to find information
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Book rich environment—appropriate books so all children have access An immersive core book environment Extension texts, songs and rhymes linking with core book Daily interactive reading sessions Library books—encouraging children to read with their parents at home Use of CROWD and PEER strategies to support interactive and dialogic reading sessions Interactive and dialogic reading sessions are fed into the wider environment to encourage sticky learning Planning centred round core texts and rhymes Structured planning ensures consistency in delivery of interactive reading sessions Ability grouping to support and extend learning where needed Use of prosody to promote a love of reading 					

Literacy

Understanding of print

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge				I know where I can find books in my environment I can distinguish between text and picture	I can identify familiar print in my environment e.g. my name card, familiar logos/signs I can comment on illustrations I can recognise my name without the picture I can point to the text as I am 'reading' a story or exploring a text going from left to right I know that print carries meaning and can be used to find information I can recognise labels in my environment and may ask an adult what they say	I can find the letters from my name within other print I can identify some familiar graphemes in text I can identify familiar labels in my environment and know what they say
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Name cards and peg names to support children in registering and recognising their own names Use of logos and print in the environment—real life print across resources e.g. real tins in home cone Book rich environment—appropriate books so all children have access An immersive core book environment Extension texts, songs and rhymes linking with core book Daily interactive reading sessions Library books—encouraging children to read with their parents at home Use of CROWD and PEER strategies to support interactive and dialogic reading sessions Interactive and dialogic reading sessions are fed into the wider environment to encourage sticky learning Planning centred round core texts and rhymes Structured planning ensures consistency in delivery of interactive reading sessions Ability grouping to support and extend learning where needed Emphasis on the authors intention, discussion through group time about author, illustrator promoting engagement in what the children can see Emphasis on onomatopoeia during interactive reading sessions Use of prosody to promote a love of reading 					

Literacy

Word reading

		Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2 - 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	Environmental sounds	I can turn my head in response to familiar voices I react to sound e.g startle, cry	I turn my head in response to sounds I hear in the environment I create sounds using cause and effect e.g. banging rattle on floor	I can tune into environmental sounds and locate where the sound is coming from by looking toward it	I listen for and can name sounds around me I can create sounds using objects I can identify and name a sound I cannot see	I can say sounds I have heard in a sequence (horn, horn, crunch, crunch) I can use extended language to describe a sound I hear e.g. keys jingling I know and can name where I would hear a specific sound eg cow on the farm, car on the road	I can use and apply sound vocabulary when innovating stories, poems or rhymes I can identify a range of everyday sounds with ease and talk about these
	Instrumental sounds				I know and can identify which object made a sound during games e.g. pan, keys etc I can explore instruments	I can follow the conductor as they playing instruments I identify and explore sounds made by instruments I can stop and begin playing instruments when signalled to I can copy a simple rhythm modelled by an adult I can discriminate and copy sounds made by an instrument or sound maker I can choose a specific instrument to represent a sound, action, song or rhyme	I can choose a specific instrument to represent a sound, action, song or rhyme and justify my choice e.g. drum to represent a stamping elephant because it is loud I can distinguish between an environmental sound and an instrument
	Body percussion			I pay attention to an adult as they sing songs and rhymes with me I can respond to a song/ rhyme by copying some actions I can copy finger rhymes	I can join in with words and actions from familiar rhymes, songs and phrases I can sing loudly and quietly I can sing familiar songs independently in my play	I can perform actions with increasing and decreasing speed and loudness I can copy a pattern of body sounds and actions e.g. clap hands, stamp feet, wave hands I can copy a more detailed pattern of body sounds and actions I can use words to identify a sound made by m body e.g. click, stamp, clap I know the vocabulary fast, slow, loud and quiet and can perform an action at different speeds or volumes	I use a wider range of vocabulary to talk about sounds heard
	Rhythm and rhyme			I can move to a beat	I can keep in time to a steady beat	I can identify onset rime I can clap out syllables in words	I can identify rhyming pairs I can continue a rhyming string I know other words that rhyme to continue a rhyming string
	Alliteration					I can identify initial phonemes in words I can identify objects/people that begin with the same phoneme I can join in with alliterative games and stories and make my own suggestions I can articulate some phonemes correctly	I articulate most speech sounds clearly I can generate words that start with the same phoneme
	Voice sounds	I make sounds with my voice e.g. cry	I make an increasing variation of sounds with my voice and mouth with no intent I can repeat sounds I make e.g. babababa, mmmmm etc	I can copy voice sounds	I can use my voice to make different sounds. I can explore different mouth movements for a range of voice sounds	I can remember and repeat a sequence of voice sounds I can use my voice to add sound effects to a story e.g. whoosh, stomp	I remember and repeat a sequence of voice sounds and begin to add my own ideas I can repeat and continue a sequence of voice sounds, varying the pitch (fast and slow) and volume (high and low). I can use vocabulary to describe different voice sounds e.g. beeping, crying, buzzing

Literacy

Word reading

		Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2 - 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge	Oral segmenting and blending					I can copy an adult segmenting phonemes in a CVC word by listening and remembering I can copy oral segmenting with my fingers, showing one finger per sound	I can blend a CVC word segmented by an adult I can segment a CVC word using phonic fingers independently I can identify the number of phonemes that make up a word
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none">• Red rose phonics scheme systematically planned and delivered to ability groups• Active listening supported through expectations, adults model key listening skills• Book area reflects focus in phonics and children able to consolidate their learning through play• Use of songs, texts, rhymes and props to make phonics engaging• Exploration of graphemes available in writing area as continuous provision• Shared text time, shared reading time• Prosody the use of pitch, tone, volume and rhythm in oral reading• Book rich environment—appropriate books so all children have access• An immersive core book environment• Extension texts, songs and rhymes linking with core book• Library books—encouraging children to read with their parents at home• Use of CROWD and PEER strategies to support interactive and dialogic reading sessions• Interactive and dialogic reading sessions are fed into the wider environment to encourage sticky learning• Structured planning ensures consistency in delivery of phonics and interactive reading sessions• Emphasis on onomatopoeia during interactive reading sessions						

Literacy

Writing

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<p>Intent:</p> <p>Skills/knowledge</p> <p>Writing composition</p>	I can use my hands to explore food	I can use big movements to make marks	I can control the marks I make I make marks by moving my arms in different directions	I can make linear and circular shapes when I make marks I know I can repeat the marks I make I can use a variety of mark making equipment to make marks I can make a variety of marks I can talk about what I am drawing although I may only know when you ask I can make wavy marks imitating writing left to right	I can talk about what I intend to or I am drawing I know that writing is different to drawing and my marks reflect this I make marks that represent writing during play e.g. shopping list (writing for a purpose) I can make marks to represent my name I can write my name with support of my name card I can write symbols to represent letters I can write letter strings from left to right I can represent my experiences through mark making I can use anticlockwise movements in my mark making e.g. spirals, circles	I can write my name I can copy written words I can write recognisable letters I can form some letters correctly I can talk about what I am writing I can write letters from s,a,t,p,i,n I can write initial and ending graphemes in a CVC word using satpin letters
<p>Implementation:</p> <p>Role of the adult</p> <p>Strategies</p> <p>Environment</p>	<ul style="list-style-type: none">Adults encourage children to write through modelling across provisionMark making opportunities available across continuous provisionAdults model writing through play e.g. home corner making listsEnvironment supports sensory mark makingPlanned activities to support the development of motor skills to enable writingSnack area provides opportunities to develop pincer grip and hand strengthUse of name cards to encourage purposeful writingUse of stimuli to encourage writing planned into weekly planning					



Maths

Mathematical Development

Educational Programme

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 ten-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.

Mathematics

Number

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge Counting		I use counting like behaviour. ie making sounds	I will mimic an adults voice counting from one to two, known as rote counting,	I can say one number for each object up to five and may count beyond	I understand what numbers mean and can use my fingers to represent numbers to 3. I can subitise amounts up to 3	I can show 'finger numbers' up to 5 (cardinal value) I have fast recognition of up to 6 objects, without having to count them individually and beyond (subitising)
		I show an interest in number rhymes	I enjoy number rhymes	I can take part in finger rhymes with numbers.		I know that I can count anything, even things that can not be touched or seen (abstraction principle)
		I can imitate some numbers without understanding .	I can use some number words when playing .	I can use some number names in play and can orally count but may skip numbers e.g. 1,2,3,5 I understand that each number represents the amount of objects I have in total e.g. three means three bears.	I use the word 'zero' to represent 'none' I can count using one to one correspondence, 1,2,3, (stable order) I can count up to three items and recognises that the last number said represents the total counted so far (cardinal principal)	I can recite numbers to 5 forwards and backwards. (stable order) I know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) I can say one number for each item in order: to 5 and may count beyond (one to one correspondence)
	I will use gestures to suggest “more” e.g. open mouth for more food, point to drink indicating wanting more.	I am starting to understand the “more concept”, that is recognising a larger group of objects as “more”	I am beginning to comprehend the numerical value of one to two—understanding that one symbolises a single object,	I show an understanding of amounts such as more snack than others , fewer trains than me.	I can compare two groups of objects up to three and can identify when each group has the same amount I can compare quantities using language more, fewer and same.	I can compare quantities using language: 'more than', 'fewer than' (comparison)
Number sense		I am beginning to show an understanding of numerals, as when asked to give “one” of an object I will gestures the object towards an adult	I can give one item when asked	I can give more than one in a different quantity e.g. one big brick, two small bricks.	I can link objects up to 3, matching numeral to quantity (cardinal value)	I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can partition a set of objects in different ways to 5 e.g 3 and 2 then count the total. (part part whole)
		I show an interest when adults use finger play in number rhymes, I can gesture alongside the adults.	I show an interest in representing numbers e.g. using fingers and random numbers in play.	I show an interest in early mathematical mark making using marks to represent number or amounts.	I can record using marks that I can explain and interpret	Experiment with their own symbols and marks as well as numerals

Mathematics

Number continued...

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge Calculating	I can use gesture to request more .	I will gather a single selected item when asked, which is close and familiar to me	I can gather one more item when needed to make my sub total more. E.g. will get more bricks to build tower	I can gather more items when asked, e.g. can you get two more bricks.	I can show an awareness of one more than a given number to 3.	I can find one more and one less than a given number to 5. I understand the concept of addition by practically combining sets of objects to find how many using the part-part whole model with object to 5.(composition)
			I am interested in trying to solve number problems e.g. gathering more	I offer comments about problems e.g. there isn't enough milk.	I use my of number to solve practical problems to 3 in play and meaningful activities	I can solve real world mathematical problems with numbers up to 5 (abstraction)
				I explore subtraction by taking objects away e.g. tower falling takes bricks away.	I show an awareness of subtraction by identifying one less 0-3	I understand the concept of subtraction by practically removing one amount from within another to find how many are left
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Daily routine of register supports teaching number enforcing counting in a stable order, cardinal value and representing number. Number songs to encourage counting like behaviours and representing numbers on fingers. Core maths songs to be taught each term ensuring children are counting up encouraging counting in a stable order. Number lines in provision to support recognition of number. Adults use dice to encourage fast recognition of amounts (subitising) . Counting frames to encourage children counting using one to one correspondence and accuracy. Loose parts in provision : adults to model counting like behaviours and identifying more, fewer or same. . Numbers displayed 1-5 in various places in provision : adults to encourage recognition of numbers and matching amounts to number (cardinal value) . Games area outside to encourage children to use maths in everyday games. 					

Mathematics

Spatial Reasoning

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Intent: Skills/knowledge <u>Shape</u>	I can transport items	I can carry and pile blocks	I can make rows and towers	I can use blocks to make a simple arrangement.	I can connect blocks to make bridges. I can connect blocks to make an enclosure.	I can build more complex structures combining different block play skills I build complex structures in support of more elaborate dramatic play
		I am starting to explore shapes by feeling them and moving them around.	I can match basic shapes e.g shape sorters.	I can match objects to the correct shadows at tidy up time.	I understand how to connect pieces together using my knowledge of shape e.g. jigsaws, train track	I understand how to connect pieces together using my knowledge of shape with intention e.g. circular train track
		I notice shapes and objects in my environment as I point to them.	I am beginning to point out shapes in my environment e.g. spots on my trousers	I can name shapes in my environment e.g. circle clock, I can match basic shapes e.g. triangle to triangle.	I can name simple 2D shapes . I can say some properties of 2D shapes i.e a circle is round.	I can describe shapes using mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' I can name 3D shapes .
<u>Space</u>		I am showing an understanding of spatial awareness as I will avoid objects in my path.	I can successfully negotiate space, move my body around the environment and explore fitting into spaces	I can respond to some spatial and positional language in context	I use spatial and positional language in play I understand positional language such as 'on top' and 'underneath' (W)	I can understand position through words alone – for example, “The bag is under the table,” – with no pointing (W)
		I explore early capacity through open ended play	I explore pattern through heuristic play	I can press objects into malleable materials exploring the results and observing the pattern. I can arrange objects into patterns e.g. lining up cars and making arrangements with objects	I can talk about and identifies the patterns around me e.g stripy, spotty. I can arrange objects in a simple pattern.	I can copy a simple linear pattern using picture prompts of two repeating items e.g. stick, leaf (AB) I can extend and create ABAB patterns – stick, leaf, stick, leaf
<u>Sorting</u>		I can put rings on pegs and shape sorters I am showing understanding of categorising as I will gather all the same objects from a pile	I can complete a shape sorter	I can tidy away items and place them in the correct labelled baskets.	I can find a pair of objects or images I can sort objects into simple categories	Sort objects and say what features they have in common suggesting what is similar and different.

Mathematics

Spatial Reasoning continued...

<u>Intent:</u>		I can squeeze myself into different sized spaces.	I can put objects inside others and take them out again (early capacity)	I can add more and take away with understanding.	I can use the language of capacity e.g full, empty, more, less (W)	I can make comparisons between objects relating to capacity e.g. more than/less than
<u>Skills/knowledge</u>			I explore size, weight and capacity by filling and emptying containers.	I can stop before the water over flows in containers, I will pour slowly to measure out the amount needed.		
<u>Measurements</u>			I understand relative size e.g baby is small, parents are big	I compare size e.g. the three bears using gesture and language	I can use the language of size e.g big, medium, small. (W)	I can make comparisons between objects relating to size, length and height e.g. wider / narrower; taller /
			I show an understanding of language of length e.g. short/small I will crouch down.	I understand the language of length as I will use gestures to demonstrate.	I can use the language of length e.g, long, short,	I can make comparisons between objects relating to size, length and height e.g. longer than / shorter than
			I make gestures and facial expressions to indicate my understanding of heavy, e.g. huffing when holding a heavy bag.	I can use the language of weight e.g heavy, light.	I can make comparisons between objects relating to weight e.g. heavier than/lighter than	
	I can predict a sequence of events i.e running water means bath time.	I am familiar with patterns within daily routines	I respond to patterns in daily routines and anticipate what will happen next	I can follow patterns in familiar routines	I can confidently follow routines showing an awareness of times of day. I can talk about significant times of day e.g morning/ bedtime/ snack time/ lunchtime etc.	I use some language related to time – before, after, yesterday, today, tomorrow I know some names of the days of the week. I can describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’, after that... last’ (W)
				I am using language of money in play e.g. two pounds for ice-cream	I understand that we need to pay for goods.	

Implementation:	<ul style="list-style-type: none"> • Clear daily routines to develop understanding of patterns, times of day and sequence.
Role of the adult	<ul style="list-style-type: none"> • Tidy up time to encourage sorting objects into the correct categories and matching objects to shadows.
Strategies	<ul style="list-style-type: none"> • Discussing shapes in the construction area when building and their properties.
Environment	<ul style="list-style-type: none"> • Following the sequence of learning for children constructing and understanding the different stages. • Discussing patterns in the Heuristic Area and making arrangements with loose parts. • Using the language of capacity in the exploratory, sand and water areas while using different sized containers. • Baking opportunities to encourage the use of mathematical vocabulary in real life contexts. • Using comparative language in provision taller than/ shorter than, heavier than/ lighter than etc. • Up to date programmable toys to encourage children to understand and use the language of position and direction. • Talk Boost language intervention to support the knowledge of mathematical vocabulary. • Jigsaws in the home corner. • Shape stackers to match basic shapes.



Understanding the world

Understanding the world

Educational Programme

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, 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						
The natural world						
Intent: Skills/knowledge	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Seasons and weather	I respond to changes in my environment e.g. wind on my face	<p>I am interested in new environments</p> <p>I am curious about the world around me</p>	<p>I can use my body to respond to changes in the environment e.g. shield my face from the rain</p> <p>I can point to something new in my environment</p> <p>I can explore and respond to the natural world ie. Running through wind, exploring ice</p> <p>I notice big seasonal changes to the environment e.g. leaves falling from the trees</p>	<p>I can identify what the weather is like today</p> <p>I can identify something new e.g. flower growing in Spring</p> <p>I can use simple vocabulary to comment about things I have seen or experienced outdoors</p> <p>I show curiosity towards changes in my environment e.g. asking where have the leaves gone?</p>	<p>I can say how the weather makes me feel e.g. hot or cold</p> <p>I can use new learned vocabulary to identify new things in my environment e.g. daffodil</p> <p>I can comment on and makes comparisons between seasons and weathers</p> <p>I can talk about changes I have personally observed using newly learned vocabulary</p> <p>I can identify changes in my environment linking to seasons</p>	<p>I can say what the weather is like and how I need to dress to go out in it e.g. wellies in the rain, hat and scarf in the cold</p> <p>I have a wide range of vocabulary to discuss seasons and weather</p> <p>I can talk about the effect of changing seasons on the natural world, including growth and decay e.g. leaves falling in Autumn</p> <p>I have a good understanding of seasons and changes</p>
Health, growth and decay		I am interested in items that move out of my view e.g. spider scuttling under leaves	I enjoy new and familiar experiences in nature	I know some things are found outdoors such as trees	<p>I know how to look after the outdoor environment to ensure it stays healthy and plants grow</p> <p>I know that plants and animals change over time</p>	<p>I understand what plants need to grow and be healthy</p> <p>I can talk about growth and changes over time e.g. plant and life cycles</p> <p>I can recognise familiar plants and animals whilst outside</p>
			I look closely at bugs and insects and the natural world around me. I will let others know that I have found something	I know that I have to show care for living creatures but can sometimes get too excited around them	I show care and am careful with bugs that I find. I handle them carefully and know to put them back where I found them	<p>I can talk about life cycles demonstrating understanding that some baby creatures do not look like their parents</p> <p>I can link baby animals to the parent animal</p> <p>I know that I have to be gentle with all creatures and take good care of them, giving them water, food and love</p>
		I can make the noises of or name some familiar animals such as cats, dogs, fish, ducks	I know some animals are kept as pets and that you can find some animals at the park such as ducks	I know that you can find certain animals on a farm	I know and can identify a range of animals including those you would find in a zoo or in the wild	I know that some animals are rarely kept as pets
			<p>I know that some people are grown ups and some people are children. I usually show a preference for adults</p> <p>I demonstrate a sense of responsibility through role play e.g feeding a baby</p> <p>I know things are still there that cannot be seen.</p> <p>I can tidy up a resource that I have been playing with, with adult support</p>	<p>I know that someone is “old” if they are bigger than me and treat them as younger/babies if they are smaller than me</p> <p>I show care and concern for living things e.g. watering a plant</p> <p>I understand objects are there that cant be seen and where to go to find them.</p> <p>I remember where resources belong and can tidy up with support</p>	<p>I understand that I was once a baby and have grown and changed to be me</p> <p>I show care and concern for living things and act on responses e.g. Noticing worm on tarmac and moving it back to the soil</p> <p>I can tidy up after myself putting objects away in the correct place whilst showing an understanding of categorising</p>	<p>I know that I will continue to grow and change and “grow up” to be an adult and I will look different</p> <p>I know my behaviour can have a positive or negative effect on my environment</p> <p>I can tidy up and look after my environment independently</p>
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> The environment and teaching is responsive to children's interesting and naturally occurring events e.g. seasons, snow, windy day etc Specifically planned environments to support teaching and learning– allotment to promote sensory connection with environment, planting and growing, Forest to promote use of materials found in the environment e.g. mud kitchen, tool use. Modelling awe and wonder in the environment, using natural materials across provision linking learning both indoors and outdoors A range of texts and technology to support children's understanding of the natural world including seasons, plants and animals Outdoor learning explicitly planned to provide experiences different to those indoors Forest school approach to learning and exploration of the natural environment Experiences planned throughout the year to promote children's understanding of seasonal changes e.g. butterfly life cycle in Summer term, chicks in spring etc Model awe and wonder around animals and insects, use of magnifying glasses and insect inspectors Photo albums to compare past and present Comparison of Chatterbox children to compare children who are younger 					

Understanding the world

People and communities

Intent:	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Skills/knowledge						
Sense of belonging	I have a sense of belonging to my family/key carer	I recognise key people in my life	I recognise my own key belongings e.g. bag/comforter	I know who my key worker is I know my key worker will help me and keep me safe	I know I am part of a key worker group I know where to hang my coat and bag I can find my name card and self register	I know I am part of a wider setting e.g. Basnett Street Nursery School
Family traditions, customs and celebrations	I know who my family are	I know and recognise my wider family members	I enjoy being with my family I recognise there is a difference between a special event and a normal day I can imitate roles in my home e.g. eating and drinking	I can engage and join in with special events	I understand and can talk about my family traditions and customs I can talk about the reason why I have taken part in a celebration e.g. birthday I know that some festivals and celebrations are linked to religion and beliefs I can role play roles I have observed through lived experiences	I know about other family traditions, faiths, customs and celebrations I can talk about religious festivals and religious celebrations I know that people celebrate different things for different reasons and I don't celebrate everything that others do I remember and can talk about significant events in my own experience
Understanding diversity	I can recognise key people in my life	I can recognise myself in the mirror	I can recognise myself in a photo	I can recognise myself and others in photos I am able to talk about my family and relations I can talk about my own features	I can recognise others in photos and talk about similarities and differences I can talk about my family and understand there are different types of families I can recognise visual differences between people e.g. hair colour, eye colour, glasses etc I know there are differences in regards to gender	I understand and can communicate similarities and differences that connect me to and distinguish me from others I can say if other families are like my family e.g. "I have a brother too" I can talk about what makes me special and can comment on things that are unique to me or the same as my peers I know my gender
Understanding communities		I am aware of others I can recognise familiar places	I am aware of others playing within the environment I can recognise nursery and may show excitement or anticipation when close by	I am aware and can tolerate playing alongside others in my environment I can talk about my home and where my house is I can recognise different people who can help me e.g. police, firefighter	I enjoy and seek out others to share experiences I can talk about my immediate environment and places within it I can talk about occupational roles and my immediate family I can engage in role play of occupational roles I understand e.g. shop keeper I know that I need to respect my community and the people in it. E.g. not throw litter on the floor	I can form friendships I can talk about places that I have visited and what happened there I can draw a simple map of landmarks in my community with adult prompts I know and can talk about a range of occupations I can talk about new experiences following experiential visits I am an active member in my community and show kindness and consideration to all in my community

Implementation:	<ul style="list-style-type: none"> • Key worker system
Role of the adult	<ul style="list-style-type: none"> • Celebrations across the year allowing children to develop a sense of different cultures across the world and in their local communities
Strategies	<ul style="list-style-type: none"> • Opportunities to engage with local services as visitors to extend learning and make links to different occupations
Environment	<ul style="list-style-type: none"> • Planning of texts explored and resources in environment to reflect cultural diversity • Celebrate occasions relevant to children e.g. birthdays, Eid, Christmas • Explicitly teach why celebrations take place • Environment to reflect cultural diversity of children including special events and celebrations • Parental links to share cultural celebration experiences • Text rich environment to reflect cultural diversity of the children • Family album to reflect different types of families and cultural celebrations • Observations of local area, maps of local environment, community books, photos of community in provision to promote communication • Community roles explored through texts and environment • Teaching of British values e.g. votes on books, songs or activities • Educational visits from local services and businesses e.g. lambs, chicks, police etc • Diversity games such as I spy using characteristics

Understanding the world						
Past and present						
Intent: Skills/knowledge	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Recalling my past experiences		I can respond to something that is happening in the environment	I request more of the same experience I have enjoyed, e.g. blowing out candles	I can recognise significant events in my life e.g. birthdays, Christmas, Eid.	I can recall family customs family customs events and routine e.g. Weddings, days out I can talk about my experiences in Nursery and share my views on topics for discussion I can talk about significant events in my own experience	I can comment on past experiences I can link past experiences to new learning experiences
Routines	I anticipate food routines with interest I respond to and am comforted by a familiar routine.	I can show resistance to adult direction I anticipate familiar routines	I can wash my hands with adult support I respond positively to care giving experiences	I can engage and assist adults in familiar routines I alert my key worker to a wet or soiled nappy	I can recognise my need for food and drink and know how to meet my needs	I follow routines around food and drink independently
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Induction process to promote familiarity of routines Environment to support children's understanding of the past experiences and new learning experiences Environment planned to support links to a range of cultures and communities Cultural diversity and experiences celebrated and planned into curriculum and environment through the year Metacognitive approach to learning to support children's prior knowledge and understanding 					

Understanding the world						
Technology						
Intent: Skills/knowledge	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Digital world			I know that I can communicate with someone on the phone	I know I can use the internet to listen to music, watch videos and find things out	I can ask a grow up to look things up for me or speak to a device	I know that some things on the internet are not right for me and I need to ask an adult for help
Understanding cause and effect	I can repeat bodily actions that are having an effect e.g moves legs and arms.	I repeat actions with skill to explore cause and effect. I find different ways of exploring the world around me e.g. mouthing, banging etc	I closely observe what vehicles, animals and people do. I explore objects by linking together different approaches e.g. hitting, looking, feeling, pulling, turning and poking	I understand how things work e.g. putting binoculars to eyes	I can explain how something works e.g. suggesting something needs a battery or button needs pushing	I can talk about why things happen and how things work
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Enhancements to support schemas Metacognitive approach to learning Model use of technology Look at educational apps with children to extend learning Model how to find information online Promote online safety and that not everything on the internet is real Communicate online safety with parents Access to technology e.g. torches, old phones, watches etc 					



Expressive Art and Design

Expressive art and design

Educational Programme

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.

EAD

Creating with materials

Intent: Skills/knowledge	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Instruments and body percussion -understanding and describing		I am interested in making and exploring sounds with everyday objects	I am interested in musical instruments	I am interested in things that specifically make a sound e.g. instruments, interactive toys and natural materials	I can use words to describe sounds/music I can name simple musical instruments and I know how to play them correctly e.g. drum	I can talk about music e.g. loud/ quiet, guitar, piano etc
Performance	I can experiment with a range of media e.g. tools, materials, sounds through whole body movements and multi sensory exploration	I can use cause and effect to explore creating sounds using musical instrument	I know when to start and stop playing an instrument using signals and support from an adult	I know when to stop and start singing/playing instruments using symbols or signals I can copy and follow a steady beat I can create sounds by selecting musical instruments I know that sounds can be changed in a range of ways e.g. banging, tapping, shaking, loud and quiet, fast and slow	I can follow stop/start instructions when playing musical instruments I can keep a steady beat whilst playing musical instruments using visuals to support me I can clap or tap to a steady beat or rhythm e.g. along to a song, or copying a rhythm modelled by an adult I know how to create and change sounds using my body and musical instruments e.g. clapping quickly	I can signal to others when to stop/start playing instruments e.g. when the song has finished I can follow a simple rhythm using basic notation I understand how to create and use sounds intentionally
Singing and voice sounds		I enjoy making sounds with my voice	I can join in and vocalise with familiar songs using repetitive phrases ie this is the way we wash our hands, wash our hands, wash our hands I enjoy familiar rhymes I can find my singing voice and use my voice confidently	I join in with group singing of Nursery rhyme and other songs	I enjoy singing Nursery Rhymes and other songs independently I can sing songs showing an awareness of pitch	I can remember whole songs and sing songs during my play
Expressive movement		I show response to music and sound by moving my body e.g. bopping – bending their knees I anticipate play actions e.g. waiting for peepo	I demonstrate a range of actions in response to music e.g. jumping, spinning, clapping	I can move my body to music that has a steady beat	I join in with songs, dances and ring games	I anticipate changes in music and respond appropriately I have built up a bank of dances/ games
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> • Rhymes, songs and musical experiences explicitly planned through the year to support interests and phonics skills taught • Red Rose phonics systematically planned and taught • Phonics aspects planned into provision • Resources planned to support skill progression • Metacognitive approach to support children's planning and extension of skills and knowledge • Provision planned to support expressive movements and imagination 					

EAD

Creating with materials

Intent: Skills/knowledge	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Planning and collaborating				I can identify what I want to make from a stimulus e.g. pointing at a model of a car	I can talk about what I am going to make (planning)	I can create collaboratively sharing ideas resources and skills
joining			I can use glue to stick resources to a flat surface	I can join pieces together using glue	I can join effectively using glue and tape I can use tools and materials to join and construct for a purpose e.g. Duplo, junk modelling	I can use a range of joining techniques when creating e.g. hole punch, split pins
Tool use	I explore combining items using my hands	I use simple tools to achieve a goal e.g. using a spoon	I can explore scissors using two hands making snips supported by an adult	I can use scissors/squeezy scissors to make snips independently	I can hold and use scissors effectively to cut materials e.g cut a length of tape I can use scissors one handed and with increasing control	I can use scissors to cut around shapes and around items with accuracy
Materials and their properties			I explore materials through sensory play	I explore a range of media and materials across my environment with a more intended purpose e.g. scoop, mix, mould	I know that materials have different properties and can use simple vocabulary to describe these e.g. soft, bumpy	I can identify and name different types of materials and talk about their properties eg. Metal is magnetic, foam is soft etc I can create with a range of materials and talk about what I want to make, how I want to do it, discuss problems and effect on their work e.g. which material is best or what joining technique to use
Drawing and mark making		I engage in mark making through sensory play e.g finger painting	I explore paint using my fingers and other parts of my body as well as brushes and other tools I recognise that my movements can leave marks e.g. finger in paint	I use tools to make marks intentionally e.g. paint brushes, pens, pencil, chalks etc I explore mark making in malleable materials	I demonstrate control in using tools to leave marks that represent my ideas e.g painting a picture saying it's a dinosaur	I explore techniques or styles of representation by famous artists e.g. exploring lines with Kandinsky
Block play		I can build a tower of two blocks	I can build a tower of three to 4 blocks	I can build a tower by stacking bricks	I can construct by building and enclosing	I can use 2D and 3D materials to create structures and express ideas I can combine towers, bridges and enclosures with purpose
colour				I can effectively mix powder paints and water for painting I explore the mixing of colours	I can mix colours for a purpose through exploration	I talk about the colours I make using descriptive language e.g. dark blue, like the night sky etc I know which two colours I can mix together to create specific colours e.g. I know that red and blue will make purple
malleable				I notice and am interested in the transformative effect I use my hands to squash, bend, twist and stretch malleable materials I can squash malleable materials using my hands and fingers to shape it	I use a multi-media approach whilst exploring malleable materials I can explore techniques with clay and other malleable materials e.g rolling, balling, pulling etc I use my hands and fingers to flatten malleable materials I can smooth malleable materials with my hands and fingers to shape it	I use my hands to flatten, squash, bend, twist and stretch dough with necessary pressure I can roll malleable materials in my hands to shape it
Implementation: Role of the adult Strategies Environment	<ul style="list-style-type: none"> Artists explored linking to skills and knowledge taught e.g. links to Kandinsky when exploring shape Enhancements to areas to focus on specific skills e.g. joining with tape, use of hole punches Provision and resources support skill progression Explicit teaching of skills and knowledge planned through the year Environment planned to support children's skills and knowledge with a focus on creative arts Artistic styles and techniques support children's skill development e.g. printing/rubbing/rolling Metacognitive approach to development of skills and knowledge support children's executive function I.E. use of specific tools to create desires affects such as use of pressure when using rolling pins, tools needed etc. 					

EAD						
Being Imaginative						
Intent: Skills/knowledge	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
Creative representation		I engage in sensory play with materials that make marks	I respond to marks I make during sensory play	I use mark making tools to and equipment to express my ideas	<p>I use lines and circles to represent objects in mark making</p> <p>I can draw a simple representation and add detail such as drawing a face and adding features</p> <p>I can capture an observational image from a physical or pictorial provocation in paint, drawing or sculpture</p>	<p>I can draw a representation with increasing detail</p> <p>I can create sounds, drawing and movements to accompany stories</p>
Role play	I can express myself through whole body actions and facial expressions	When playing, I can use toys or objects to pretend play (E.g. giving themselves a drink/ something to eat) (W)	<p>I can carry out actions on toys. E.g. Brush teddy/ give teddy a drink. (W)</p> <p>I pretend that one object represents another, especially when objects have characteristics in common</p>	<p>I engage in imaginative play and give a simple commentary of my actions/instructions to myself. (W)</p> <p>I engage in pretend play e.g. small world and home corner</p> <p>I use objects that represent familiar objects e.g. circle as a steering wheel</p> <p>I can create sound effects and movements to support pretend play e.g. sound of car moving brmmmm</p>	<p>I can create a simple narrative/story in my imaginative play</p> <p>I can create small world environments based on my interests e.g. making a zoo for my animals, a train track for my trains</p>	I develop clear storyline within my play, act out the role demonstrating my ability to negotiate and solve problems
Performance			I respond to music moving my body	<p>I combine simple movements whilst listening to music</p> <p>I sing independently whilst playing</p>	<p>I confidently combine movements, singing whilst playing musical instruments</p> <p>I experiment and create movement in response to music stories and ideas</p> <p>I can replicate the tone, pitch and pace of a familiar song</p>	<p>I use movement and sound to express experiences, ideas and feelings e.g this song makes me happy</p> <p>I explore and engage in music making and dance, performing solo or in a group</p> <p>I create my own simple songs and rhythms</p> <p>I am beginning to talk about whether I like or dislike music</p>
<ul style="list-style-type: none"> Home corner and small world provision supports children's role play and prior experiences such as family traditions, culture and understanding of occupations Provision promotes imagination and creativity Adults model how to use resources and materials in an imaginative way—modelling play through playful partner approach Use of staff training to support planning and delivery of story based imaginative play Rhymes, songs and musical experiences explicitly planned through the year to support interests and phonics skills taught Resources planned to support skill progression Metacognitive approach to support children's planning and extension of skills and knowledge Provision planned to support expressive movements and imagination 						