

Curricular Intention 1: To become a confident learner

IMPLEMENTATION Adults will scaffold learning and support children to:

- Explore the provision, initially with key person support if required
- Explore a wider range of activities
- Engage in the nursery school routine (*time related vocabulary: soon/later*)
- Develop a sense of self through identifying photos (on name cards) and then names
- Demonstrate consistent levels of wellbeing
- Play alongside peers
- Develop pretend play (*sorting / matching items – is there enough for everyone?*)
- Communicate with peers and adults
- Awareness of others and their feelings
- Name and express feelings
- Assess risks and develop a sense of responsibility
- Demonstrate understanding of rules and boundaries
- Respond positively to challenging activities
- Persevere when difficulties arise
- Children play /work collaboratively
- Show pride in what they have done
- Talk about and reflect on learning using learning journals and display materials

IMPACT What skills and knowledge will the children be developing?

1st progression milestone:

- Separate confidently from their carer
- Form a relationship with their key person
- Begin to show involvement with some nursery school activities

2nd progression milestone:

- Take part in pretend play
- Speak to friends
- Independent involvement in nursery school activities deepens and lasts for longer periods of time
- Wellbeing is high

3rd Progression milestone:

- Understand own feelings and those of others
- Persevere with difficulties
- Manage own emotions and behaviour
- Comment on activities and their learning

4th progression milestone (end of Nursery):

- Be intrinsically motivated to explore and learn
- Comment on what helps them to persevere
- Comment on their thinking – develop metacognition

Final progression milestone (end of Reception):

- **Children reflect on their learning**
- **Children are able to ask for help**
- **Give focused attention to what an adult says, responding appropriately even when engaged in activities**
- **Be confident to try new activities and show pleasure and pride in what they have done**
- **Show independence, perseverance and resilience in the face of challenge and are able to reflect on what helps them to persevere through difficulties and what helps them when they find things hard**
- **Form positive attachments to adults and friendships with peers**
- **Work and play cooperatively and take turns with each other**

Educational Programme: Personal, Social and Emotional Development

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.



Curricular Intention 2: To lay the foundations to become a confident communicator	
IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<ul style="list-style-type: none"> • Share personal space and develop trust in familiar people • Enjoy being with others – both adults and children • Develop their joint attention skills and attend to others • Communicate using alternative methods such as visuals – objects, photos, pictures, etc. – where necessary, e.g. for children with speech and language needs or English as an additional language • Tune in to others’ expressions and communication attempts • Name emotions and make links to their own experiences • Develop empathy – through adults modelling appropriate physical and verbal responses and explaining other children’s feelings. • Understand and use new vocabulary: e.g. action words, descriptive; pronouns • Process their thinking and express it, through the adult sensitively pausing and waiting and timing their responses. • Engage in role play with other children • Begin to explain their thinking using ‘because’, ‘and’, ‘or’. • Develop their critical thinking and meta-cognition through adults using open-ended questions, ‘wondering’ out loud, giving feedback and making suggestions, etc. • Talk and listen to each other and develop their ability to sustain a longer back-and-forth interaction. • Develop correct grammar and syntax through adults modelling, recasting and commentary 	<p>1st progression milestone:</p> <ul style="list-style-type: none"> • Use and understand non-verbal communication, including eye contact and facial expressions • Engage in joint attention and other social interactions with peers • Understand simple questions and instructions • Putting two words together <p>2nd progression milestone:</p> <ul style="list-style-type: none"> • Respond appropriately to spoken language to demonstrate understanding • Take turns in exchanges of behaviour, including verbal language • Put together short sentences of three to four words • Play alongside unfamiliar children <p>3rd progression milestone:</p> <ul style="list-style-type: none"> • Apply new vocabulary in context • Listen carefully in a range of contexts • Use longer sentences of five to six words to verbalise their understanding of experiences and learning • Continues a conversation with adults or peers <p>4th progression milestone (end of Nursery):</p> <ul style="list-style-type: none"> • Initiate and sustain an extended conversation • Take account of what others say and contribute relevant ideas/experiences to group time discussions • Articulate their thinking including their ideas, plans and links to other learning and experiences <p>Final progression milestone (end of Reception):</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<p>Educational Programme: Communication & Language</p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>English as an additional language</p> <p>Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important for you to encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting</p>	

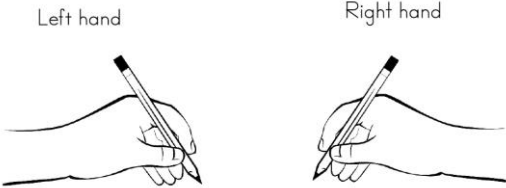



Curricular Intention 3: To attend to their own self-care needs and understand healthy living	
IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<ul style="list-style-type: none"> Wash and dry hands when needed Access the snack table (<i>sharing and distribution</i>) Engage in outdoor play and physical activity: <ul style="list-style-type: none"> Develop postural & gross motor control through: (for example) accessing Jabadao mats; crawling; tummy time Assess own risks and safety – reflect on “Is it safe?” Engage with dressing up clothes/put on coat/apron Pour drinks from jugs (<i>capacity</i>) Begin to use the toilet with support Understand importance of teeth cleaning Pull up trousers / put on shoes Use appropriate utensils at the snack table, eg round ended knife to spread butter Develop co-ordination through climbing/ hanging on A-frames/climbing frame, balancing, wheeled toys Noticing changes in their body as result of physical activity Engage with cooking and tasting activities and express own preferences of food/drink (<i>size/weight comparisons -is there enough/too much? Sharing quantities</i>) Understand their own dietary needs including staying hydrated Understand importance of sun protection Manages buttons and zips Understand the importance of good hygiene (including nose-blowing and tissue disposal). Develop spatial awareness, co-ordination and agility in outdoor games 	1 st progression milestone: <ul style="list-style-type: none"> Wash hands independently Drink from a cup and feed self Bowel and bladder awareness 2 nd progression milestone: <ul style="list-style-type: none"> Follow snack routine Engage in a range of physical play Awareness of dangerous situations 3 rd progression milestone: <ul style="list-style-type: none"> Independently use the toilet Practice good hygiene (hand washing, toilet flushing, nose blowing) Access clothes independently appropriate to the climate Demonstrate increasing skill in physical activities (co-ordination, spatial awareness, balance) 4 th progression milestone (end of Nursery): <ul style="list-style-type: none"> Articulation of danger/personal safety Engage with and recognise being active Final progression milestone (end of Reception): <ul style="list-style-type: none"> Change clothes independently Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Articulate the reasons for exercise and healthy eating
Educational Programme: Physical Development 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 well-being . 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .	



Curricular Intention 4: To lay the foundations to become confident reader	
IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<ul style="list-style-type: none"> • Develop awareness of rhymes and songs • Show an interest in stories, books, rhymes or songs • Handle books with care • Develop an auditory memory for rhymes and songs • Play with small world figures • Engage with symbolic play through small world figures or role play, representing characters and assigning roles • Notice print and logos in the environment & that print carries meaning • Notice the features and details of books, eg cover, title, illustrations, direction of print • Listening to core stories • Engage with new vocabulary • Develop phonological awareness through: tuning in to sounds; copying rhythms & body percussion; identify initial sounds, alliteration; syllables in names; rhyming words and patterns • Engage with and respond to stories, pictures and characters, predicting what happens next • Join in with some repeated refrains • Make links with own experiences and the story • Make up their own stories • Begin to understand sequence and re-tell stories using <i>props</i>. • Use story telling vocabulary- eg 'Once upon a time' • Recognising and extending rhymes • Identify initial sounds and match to some letters in name • Familiar word and letter-sound recognition • Oral blending and segmentation 	<p>1st progression milestone:</p> <ul style="list-style-type: none"> • Take part in pretend play • Engage in social interactions with peers • Engage positively with books and stories <p>2nd progression milestone:</p> <ul style="list-style-type: none"> • Follow a simple story or narrative • Join in with rhymes and copy actions • Develop a simple story in their play • Recognise name card with photo and print <p>3rd progression milestone:</p> <ul style="list-style-type: none"> • Express understanding about the stories or information in books • Enjoy listening to longer stories • Take part in re-telling stories in their play or express story ideas through mark-making • Use new vocabulary in context • Positive, independent interactions with books <p>4th progression milestone (end of Nursery):</p> <ul style="list-style-type: none"> • Tell their own stories. • Explain reasoning for their favourite book. • Identify sounds in their name and notice in other words and environmental print • Know the Set 1 sounds (phonemes) from Read Write Inc • Sound out words orally (Read Write Inc) <p>Final progression milestone (end of Reception):</p> <ul style="list-style-type: none"> • Know all Set 1 sounds from Read Write Inc • Blend and segment Set 1 sounds (and beyond) from Read Write Inc, in order to read words • Enjoy a range of fiction and non-fiction books • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
<p>Educational Programme: Literacy</p> <p>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).</p>	



Curricular Intention 5: To write letters from their name (Nursery) / To write their name and write in order to communicate (Reception)	
IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<p><i>Engagement in physical activity as in Curricular Intention 2, to develop gross motor strength</i></p> <ul style="list-style-type: none"> Mark-making with a range of resources, including large paintbrushes on vertical surfaces, paint on easel, chalks on floor Squeezing, pinching, rolling, moulding playdough/clay (finger strength). Roll balls across the floor (hand-eye coordination). Fine Motor: e.g. open pegs, threading pipe-cleaners into colanders; threading pasta, puzzles Engage with painting, refining grip on a range of paint brushes Using small tools, including one-handed tools, e.g. use hole punch Incorporate mark-making into play, e.g. shopping lists, messages, maps, pictures Make links between letter shapes in name and in environmental print Use a developing pen grip through adult modelling (refer to picture below) Make controlled marks which carry meaning Use anti-clockwise movements and retrace vertical lines Become familiar with language of directionality, e.g. up, down, round, in context of letter formation for name writing Copy correct letter formation, modelled by adults <p>Hold pencil with a light grip. 1. Thumb holds pencil. 2. First finger rests on top of the pencil. 3. Pencil rests against third finger.</p> <p>Left hand Right hand</p> 	<p>1st progression milestone:</p> <ul style="list-style-type: none"> Use muscles in hands and arms to make big movements Bring together hand and eye movements to make contact with objects Make and notice marks with fingers in different media including paint/flour/rice/shaving foam/sand <p>2nd progression milestone:</p> <ul style="list-style-type: none"> Give meaning to their marks Identify name card with photo and print Make and notice marks with tools in different media including paint/flour/rice/shaving foam/sand <p>3rd progression milestone:</p> <ul style="list-style-type: none"> Use tools with increasing precision, including using a pencil Identify name card (without photo) and make marks to represent name Identify initial sounds and match to some letters in name <p>4th progression milestone (end of Nursery):</p> <ul style="list-style-type: none"> Use a developing correct pen grip with good control Write some letters accurately from name or meaningful words. <p>Final progression milestone (end of Reception):</p> <ul style="list-style-type: none"> Use a controlled tripod grip when using a pencil, correcting themselves when necessary Write recognisable letters, most of which are correctly formed Recognise and write both upper-case and lower-case letters Write name accurately beginning with an uppercase letter Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others
<p>Educational Programme: Literacy</p> <p>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).</p> 	

Curricular Intention 6: To use scissors confidently	
IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<p><i>Engagement in physical activity as in Curricular Intention 2, to develop gross motor strength</i></p> <ul style="list-style-type: none"> Squeezing, pinching, rolling, moulding playdough/clay (finger strength). Roll balls across the floor (hand-eye coordination). Fine Motor: eg. open pegs, threading pipe-cleaners into colanders; threading pasta, puzzles, tweezers Using small tools, including one-handed tools, e.g. hole punches Using scissor grip with scissor scoops, scissors etc Model correct use of scissors, including the safety rules for using them 	<p>1st progression milestone:</p> <ul style="list-style-type: none"> Use muscles in hands and arms to make big movements Bring together hand and eye movements to make contact with objects Explore different materials and tools independently, taking an interest in how they function <p>2nd progression milestone:</p> <ul style="list-style-type: none"> Manipulate materials such as playdough and clay Use my hand muscles to squeeze playdough and clay <p>3rd progression milestone:</p> <ul style="list-style-type: none"> Use tweezers, making them open and close Use scissor scoops to pick up objects <p>4th progression milestone (end of Nursery):</p> <ul style="list-style-type: none"> Begin to hold scissors in my hand correctly, using my thumb and forefingers Make small snips in paper, and then cut along a longer line <p>Final progression milestone (end of Reception):</p> <ul style="list-style-type: none"> Develop good sitting balance so they can use their arms and hands freely Use strong wrist and hand muscles to open and close the scissors Have good coordination of their eyes and hands for cutting around shapes Follow an entire line and cut along it accurately
<p>Educational Programme: Physical Development</p> <p>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 well-being. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	



Curricular Intention 7: To understand that they are part of a diverse community.

IMPLEMENTATION Adults will scaffold learning and support children to:

- Identify self in a mirror, taking notice of facial features
- Observe similarities and differences with others
- Notice different languages that are spoken
- Identify themselves as being in a particular key group
- Identify pictures of celebrations at home
- Engage with birthday celebrations at school
- Learn and use the names of children in their key group
- Begin to use vocabulary to describe family events
- Share experiences of different countries
- Share experiences of people who help us
- Notice different clothes
- Listen to stories of different cultural and religious events, and begin to identify relevant artefacts
- Engage with community walks where possible
- Learn songs, explore instruments, listen to music relating to different cultures
- Prepare a range of different seasonal and cultural food
- Participate in a range of creative activities linked to cultural events
- Develop a rich vocabulary through adults modelling, commenting and providing a range of new and motivating experiences (such as visitors to the setting, curious artefacts, stories, non-fiction books and problem-solving)
- Role play using multicultural resources and costumes

IMPACT What skills and knowledge will the children be developing?

1st progression milestone:

- Show an interest in pictures of themselves and other familiar people

2nd progression milestone:

- Talk about people who are important to them
- Talk about themselves in celebration pictures
- Listen to stories about different cultures and beliefs and enjoy taking part in role play based upon them

3rd progression milestone:

- Identify different cultural celebrations from stories, artefacts, resources.
- Relate cultural events and stories to their own lives

4th progression milestone (end of Nursery):

- Comment on people and features of the community
- Begin to talk about differences and similarities with peers
- Develop positive attitudes to differences

Final progression milestone (end of Reception):

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Talk about and use new vocabulary associated with cultural events and stories
- Talk about different cultures and celebrations in our community
- Talk positively about differences and similarities with peers

Autumn/ Winter	Diwali, Harvest, Bonfire Night, Remembrance, Hanukkah, Christmas
Spring	Chinese New Year, Shrove Tuesday, Easter
Summer	Ramadan and Eid

Educational Programme: Understanding the world

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.



Curricular Intention 8: To develop number sense	
IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<ul style="list-style-type: none"> • Use numbers as labels, eg 'I am three'. Identify the correct numeral with their age. • Listen to and join in with number rhymes, beginning to show quantities on fingers • Use number names within rhymes and songs • Engage in the counting sequence when playing games, eg hide and seek, 'What's the Time Mr Wolf' • Identify when they see two items without counting, eg two shoes, food at the snack table, flowers in the garden and any other natural objects • Recognise 3 natural items without needing to count, identifying the 2 and 1 within the 3 items, eg 'there are 2 caterpillars and 1 caterpillar. Three caterpillars altogether. • Engage with 'dot cards' to compare quantities & recognise when quantities change with a group of objects – 'there's one more'. • Engage with cardinality (the last number said denotes quantity) through subitising and counting where appropriate eg counting spoonfuls of flour, or claps/jumps (abstraction) • Explore 5 amounts with counters and other objects. • Label amounts using a 5 frame 	<p>1st progression milestone:</p> <ul style="list-style-type: none"> • Engage with number rhymes • Compare amounts and say 'lots' or 'more' <p>2nd progression milestone:</p> <ul style="list-style-type: none"> • Join in with number rhymes • Use number names in play • Using counting like behaviour <p>3rd progression milestone:</p> <ul style="list-style-type: none"> • Count things and then repeat the last number • Recite numbers to 5 <p>4th progression milestone (end of Nursery):</p> <ul style="list-style-type: none"> • Begin to conceptually subitise up to 3 objects – join parts together to label whole amounts • Link numerals and amounts up to 5 • Apply mathematical knowledge to real life situations. <p>Final progression milestone (end of Reception):</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system • Subitise numbers to 10 • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantities • Understand and comment on the composition of numbers to 10, including doubles • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Use mathematical knowledge to solve real life problems • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Educational Programme: Mathematics:</p> <p>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.</p> <p>By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	



Curricular Intention 9: To develop a sense of space	
IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<ul style="list-style-type: none"> Develop 'Bilateral control' - co-ordinate both sides of body at same time by moving limbs with control on each side of their body eg slow snow angels with arms and legs moving at the same time) Build a tower by stacking blocks (select shapes according to properties) Fill containers with sand/water using hands and utensils, eg spoons, spades Notice imprints in sand and experiment with recreating them, eg foot/handprints Engage in practical activities to develop understanding of position and shape Turn over empty / filled containers and observe the outcomes, eg a shape in the sand/ripples on the water Notice the properties of dry and wet/damp sand. Notice differences in sand/water pouring through sieves/colanders. Adults provide sensory experiences with accompanying vocabulary to support labelling of properties, eg rough/smooth, soft/jagged, long/short, edge, corner, side, straight, flat, 'curvy', 'sloping', 'sticking out', 'roof shaped' Compare the amount of water/sand in different containers by pouring from one to another. Develop vocabulary associated with capacity, eg full, empty, half-full, holds more, holds less. Engage with construction resources, (eg including small unit blocks, large hollow blocks, polydrons) Engage with and explore patterns through 2D shapes, pattern blocks, natural resources Notice the properties of shapes e.g. 'pointy', 'curvy', 'sharp corners' Construct and engage with obstacle courses Engage with 2d and 3d shapes through child and adult led activities 	<p>1st progression milestone:</p> <ul style="list-style-type: none"> Know where arms and legs are in space. Begin to recognise patterns <p>2nd progression milestone:</p> <ul style="list-style-type: none"> Experiment with consistencies of sand to make a sand castle Recreate imprints observed in sand Demonstrate understanding of positional language: 'on top of', 'underneath', 'next to' <p>3rd progression milestone:</p> <ul style="list-style-type: none"> Rotate puzzle pieces of increasing complexity Make an unbroken sandcastle Fill a container with water without it overflowing Say what is the same and what is different Create a pattern Develop understanding of positional language: 'in between', 'in front of', 'behind' <p>4th progression milestone (end of Nursery):</p> <ul style="list-style-type: none"> Describe a route, e.g. across an obstacle course, or a familiar route Use language to describe shapes e.g. 'pointy', 'curvy', 'sharp corners' Apply comparative language appropriately, e.g. heavy/light –full/empty, narrow/wide Engage in developing more complex constructions, combining composite shapes <p>Final progression milestone (end of Reception):</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills Understand and use mathematical terms for 2d and 3d shapes, e.g: sides, vertices, faces Construct and deconstruct shapes to recognise a shape can have other shapes within it Continue, copy and create repeating patterns Compare length, weight and capacity Understand how to read a simple map
<p>Educational Programme: Mathematics:</p> <p>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.</p> <p>By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting –children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	



Curricular Intention 10: To remember and sing a variety of nursery rhymes/songs and self-express through music**IMPLEMENTATION** Adults will scaffold learning and support children to:

Respond to a variety of stimuli and develop creative expression through music, songs and dance:

- Develop an auditory memory for rhymes and songs
- Listen to and respond to a variety of musical stimuli through body movement/voice/instruments
- Reflect on adult feedback to develop skills in artistic creations
- Add details to their artistic creations

IMPACT What skills and knowledge will the children be developing?

1st progression milestone:

- Respond to 'musical' stimuli (music, singing or instruments)

2nd progression milestone:

- Join in by singing with the melody of a song.
- Use instruments to join in with a sing.

3rd progression milestone:

- Create songs and music to express their ideas
- Play independently with instruments
- Repeat song words and attempt to remember them

4th progression milestone (end of Nursery):

- Follow a beat with instruments
- Sing songs, reflecting pitch and remembering words
- Make up a song or use instruments to make up a tune

Final progression milestone (end of Reception):

- **Listen attentively to music, moving to and talking about music, expressing their feelings and emotions appropriately**
- **Sing in a group or alone, increasingly matching the pitch and melody of music**
- **Explore and engage in music making**
- **Confidently sing songs and nursery rhymes, solo or in a group and try to move in time with music**

Education Programme: Expressive Arts and Design:

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 imagination, **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.



Curricular Intention 11: To self-express through art

IMPLEMENTATION Adults will scaffold learning and support children to:

Respond to a variety of artistic stimuli involving different techniques:

- Explore different mark-making techniques through drawing
- Explore colour mixing, paints, watercolours
- Develop precision in brush strokes and painting techniques, including colour mixing
- Explore transient art through natural resources, loose parts

Experiment with different media and tools, including methods of manipulating/joining materials which may include:

- Clay/playdough: rolling pins, cutters, sculpting tools
- Collage: recycled boxes, glue, hole-punch, treasury tags, elastic bands, Sellotape dispenser, split pins, scissors,
- Woodwork: hammers, nails, (additional materials may include a saw, drill, screw driver, clamp).
- Sewing: thread a large needle and use to secure beads

IMPACT What skills and knowledge will the children be developing?

1st progression milestone:

- Show interest in combining materials

2nd progression milestone:

- Give meaning to creations
- Use their imagination and knowledge to create representations of imaginary and real-life experiences, people, objects, etc.
- Engage with artistic opportunities in school

3rd progression milestone:

- Use tools to create changes in materials
- Respond to feedback to develop their creative representations
- Develop artistic expression through chosen media

4th progression milestone (end of Nursery):

- Decide on what they want to make, choose materials and safely combine using appropriate procedures
- Create with a purpose in mind, using chosen forms of media, and demonstrate refinement in associated skills
- Describe detailed features of their creations

Final progression milestone (end of Reception):

- **Explore, use and refine a variety of artistic effects to express their ideas and feelings**
- **Return to and build on their previous learning, refining ideas and developing their ability to represent them**
- **Create collaboratively with peers, sharing ideas, resources and skills**
- **Share their creations, explaining the process they have used**

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