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| Three and Four Year Olds  (Nursery) | Understanding the World | Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  Explore how things work.  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice. |
| Communication and Language | Use a wider range of vocabulary.  Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Start a conversation with an adult or a friend and continue it for many turns.  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” |
| Children in Reception  (Reception) | Understanding the World | Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them. |
| Communication and Language | Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Use new vocabulary in different contexts.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new  knowledge and vocabulary. |
| Early Learning Goals  (ELG) | The Natural World | Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Speaking | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  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. |

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| Playing and Exploring  Children will be learning to: | Active Learning  Children will be learning to: | Creating and Thinking Critically  Children will be learning to: |
| * Realise that their actions have an effect on the world, so they want to keep repeating them. * Plan and think ahead about how they will explore or play with objects. * Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” * Make independent choices. * Bring their own interests and fascinations into early years settings. This helps them to develop their learning. * Respond to new experiences that you bring to their attention. | * Participate in routines, such as going to their cot or mat when they want to sleep. * Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. * Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. * Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. * Keep on trying when things are difficult. | * Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. * Sort materials. For example, at tidy- up time, children know how to put different construction materials in separate baskets. * Review their progress as they try to achieve a goal. Check how well they are doing. * Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. * Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.” * Know more, so feel confident about * coming up with their own ideas. * Make more links between those ideas. * Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions. |