Our Curriculum

(Or things to do before you are 2,3, and 4 at

Lark Hill Nursery School)

Updated Feb 2023

This document has been compiled through the staff reflecting on why we work in the way we do informed by the latest research into the early years. Our way of working has evolved over many years influenced by researching and learning about Reggio Nurseries in Italy, Outdoor Nurseries in Scandinavia, the role of risk in early learning and the In the moment planning approach. We have also been involved in projects with MMU about working with 2 year olds, linked with Helen Sanderson Associates to learn about Person Centred approaches, worked with Achievement for All in a ‘Tracking for success’ project. We are also starting to explore restorative approaches and to consider how increasing our knowledge about metacognition helps us to develop our work. From Sept 2021 we started to explore the Curiosity Approach Accreditation and explored many aspects of our provision. From September 2022 in the light of an EYFS Audit in July 2022 we revisited all of our Continuous Provision through looking at Common Play Behaviours. We have also been inspired by the work of the Early Childhood Mathematics Group.

<https://earlymaths.org/number-from-birth-to-5/>

This is our approach:

* **Start with the children** – our work starts from getting to know each child as an individual through our home visits and close partnership with families.
* **EYFS Statutory Framework.** Our work is then informed by the themes and principles of the EYFS which supports all seven areas of learning.

**A Unique Child:** Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

**Positive Relationships:** Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

**Enabling Environments:** The environment (physical and emotional) plays a key role in supporting and extending children’s development and learning.

**Learning and Development:** Children develop and learn in different ways and at different rates and all areas of learning and development are equally important. The Prime Areas though are the key to accessing the rest of the curriculum so we prioritise the children becoming secure in these areas.

**Our way of working with children promoting their promote independence and choice as our 2, 3 and 4 year olds explore together.**

**We recognise the central importance of the Characteristics of Effective Teaching and Learning** which has been emphasised by the growing body of research on self-regulation and executive function (Diamond 2010, 2013)

The evidence indicates that these aspects of development are more important than entry level reading, or maths (Blair and Razza, 2007; Blair and Diamond 2008). This evidence supports a greater emphasis on the Characteristics of Effective Teaching and Learning within the EYFS framework which advocates the role of the child as initiator and agent of their own learning (Playing and Exploring) and motivation (Active Learning). This approach is supported by Moffit *et al* (2010 p.2).

Goswami (2015) also emphasises the importance of social relationships and cultural contexts in establishing the capacity of the child to become an effective learner (Payler et al, 2017, pp.62-63).

The Greater Manchester Nursery Schools worked on a poster to define school readiness. We will return to this document to help us think about ways to develop our practice.



**How we produced this document**

This curriculum document builds on our previous scheme of work. We have discussed ideas as staff and alongside Governors (including our teaching students.) We have consulted Families by asking them what the 3 really important attitudes, skills, knowledge or experiences they want their children to get from their time at Nursery.

**Why we work in the way we do**

We have reflected on the experience of being a child at Lark Hill Nursery School. Our children have choices and independence and engage in sustained shared thinking with adults and their peers. We work ‘in the moment’ as we believe the majority of children’s learning can arise from them following their interests and being supported by tuned in, sensitive adults who model, encourage and demonstrate to support each child’s next steps in learning.

Our pedagogy informed by research means the majority of our time children follow their interests. We believe in a play based pedagogy blended with adult framed activities. Our 2,3 and 4 year olds spend the majority of their time together. We believe the older children act as role models for the younger children and the older children rise to this challenge..

Ofsted’s overview of the research which informed their framework highlight these key aspects knowledge of staff content knowledge, pedagogical knowledge)

We believe the Ofsted research supports the way we work. They point to the importance of well designed schemes of work which is supported by effective Continuous Professional Development. The Ofsted research also points to the need for significant time engaged in learning and repetition and that teaching should be adapted in a responsive way. They also suggest having the opportunity to describe and explain something to others support learning. They indicate that teaching should take place in small chunks.

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/813228/Research_for_EIF_framework_100619__16_.pdf>

We have also looked at an extensive review of EYFS Research in 2019



“**Supporting the current emphasis on the Prime Areas within the EYFS as particularly crucial and time sensitive in the early years**, and their foundational nature in relation to all later learning, including the importance of communication and language skills as a basis for literacy, and in turn the importance of literacy in children’s long-term attainment and social and cultural life.

**Acknowledging the premise that all Areas of Learning are interconnected, demonstrating the holistic nature of young children’s development**.

Mathers et al (2014) dimensions of quality in early years education and care • Stable relationships and interactions with sensitive and responsive adults

* • A focus on play-based activities and routines which allow children to take the lead in their own learning
* • Support for communication and language
* • Opportunities to move and be physically active.

**Creating a language-rich environment through the use of songs, nursery rhymes, stories and time for adult/child and peer-to-peer interaction are effective teaching strategies.**

**Targeted intervention programmes can play a role in the teaching of Communication and Language**

**(WellComm)**

The importance of Interactions

**“What do children learn about the “self” from interactions with others :**

**Take notice of me—or not**

**Listen to me—or not**

**Value me—or not**

**Accept my emotions—or not**

**Allow me to explore—or not**

**Meet my needs—or not**

**and**

**That they see me as acceptable—or not**

**and from all of this**

**I learn whether I am ok—or not”**

Mangione and Tsao (2007)

**We have thought carefully about what teaching means to us**

**TEACHING IN THE EARLY YEARS: OFSTED’S DEFINITION**

‘Teaching in the early years should not be taken to imply a “top down” or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

‘It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress.’

Ofsted Early Years Inspection Handbook, August 2015, page 35, footnote 14 and Ofsted School Inspection Handbook, August 2015, page 59, footnote 6

 This is how we reflect our teaching in our observations

**Planned and sequenced aspects of our curriculum**

Getting on with others and finding your voice

A love of reading (Core books, rhymes and songs)

Moving on to writing

Maths is everywhere

Trying something that is hard

**Island times**



Each morning the children gather with their key worker for an island time.

|  |  |
| --- | --- |
| **Focus** | **This could include but not limited to….** |
| **Loving books** | Core books, Storytelling, Tales Toolkit, Information books, Mathematical and Number Books |
| **Physical** | Fine and gross motor, dance, threading, bat and ball, parachute, rainbow ring, cutting, drawing, woodwork, cooking, counting and movement games |
| **Music** | Singing, Exploring sounds with instruments, Listening to music, Nursery Rhymes, Letters and Sounds Phase 1 ideas, Stockport Music Scheme, Letterland Action Rhymes, Number rhymes |
| **Well being** | Yoga, relaxation, feelings, relationships |
| **Chat time** | From the children, from an interesting object or photo, sharing experiences of a bag with an interesting object in going home |

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| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT GOAL** | | | | |
|  | **Step 1**  **Initial skill**  **Range 2** | **Step 2**  **Emerging new skills**  **Range 3** | **Step 3**  **Developing new skills**  **Range 4** | **Step 4**  **Gaining confidence**  **Range 5** |
| **Our steps to becoming…**  **A LEARNER WHO IS CONFIDENT, CARING AND CURIOUS** | I seek out people by babbling, movement or looking. I seek comfort and support from a familiar adult. I am wary of new people.  **(Making relationships)**  I know what I like and don’t like. I respond to my own name. I am anxious when separated from carers.  **(Sense of self)**  I am beginning to express a range of emotions and know what that emotion is. I explore boundaries of behaviour.  **(Understanding emotions)** | I can explore an environment with an adult close by but can find long periods of socialising overwhelming. I will sometimes watch others, engage in play or play alone.  **(Making relationships)**  I recognise physical differences with others e.g. hair and skin. I challenge my own physical ability. I have a sense of me, you and mine.  **(Sense of self)**  I can show a range of emotions e.g joy and anger. I show big emotional responses. I only see my own ideas.  **(Understanding emotions)** | I am comfortable within familiar environments with adults and children I know. I am beginning to understand other people’s feelings and how they might have an effect on me.  **(Making relationships)**  I am beginning to know who I am and where I come from. I am showing an interest in the characteristics of other people. I have my own ideas.  **(Sense of self)**  I am beginning to adapt my behaviour and show empathy. I know how to self-soothe. I am starting to be aware that my actions might hurt others and there are consequences for my actions.  **(Understanding emotions)** | I can make and maintain new relationships with children and adults. I can show skills of empathy, negotiation, compromise and care.  **(Making relationships)**  I am confident in myself and my ideas. I appreciate other people’s uniqueness and perspectives.  **(Sense of self)**  I recognise my own emotions and those of others and can adapt my behaviour or actions to different people or situations.  **(Understanding emotions)** |

**Challenge Goal - Personal, Social and Emotional Development**

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| **PHYSICAL DEVELOPMENT GOAL** | | | | |
|  | **Step 1**  **Initial skill**  **Range 2** | **Step 2**  **Emerging new skills**  **Range 3** | **Step 3**  **Developing new skills**  **Range 4** | **Step 4**  **Gaining confidence**  **Range 5** |
| **Our steps to becoming…**  **A MOVER STRONG, HEALTHY AND WILL TAKE A RISK** | I tend to crawl around but am adept at changing from this position into others. I can walk independently on firm surfaces and use furniture for support. I explore my own size and movements by climbing in and around objects and furniture.  **(Gross Motor skills)**  I pick up objects using the palmer grip and I like to explore their movement between my hands. I enjoy finger rhymes and sensory exploration. I explore movement by pushing, pulling and lifting objects. I am beginning to manipulate objects with one hand.  **(Fine Motor skills)**  I feed using my hands. I am interested in sounds and making them. I am happy for you to change my nappy. I can tell you what I have done in my nappy.  **(Health and Self Care**) | I am a confident walker and runner. I can change from standing to squatting or sitting positions with ease. I show an interest in dance by imitating others’ movements.  **(Gross Motor skills)**  I like action songs and rhymes. I can use each hand for a different purpose at one time. I make connections between my movements and the marks they make. I can use gestures to aid my communication.  **(Fine Motor skills)**  I might have a daytime nap or sometime to rest. I enjoy cuddles. I use physical expressions to show my feelings. I respond to music through dance. I know which foods and drinks I like and want to feed myself. I’ll let you know I need changing.  **(Health and Self Care**) | I can change from standing to being on the ground without using my hands. I am beginning to walk, run and climb on varied terrain. I enjoy moving. I use wheeled toys with increasing skill. My hand/foot eye co-ordination is becoming more accurate. I am beginning to show preference for a dominant hand/foot.  **(Gross Motor skills)**  I turn the pages in books, sometimes many at once. I am showing increased control when I manipulate tools. I hold mark making materials with my thumb and all fingers.  **(Fine Motor skills)**  I need time for rest and calm. I can feed and drink competently. I know when I need to go to the toilet. I can take off clothing on my own. I recognise danger and seek help.  **(Health and Self Care**) | I move cross equipment using alternate feet. I can maintain my balance on equipment and slopes using my body and hands to stabilise myself when necessary. I move with spatial awareness, negotiating space successfully to avoid collisions. I can balance on one foot momentarily.  **(Gross Motor skills )**  I can grasp and release a ball with two hands. I can create marks by pivoting from my shoulder and elbow. I am gaining confidence and accuracy when manipulating a range of tools.  **(Fine Motor skills)**  I know my body including name of body parts and how I am feeling. I am willing to try different foods. I have developed eating, sleeping and toileting routines. I can dress mostly by myself. I play safely and can assess risk.  **(Health and Self Care**) |

**Challenge Goal – Physical Development**

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| **Our steps to becoming…**  **A**  **COMMUNICATOR WHO LISTENS AND LEARNS FROM EXPERIENCES.** | **COMMUNICATION AND LANGUAGE GOAL** | | | |
| **Step 1**  **Initial skill**  **Range 2** | **Step 2**  **Emerging new skills**  **Range 3** | **Step 3**  **Developing new skills**  **Range 4** | **Step 4**  **Gaining confidence**  **Range 5** |
| I am playful and move my body to sounds I enjoy. I concentrate intensely on an object for a short period. I am easily distracted. (fleeting attention)  **(Listening and attention)**  I am learning to understand body language. I respond to simple questions. I know single words.  **(Understanding)**  I enjoy playing with sounds and babbling. I might copy your words or use single words. I might look or point to make requests.  **(Speaking)** | I join in with actions in rhymes and songs. I can make my own choices. I lose interest quickly and choose something else (rigid attention).  **(Listening and attention)**  I understand what is expected of me in different situations. I can understand non-verbal cues and simple sentences. I can select familiar objects by name.  **(Understanding)**  I know different types of words and am beginning to put two together to copy others and ask simple questions. I can talk about people or things not present.  **(Speaking)** | I like noises adults make in stories, songs and rhymes. I respond appropriately to familiar sounds. If I am playing it can be hard to get my attention, using my name helps (single channelled attention).  **(Listening and attention)**  I understand concepts like fast, slow, action words and two part sentences. I can answer who, what and where questions.  **(Understanding)**  I learn new words quickly and use them to share my ideas and feelings, often jumping from one topic to the next. I ask what, where and who questions and use some word endings.  **(Speaking)** | I can listen 1 to 1 or in small groups if interested. (focusing attention) I enjoy engaging with repeated refrains in familiar stories. I can listen or do and change focus.  **(Listening and attention)**  I understand positional language. I respond to more complex instructions. I know what objects are for.  **(Understanding)**  I widen my vocabulary through my experiences, community and culture and form more complex sentences. I can talk about what has happened accurately and what might happen, sometimes using the correct tense. I can ask who, what, when and how questions.  **(Speaking)** |
|  | **LITERACY GOAL** | | | |
|  | **Step 1**  **Initial skill**  **Range 2** | **Step 2**  **Emerging new skills**  **Range 3** | **Step 3**  **Developing new skills**  **Range 4** | **Step 4**  **Gaining confidence**  **Range 5** |
| **A READER, AN AUTHOR AND AN ILLUSTRATOR.** | I handle books with interest. I respond to sounds in the environment. I respond to simple rhythms and songs. I notice pictures and symbols.  **(Reading)**  I engage in sensory play and this allows me to make connections between my actions and the marks I have made.  **(Writing)** | I am interested in books and have some favourites. I am beginning to join in with actions and sounds in songs.  **(Reading)**  I know that my marks are of value. I enjoy the sensory experience of making marks. I understand cause and effect to make marks.  **(Writing)** | I have favourite stories and rhymes and know some words or phrases from them. I fill in missing words. I spot logos. I clap along and join in with rhymes.  **(Reading)**  I distinguish between the marks I make. I enjoy drawing and writing.  **(Writing)** | I can listen and join in with a story. I know stories have a structure and tell my own. I recognise some environmental print.  **(Reading)**  I give meaning to signs and symbols. I make marks and early writing in my play. I imitate adults. I am interested in my own name and attempt to write the letters.  **(Writing)** |

We are always reflecting on how to create an effective environment to support oral language.

In Summer 2022 Jo completed an ELKLAN 3-5 course and Chloe completed a EEF Preparing for Literacy course. They will both inform our developments during 2022-2023.

**Overarching strategies to help our children achieve this goal**

Home visits, Settling process, Key person, Island times (being welcomed and being part of a group)

Emotional literacy Support Assistant, In the moment emotional support

Reassure

Regulate

Reason

One Page Profiles

2 year checks / Learning reviews / Celebrating my learning

“When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos.”

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| A PROBLEM SOLVER |  |  |  |  |
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| **AN ARTIST AND A CREATOR OF**  **MASTERPIECES** | Share traditional stories | Hear stories in Tales Toolkit | Make up own story |  |

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| Area of learning | Autumn | Spring | Summer |
|  |  |  |  |
| PSED |  |  |  |
| C&L |  |  |  |
| PD |  |  |  |
| Literacy | Environmental sounds | Instrumental sounds | Body percussion |
| Maths | Sorting - Heuristic play |  |  |
| UW |  |  |  |
| EAD |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| Area of learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| PSED |  |  |  |  |  |  |
| C&L |  |  |  |  |  |  |
| PD |  |  |  |  |  |  |
| Literacy | Environmental sounds | Instrumental sounds  Body percussion | Rhythm and Rhyme | Alliteration | Voice sounds | Oral blending and segmenting |
| Maths |  |  |  |  |  |  |
| UW |  |  |  |  |  |  |
| EAD |  |  |  |  |  |  |
| Area of learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  |  |  |  |  |  |  |
| PSED |  |  |  |  |  |  |
| C&L |  |  |  |  |  |  |
| PD |  |  |  |  |  |  |
| Literacy | Environmental sounds | Instrumental sounds  Body percussion | Rhythm and Rhyme | Alliteration | Voice sounds | Oral blending and segmenting |
| Maths |  |  |  |  |  |  |
| UW |  |  |  |  |  |  |
| EAD |  |  |  |  |  |  |

**Getting to know you (Our 2 year olds)**

Saying hello to others, feeling welcome and getting to know each other

Being happy to join their group for group time

Say hello and say their own name and the name of other children and staff

Learning the group time routines including welcoming, favourite group songs and serving each other a snack

Use Makaton signs

Pass an object or around the circle

Be introduced to the different areas of the Nursery, what they include and how to look after them

Understand the need to wash their hands and be able to share sinks

Early Arts (2014)

**Getting on with others and finding your voice**

**What are the key knowledge, skills and experiences we would like the children to have?**

To know that people are different and to celebrate their differences.

To know how to deal with conflict

To show empathy towards others.

To recognise yourself and others in books

To communicate in their own way

To share their own ideas

To start to understand visual timelines of the sequence of the day

To start to understand visual symbols such as happy, sad, gentle hands

To extend their vocabulary

in our community? Parents visiting

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**Using skills (Our 3 and 4 year olds)**

Dogum—scenarios to think about, coping with uncomfortable feelings

Super Vaky resource—thinking about the impact of their actions

The missing superheroes, Homeless creatures, Vaky is lost, Bubble bath and perfume, The Teddy Bear’s Birthday, The plants that will not grow, The mysterious eggs, The pirate who can’t read or write, The lonely giant)

Box of feelings

Relaxing to music / yoga kids / cosmic kids resource

Involve children in “real jobs” (cooking, cleaning, preparing, tidying)

Peer massage, gentle touch

Floorbooks—developing an idea from the group

Tales Toolkit – using the children’s own ideas

Develop use of Word aware

Early Arts (2014)

**Developing skills (our 3 and 4 year olds)**

Group time moral stories about being a friend and sharing with puppets based on real events in the Nursery and through sharing stories such as “A friend for little bear”

Sharing ideas, events and needs and knowing that their group will listen to them

Celebrating birthdays

Thinking of others

Feeling part of the group, having a sense of identity

Remembering activities they have done together

Start to understand visual timelines of the day

Start to understand visual symbols

Meet beat baby and share rhymes which promote using a steady beat and communicating with their group

Tales Toolkit – using traditional tales

Use Word aware daily

Early Arts (2014)

about it

**Core rhymes and songs**

**Nursery Rhymes**

**Baa baa black sheep**

"Baa, baa, black sheep have you any wool?"

"Yes sir, yes sir. Three bags full.

One for the master and one for the dame and one for the little boy who lives down the lane."

"Thank you," said the master. "Thank you," said the dame and "Thank you," said the little boy who lives

down the lane.

"Baa, baa, white sheep have you any wool?"

"No sir, no sir no bags full.

None to mend the blankets, none to mend the frocks and none to mend the woolly gloves or holes in

your socks."

**Incey wincey Spider**

Incy Wincy spider climbed up the water spout.

Down came the rain and washed poor Incy out.

Out came the sunshine and dried up all the rain.

So Incy Wincy spider climbed up the spout again.

Incy Wincy spider climbed up the trees.

Down came the snow and made poor Incy freeze. Brrr.

Out came the sunshine and melted all the snow.

So Incy Wincy spider had another go.

**Row, row, row your boat**

"Row, row, row your boat gently down the stream.

Merrily, merrily, merrily, merrily, life is but a dream.

Row, row, row your boat gently down the river.

If you see a polar bear, don’t forget to shiver. Brrr.

Sail, sail, sail your boat gently out to sea.

Merrily, merrily, merrily, merrily, back in time for tea.

Row row your boat gentley to the shore

If you see a lion don’t forget to raor

Rock, rock, rock your boat gently to and fro.

Watch out, give a shout, into the water we go. Splash.

Row, row, row your boat, gently down the stream.

If you see a crocodile, don’t forget to scream. Aargh.

**Two little dickie birds**

Two little dickie birds sitting on a wall. One named Peter, one named Paul.

Fly away, Peter. Fly away, Paul. Come back, Peter. Come back, Paul.

Two little fishes swimming in a lake. One named Jessie, one named Jake.

Swim away, Jessie. Swim away, Jake. Come back, Jessie. Come back, Jake.

Two little butterflies flying through the air. One named Colin, one named Claire.

Fly away, Colin. Fly away, Claire. Come back, Colin. Come back, Claire.

**Down in the jungle**

Down in the jungle where nobody goes, there’s a great big elephant washing his clothes.

With a rub-a-dub here and a rub-a-dub there, that’s how an elephant washes his clothes.

He goes aye tie boogie-woogie-woogie, aye tie, boogie-woogie-woogie.

That’s the way he washes his clothes.

**Favourite songs**

 Please and thank you song

 Caterpillar, caterpillar

 Down in the jungle

 The crocodile swam in the river

 Hop little bunny

 Wind the bobbin up

 Heads, shoulders, knees and toes

 There was a princess long ago

 Twinkle, twinkle little star

 Grand Old Duke of York

**Food songs**

One potato, two potato

Jelly on the plate

Mix a pancake

**Favourite number songs**

 1,2,3,4,5

 5 little speckled frogs

 10 green bottles

 5 little monkeys

 5 currant buns

 5 spacemen

 5 wonky bicycles

 5 little ducks

 5 elephants

 5 little leaves

**Birthday songs**

 Stand up … you’re 4 years old

 4 little candles on a birthday cake

 Happy Birthday

**Washing hands**

Wash those dirty hands, wash those dirty hands with a rub, rub, rub and a scrub, scrub, scrub

Wash those dirty hands

**Favourite circle games**

 Ring-a-roses

 Hokey Cokey

 Here we go round the mul-berry bush

 Here we go looby lou

 Oranges and lemons

**Christmas songs**

 When Santa got stuck up the chimney

 Father Christmas, Father Christmas

 We wish you a Merry Christmas

3 little snowmen

Twinkle, twinkle little star

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| **A love of books and early reading - For our 2 year olds and why we chose it** |
| |  |  |  | | --- | --- | --- | | **Autumn 1**    **Design of the book, flaps which encourage children to look at the pictures, places at home, positional language, animal names** | **Autumn 2**    **Design of the book, names of animals, repetition, introduction of adjectives e.g. tall, it is a conversation starter “Why wouldn’t she fit in your house?”** | **Spring 1**    **Represent different families, imaginative, refers to other stories, Dad goes to the library with her** | | **Spring 2**    **Counting, family, emotions, it is about risk taking and independence** | **Summer 1**    **Separation, repeated phrase, the children need to hold in head that the Mum has gone away, memory skills** | **Summer 2**    **Repetition of a key phrase, interesting illustrations, names of animals, colours** | |

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| **A love of books and early reading - For our 3 and 4 year olds and why we chose it** |
| |  |  |  | | --- | --- | --- | | Autumn 1    Shapes in the environment, up and down, prediction, talking about danger and safety | Autumn 1    Emotions, understanding how a story works, prediction, thinking bubbles, encourages the children to look more closely | Autumn 2    Repetition, emotions, why is the bear following them? | | Autumn 2    Repetitive, food, family, moral, descriptive, “Too hard”, bilingual  Spring 2    Days of the week, life cycle, change, what it feels like to overeat, favourite food, fruit | Spring 1    Interesting illustrations, text changes as bus travels around  Spring 2  A Squash and A Squeeze: 2 : Julia Donaldson, Axel Scheffler: Amazon.co.uk:  Books | Spring 1  The Colour Monster: Amazon.co.uk: Llenas, Anna: 9781787412736: Books  Discussing the language of emotions e.g. happy, sad, calm, angry  Summer 1    Rhyme, humour, animal names, speech bubbles, | | Summer 1    Moral, exploring fairness, should she have turned him into a ghoonie? | Summer 2    Information about crocodiles, the text changes which draws the children’s attention to it e.g. SPLASH | Summer 2    Challenges gender stereotypes, information about astronauts | |  |  |  | |

**Getting to know you (Our 2 year olds)**

Promotion of looking at books, after story time for older children

Daily invite to Story times

“If you’d like to hear a story follow me”

Know the core books by heart.

Use additional resources to add to the experience of the books.

Start to learn core rhymes and nursery rhymes

Enjoying sharing books on our sofas and starting to borrow books to take home

Dear Zoo- Rod Campbell

**A love of books and early reading**

What are the key knowledge, skills and experiences we would like the children to have?

To learn a wide range of songs and rhymes.

To enjoy choosing books

To know how to handle a book

To make up their own stories

To have favourite books and to enjoy sharing them with others

To predict which word will come next

To be able to talk about their favourite books

To notice detail in books and to enjoy talking about them

To know how stories are structured

Early Arts (2014)

**Using skills (Our older 3 and 4 year olds)**

Early Continue learning to love with the next 8 Core books,

Develop use of Tales Toolkit Spring

Continue Letters and Sounds Phase 1 Spring

Letters and Sounds Phase 2 Summer

Hear initial sounds in words

Segment sounds in simple words e.g. cat, bat and blend them together again

Learn alphabet song

Read simple words

Use the iPad and Information books to find out information

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**Developing skills (our rising 3 year olds)**

Continue learning to love the next 8 Core books,

Introduce Tales Toolkit from Autumn

Learn core Nursery Rhymes

Phase 1 Phonics Letters and Sounds Autumn and Spring

Recognise word and signs (e.g. outdoor shop)

Rhythm and rhyme activities

Early Arts (2014)

**Getting to know you (Our 2 year olds)**

Tummy time

Physical development bag activities (ball, beanbags)

Parachute games

Pouring skills (e.g. water or milk at the snack table, pouring water in the water tray)

Mark making on a large scale (chunky crayons, felt tips, chalks) on paper and chalkboards)

Walk up and down our garden

Pushing wheeled toys

Developing core strength and movement as much as possible

Twice weekly keep moving sessions on Primary Field / Playground

Early Arts (2014)

**Moving on to becoming a writer**

What are the key knowledge, skills and experiences we would like the children to have?

To be able to climb up the climbing wall and use the rope swing indicating that they have developed good core strength

To develop their large and fine skills to be able to manipulate a wide range of mark making tools.

To know that writing is used for different purposes.

Early Arts (2014)

**Using skills (Our rising 3 year olds)**

Move around, up and down the Nursery garden with confidence

Ball skills

Draws lines and circles on the chalkboard and interactive whiteboard

Helping to do jobs at Nursery (cleaning tables, moving chairs for lunchtime)

Mastering the climbing wall

Mastering the rope swing

Twice weekly keep moving sessions

Local walks (to the shops, postbox, Friendly Fridays etc.)

Mark making for a purpose (cards, shopping lists)

Uses scissors with control

Hold pencil between first two fingers and thumb

Funky fingers

Copy some letters from name

Use tools with playdough with increasing control

Twice weekly keep moving sessions on Primary Field / Playground

Early Arts (2014)

**Applying skills**

**(Our older 3 and 4 year olds)**

Plant bulbs around the garden

Plant cress

Plant beans

Use the woodwork bench in the Summer Term in the Living Room (chunks of wood and pieces of cardboard to make cars, robots etc)

Hammer nails into soft wood blocks

Local walks (to the shops, postbox, Friendly Fridays etc.)

Use two handed tools handdrill, saw

Writing for a purpose (cards, shopping lists)

Uses climbing log and climbing wall with confidence to balance and climb

Use different tools e.g. electric whisk,hammer

Starting to use a preferred hand

Begins to form recognisable letters

Early Arts (2014)

**Maths is everywhere**

The Early Childhood Mathematics Group organise children’s awareness of Number into 4 strands which we refer to below:

COUNTING

Saying or using the number words. We use many skills to count. The order is crucial and numerals are helpful.

COMPARISON

Comparing two or more numbers to find which is more/less (how many) smaller/greater (size) or before/after (order)

CARDINALITY

The meaning or “how manyness” of numbers. We count or subitise to know “how many”.

COMPOSITION

Numbers are made up of other numbers. 3 is made up of 2 and 1 as well as 1, 1 and 1 and 3 and 0.

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Early Arts (2014)

**Maths is everywhere**

What are the key knowledge, skills and experiences we would like the children to have?

3 key concepts identified by Greg Botterill:

**Pre-counting** (understanding the concepts of more, less and the same and an appreciation of how these are related. Children at this stage develop these concepts by comparison and no counting is involved. These concepts lay the foundation for an understanding of how numbers are related to each other such as five is two more than three. Children often have some concept of more: this needs to be extended and refined

**1 to 1 counting**

**Counting sets**

Saying or using the number words. We use many skills to count. The order is crucial and numerals are helpful.

COMPARISON

Comparing two or more numbers to find which is more/less (how many) smaller/greater (size) or before/after (order)

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The meaning or “how manyness” of numbers. We count or subitise to know “how many”.

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Numbers are made up of other numbers. 3 is made up of 2 and 1 as well as 1, 1 and 1 and 3 and 0.

Early Arts (2014)

**Getting to know you (Our 2 year olds)**

**Sorting, matching, ordering, comparing**

COMPARISON

Compare and recognise changes in numbers more/less and same

CARDINALITY

Encourage counting in all areas including on their fingers.

In everyday situations take or give 2 or 3 objects from a group (snack).

Begin to notice numerals in the environment (when we go on our walks in the local area)

Early Arts (2014)

**Getting to know you (Our 2 year olds)**

**Sorting, matching, ordering, comparing**

**Pre counting**

Heuristic play – open ended exploration of materials to support sorting e.g. collections of spoons, metal objects etc and then matching

Exploring of children’s schemas through provision of loose parts (containing, enveloping, rotation etc) Adults modelling of language (more, lot, same, different)

Home corner provision of pots, pans, plates, knives and forks to explore

Outdoor movement counting jumps and movements

Learn number rhymes at group times

Count candles on birthday cakes

Model language of size and capacity empty, full, long, thin, thick

Talk about shapes they see e.g. buttons on coat

Talk about time, refer to the timeline at Nursery and refer to events such as dinner time, group time and home time.

Early Arts (2014)

**Developing skills (our rising 3 year olds)**

COUNTING

Enjoy counting verbally as far as can go.

Point or touch each item saying one number for each item.

Begin to show fascination with large numbers.

Begin to recognise numerals 0-10

COMPARISON

Compare two small group of objects. Say when they are the same. “You’ve got 2, I’ve got 2.”

CARDINALITY

Substitute 1,2 or 3 objects without counting.

Count up to 5 items recognising the last number represents the total.

Link numerals to amounts up to 5 and beyond.

Explore use of own marks.

Early Arts (2014)

**Maths is everywhere**

**Developing skills (our rising 3 year olds)**

**1 to 1 counting**

Sorting, matching, ordering, comparing, Patterns, 1 to 1

Uses number names in play, adults model (e.g. block play, duplo

Number problems e.g. home corner plates and knives and forks for babies, matching socks on the washing line

Number rhymes (5 little frogs, 5 currant buns)

Refer to numicon in the environment and in group time

Objects can be counted and movements e.g. jumps, use of dice to play games

Talks about 2d shapes and positional language in block play

Counting in snack time

Use language to compare size and capacity thicker, thinner, taller, fuller, heavier

Focus maths stories (Goldilocks and the 3 bears, 3 Billy Goats Gruff),

Early Arts (2014)

**Using skills (our older 3 and 4 year olds)**

COUNTING

Increasingly confident to count numbers in order 0-10.

Enjoy reciting numbers 0-10 and back again.

Count items beyond 10 using actions and sounds.

COMPARISON

Use number names and symbols when comparing numbers (use dots and numeral dice)

Know the order or numbers and where they go in relation to others. “Is 7 nearer to 5 or 10.”

Estimate numbers of things show understanding of relative size.

Show an interest in large numbers.

CARDINALITY

Engage in subitising numbers to 4 and maybe 5.

Count out up to 10 objects from a large group.

Early Arts (2014)

**Maths is everywhere**

**Using skills (our older 3 and 4 year olds)**

**Counting sets**

Number problems at group time e.g. birthday scenarios, dog biscuits

Problem solving – how can we get the cat down from the tree?

Recognise numerals e.g. how old they are, number of their house

Counts out objects from a larger group

Estimate how many objects then check and count

How many all together in two groups

Knowing number of objects by sight (e.g. on a dice) (Subitising)

Introduce 3D shape names cylinder, sphere

Early Arts (2014)

**Getting to know you (Our 2 year olds)**

Build a relationship with their key worker and separate happily from their carers

Observing the older children using the rope swing and climbing wall and aspire to be able to do it as well

Move in our space with growing confidence

Early Arts (2014)

**Trying something that is hard**

What are the key knowledge, skills and experiences we would like the children to have?

To know that they are capable learners

To master a new challenge (rope swing, climbing wall)

To know it is part of learning to make mistakes

To accept winning and losing

To be confident to share ideas with others

To be confident to ask others for help

To keep trying something which is hard to achieve at first e.g. woodwork skills, cookery skills

Early Arts (2014)

**Using skills (our older 3 and 4 year olds)**

Confidently meet visitors to Nursery e.g. Zoo Lab, families who are Nurses, Fire Fighters etc

Local walks (ask the shopkeeper for something)

Early Arts (2014)

**Trying something that is hard**

**Developing skills (our rising 3 year olds)**

Play games and experience losing

Develop skills to use rope swing and climbing wall

Early Arts (2014)

**Developing skills**

 Independently **cracking** eggs to add to a cake, beat the eggs

 **Cutting and slicing** fruit for kebabs and threading on to a skewer

 **Peeling** vegetables—Making vegetable soup, crudité and dips

 **Washing** and tearing lettuce, chopping tomatoes and cucumber to make a salad

 **Spread** tomato puree on pitta bread Pizzas, Grate cheese

 Make cucumber boats (**hollow out**, fill with cream cheese, rice, cheese, beans

Early Arts (2014)

**Cooking**

**Getting to know you**

 Learning the hygiene rules when cooking wash hands, and wear an apron

 **Weighing** ingredients for a cake with support

 **Cutting and mashing** soft ingredients to make smoothies (strawberries and bananas)

 **Rolling** out dough to make biscuits

 **Mixing** to make carrot muffins, make porridge

 **Spreading** butter on bread to make sandwiches/ toast, crackers and cheese spread

 **Fold** mixture together to make cakes

 **Look** at simple recipes

Early Arts (2014)

**Using skills**

 **Juicing** oranges to add to yoghurt

 **Pouring** mixture into a tray to make flapjacks

 **Mixing** ingredients to make vegetable couscous

 **Kneading** dough to make bread

 **Rubbing** in to make pastry

 Weighing ingredients for a cake independently following the balance scales recipe

 Make jelly to look at the changes of state

 Make own recipe books with photos of our own children

Early Arts (2014)

**Gardening**

What are the key knowledge, skills and experiences we would like the children to have?

Early Arts (2014)

**Getting to know you**

 Using senses to explore our garden e.g. smell our herbs

 Plant cress and watch it grow

 Aware which parts of for garden are for our digging and which parts have plants in we are trying to grow

 Look closely at worms, snails and ladybirds. What do they do in our garden ?

 Make a compost heap and add fruit cores and skins to it

 Make a wormery

 Make a bird feeder, make seed balls

Early Arts (2014)

**Gardening**

**Using skills**

 Plant peas

 Look after plants (watering, being gentle with them)

 Plant tomatoes, look after them and eat them

 Plant peppers, look after them and eat them

 Plant garlic and make garlic bread when grown

 Plant sunflowers

Early Arts (2014)

**Gardening**

**Developing skills**

 Plant bulbs, look after them and watch them grow

 Look at seeds and plant

 Dig in the soil, feel the difference to the sand

 Look for flowers and plants in our garden and on short walks

 Look at the plants which attract the bees (buddlia and lavender)

 Use tools safely (e.g. trowels

Early Arts (2014)

**Getting to know you**

 Look at different types of wood and things made from wood (textures, bark, sawdust, smell etc )

 Understand where wood comes from, be aware of our different trees in our garden

 Understand the rules of the woodwork bench (2 at a time, wear googles, keep tools on the bench)

 Glue objects onto block of wood to design own models

Early Arts (2014)

**WoodworkORK**

What are the key knowledge, skills and experiences we would like the children to have?

Early Arts (2014)

**Woodwork**

Using skills

 Make simple models with wood, pieces of cardboard, milk bottle tops

 Handle two handed tools e.g. hand drill and saw

Early Arts (2014)

**Woodwork**

**Developing skills**

 Handle one handed tools and start to learn the use of (hammer, and screwdriver)

 Hammer nails into soft wood blocks

 Develop the skill to screw screws into blocks of wood

Early Arts (2014)

**SHAPING**

**Follow instructions to make a pre determined or planned model.**

**Make with a purpose**

**Construct without a purpose to explore what the materials can do**

**ENCLOSING**

**Hollow block structures**

**Lego house with roof**

**Stack crates and cardboard boxes**

**Duplo house without roof**

**Wooden brick construction**

**In a tent/ cosy space**

**Wear hats in play**

**JOINING**

**Manipulating small parts Lego**

**Duplo**

**K-Nex**

**Magnetic Shapes and blocks**

**Stickle Bricks**

**Stack boxes, crates and blocks**

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**SECURE SKILLS**

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**DEVELOPING SKILLS**

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**EMERGENT SKILLS**

**Area of provision- Construction**

**Positional language**

**Off**

**On top**

**Over**

**Through**

**Under**

**Up With**

**Additional language**

Architect

Surveyor

Builder

Map

Plans

**Positional language**

**At the side**

**Above**

**Behind**

**Below**

**Beneath**

**Beside**

**By**

**Close**

**Down**

**In front**

**Inside**

**Near**

**Next to**

**Design**

**Measure**

**Connect**

**Improve**

**Collaborate**

**Build**

**Sort**

**Balance**

**Join**

**Put**

**On**

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**SECURE**

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**DEVELOPING**

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**EMERGENT**

** Construction Vocabulary to model**

**DIGGING/ENCLOSING**

**Small wooden spoons, tea spoons, lollypops, small scoops, trowls (gardening)**

**Spade with a short handle, ladles, wooden spoons, spatulas**

**Hand, big scoops, spades.**

**FILLING**

**Tea spoons, small narrow containers, measuring scoops**

**Filling using ladles, medium scoops.**

**Filling large buckets, small buckets, jugs, spades, cooking spoons.**

**Large wide containers and scoops, spades.**

**Filling using hands**

**POURING/SIEVING**

**Pouring between multiple smaller containers**

**Narrow containers, measuring cups, funnels**

**Pouring between large containers**

**Pouring with large containers with no handles**

**Bowls, saucepans**

**Emptying Large Containers with handles**

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**SECURE SKILLS**

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**DEVELOPING SKILLS**

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**EMERGENT SKILLS**

**Area of provision- Sand Part 1 (Larger equipment outdoors, finer indoors)**

**TRANSPORTING**

**Range of containers, sieves, small scoops.**

**Being able to select the correct container for the amount of sand needed.**

**Small sand vehicles, funnels, pipes and guttering.**

**Large sand vehicles, wheelbarrows, buckets and containers.**

**MOULDING/ MANIPULATION**

**Small world, lolly pop sticks, candles (things to ignite imaginative play) being able to mould using hands, using equipment to carve out shapes, paint brushes.**

**Shells, small wooden bowls**

**Large buckets,spades, moulds, large containers**

**PROPERTIES OF SAND**

**Knowing how to create different properties of sand e.g. adding the right amount of water.**

**Mark making.**

**Exploring what you can do with wet vs dry sand e.g make sandcastles or sieve it**

**Feel the dry vs the wet sand**

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**SECURE**

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**DEVELOPING**

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**EMERGENT**

** Area of provision – Sand Part 2**

**Additional language**

Bucket

Spade

Seaside

Beach

Builders

**Flatten**

**Transport**

**Pour**

**Cover**

**Squash**

**Squeeze**

**Sprinkle**

**Sieve**

**Mould**

**Build**

**Scoop**

**Push**

**Fill**

**Full**

**Empty**

**Dry**

**Wet**

**Dig**

**Pat**

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**SECURE**

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**DEVELOPING**

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**EMERGENT**

** Sand Vocabulary to model**

**a provision- Sand**

**TRANSPORTING AND MOVEMENT**

**Connect pipes, tubes and guttering to make water move.**

**Pouring water into a water wheel and pouring water into a cup from the water cooler.**

**Scooping water up and splashing.**  **Mix up with hands to make bubbles.**

**FILLING**

**Using a pipette or a turkey baster to fill precisely. Selecting the right tool for what they need. Purposefully choosing what they use.**

**Explore using sized different scoops and working out how to use the turkey baster and pipettes**

**Filling large buckets, small buckets, jugs, spades, cooking spoons.**

**Scoop using hands and scoop using jugs. Take everything off the shelf and put it in the water tray.**

**POURING / EMPTYING**

**Pouring into smaller containers e.g. bottles**

**Pouring into narrow containers and funnels**

**Pouring into a medium sized cup**

**Pouring with large containers with no handles**

**Emptying Jugs with handles. Tipping out of a container with two hands**

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**SECURE SKILLS**

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**DEVELOPING SKILLS**

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**EMERGENT SKILLS**

**Area of provision- Water Part 1**

**IMAGINATIVE**

**(Links with Home Corner)**

**Combining resources with water to enhance imaginative games.**

**Using cups and teapots for a tea party, water in a pan or bathing a baby.**

**Putting people into boats and fish into the water.**

**FLOATING AND SINKING**

**Talking about what floats or sinks. Predicting and testing what will float and sink**

**Noticing floating and sinking with adult support.**

**Putting a boat, sticks, lids, corks, pebbles, natural materials, plastic fish and sea life on to the water.**

**CAUSE AND EFFECT**

**Applying knowledge of ice to the natural world. Experimenting with melting ice in the water tray and using grit salt on snow and ice outdoors. Recognising water is held in sponges and cloths.**

**Commenting on change of colour and how ice changes adding paint to make changes. Noticing the change such as colour, viscosity and water in a wet sponge (heavier, darker)**

**Exploring coloured water and ice. Squeezing sponges.**

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**SECURE SKILLS**

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**DEVELOPING SKILLS**

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**EMERGENT SKILLS**

**Area of provision- Water Part 2**

**Different**

**Compare**

**Waterfall**

**River**

**Canal**

**Seaside**

**Scrub**

**Half full**

**Nearly full**

**Clean**

**Full**

**Empty**

**Deep**

**Shallow**

**Transport**

**Transfer**

**Drain**

**Soggy**

**Change**

**Pour**

**Fill**

**Tip**

**Scoop**

**Wet**

**Dry**

**Effect**

**Measure**

**Droplet**

**Slippery**

**Heavier**

**Darker**

**Float**

**Sink**

**Funnel**

**Squeeze**

**Water**

**Ice**

**Splash**

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**SECURE**

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**DEVELOPING**

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**EMERGENT**

** Water Vocabulary to model**

**CUTTING**

**Cookie cutters**

**Lolly sticks**

**Wallpaper spreaders**

**Scissors**

**Knives**

**Plastic tools**

**Breaking playdough with hands**

**ROLLING / SHOULDER AND ELBOW PIVOTING**

**Small rolling pins**

**Rolling with plastic bobbins (holes in)**

**Cylinder rolling in the air**

**Spherical rolling with palms**

**Large plain and textured Rolling pins**

**Using hands to make balls / cakes on a surface**

**Own hands**

**Fingers**

**SQUEEZE/PINCH/**

**MOULD**

**Garlic press**

**Small tweezers**

**Large plastic tweezers**

**Own hands**

**Fingers**

**Shape moulds**

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**SECURE SKILLS**

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**DEVELOPING SKILLS**

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**EMERGENT SKILLS**

**Area of provision- Malleable – Part 1**

**INVESTIGATE / EXPERIMENT / OBSERVE / TEST**

**Independently be able to make dough**

**Add different textures to it (e.g. pasta, leaves, sticks)**

**Exploring how to make it less sticky. Add a colour. Mix colours to create an effect.**

**Mixing flour and water**

**Mixing flour and water**

**CREATING / SHAPING/PRINTING**

**Using sticks and lollysticks**

**Using knives**

**Using different tools to create desired effect**

**Using an object to represent something else**

**Using cars and leaving tracks**

**Using printing tools**

**Own hands**

**Fingers**

**Shape moulds**

**MEASUREMENT**

**(self service dough, cookery)**

**Making dough**

**Measuring in scoop fulls**

**Using the scales**

**Exploring how to make it less sticky**

**Measuring in handfuls**

**Mixing flour and water**

**Patty tins**

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**SECURE SKILLS**

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**DEVELOPING SKILLS**

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**EMERGENT SKILLS**

**Area of provision- Malleable Materials Part 2**

**Additional language**

**Textures**

Flour

Water

Mix

Measure

Sticky

Dry

Lumpy

Wet

**Shapes**

**Sphere**

**Cylinder**

**Curved**

**Straight**

**Round**

**Flat**

**Pancake**

**Ball**

**Pinch**

**Shape**

**Create**

**Model**

**Press**

**Push**

**Roll**

**Squeeze**

**Squash**

**Pat**

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**SECURE**

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**DEVELOPING**

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**EMERGENT**

** Malleable Vocabulary to model**

**PRINTING**

**Manipulating small tools such as cotton bids and stamps and ink pads to print.**

**Using fingers to control a sponge, vegetable printing or rollers. Painting a tool or their hand to make a print**

**Using your hands, feet and elbows to add paint to and make prints. Dipping a sponge or hand in paint.**

**MARK MAKING**

**Making marks for a purpose with more control and using finer tools e.g. finer paintbrushes and water colour paint sets.**

**Using your hand and your fingers handling brushes, pencils, pens, chalks etc. Giving meaning to the marks they make.**

**Use your shoulder and elbow pivot making marks on large pieces of paper.**

**COLOUR MIXING**

**Using paintbrushes to mix and adding colours purposefully into a palette. Choosing powder paints or block paints. Mixing colours purposefully for a particular shade referring to colour charts.**

**Mixing with a spoon. Mixing colour for a predetermined idea.**

**Mixing with hands. Any colour is used for the sensory experience**

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**SECURE SKILLS**

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**DEVELOPING SKILLS**

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**EMERGENT SKILLS**

**Area of provision- CREATIVE Paint and Model making**

**CUTTING**

**Using fingers and thumb to control scissors. Cutting around an image or shape with control.**

**Using two full hands to open and close scissors. Cutting on own without control. Is able to hold the paper and make random cuts.**

**Ripping and tearing papers.**

**Push scissors to support early cutting. Is able to hold scissors appropriately**

**JOINING/ FIXING/ WEAVING / THREADING**

**Joining objects with sellotape, glue and thread, treasury tags and split pins. Making a purposeful collage or project.**

**Threading small beads on to a string. Using pipe cleaners to join objects.**

**Stacking and pushing objects together. Curtain rings on mug trees during heuristic play. Pouring out the glue for a sensory purpose.**

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**SECURE**

****

**DEVELOPING**

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**EMERGENT**

** CREATIVE Paint and Model making Part 2**

**Collage**

**Thread**

**Weave**

**Blend**

**Texture**

**Additional language**

**Technique**

**Outline**

**Artists**

**Designers**

**Colour names from colour charts e.g cyan**

**Sketch**

**Design**

**Plan**

**Bumpy**

**Smooth**

**Red, yellow, blue, green**

**Mix**

**Make**

**Join**

**Pipette**

**Squirt**

**Shade**

**Palette**

**Tear**

**Stick**

**Scissors**

**Glue**

**Push and pull**

**Rip**

**Draw**

**Cut**

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**SECURE**

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**DEVELOPING**

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**EMERGENT**

** CREATIVE – Paint and Model making Vocabulary to model**

**UNDERSTANDING THE WORLD**

**NARRATIVES (retelling and creating)**

**IMITATING / REPRESENTING**

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**SECURE SKILLS**

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**DEVELOPING SKILLS**

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**EMERGENT SKILLS**

**Area of provision- Small world**

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**SECURE**

****

**DEVELOPING**

****

**EMERGENT**

** Small World Vocabulary to model**

**Additional language**

**Acts in a `role**

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**SECURE SKILLS**

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**DEVELOPING SKILLS**

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**EMERGENT SKILLS**

**Area of provision- Home Corner**

****

**SECURE**

****

**DEVELOPING**

****

**EMERGENT**

** Home Corner Vocabulary to model**

**Additional language**