



The Big Picture: What we want children to learn; where the children are heading and the skills and knowledge that we will be teaching; what we want a child to look like at the end of Foundation Stage. These will help us make informed judgements about a child's progress towards expected outcomes.

CHARACTERISTICS OF EFFECTIVE LEARNING

Three characteristics of effective teaching and learning are:

- Playing and Exploring - children investigate and experience things and 'have a go'
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Playing and exploring	Active Learning	Creating and Thinking Critically
<p>I am learning to explore.</p> <p>I am learning to investigate.</p> <p>I am learning to find out more about something.</p> <p>I am learning to use resources in unique and interesting ways.</p> <p>I am learning to combine resources in my play.</p> <p>I am learning to communicate my interests.</p> <p>I am learning to pretend that objects are something else.</p> <p>I am learning to act out my experiences with others.</p> <p>I am learning to use my experiences in my play.</p> <p>I am learning to try new things.</p> <p>I am learning to take risks.</p> <p>I am learning that making mistakes can help me in my learning.</p> <p>I am learning to tackle things that may be difficult.</p> <p>I am learning that when I practise things I can get better.</p>	<p>I am learning to concentrate.</p> <p>I am learning to manage distractions.</p> <p>I am learning to notice things in more detail.</p> <p>I am learning to choose the things that really interest me.</p> <p>I am learning to persist.</p> <p>I am learning to try different ways of doing things to achieve my goal.</p> <p>I am learning to be resilient.</p> <p>I am learning to talk about how I feel when I have achieved something.</p> <p>I am learning to talk about when I feel proud.</p>	<p>I am learning to think of my own ideas.</p> <p>I am learning to talk about the problems I encounter and find ways to solve them.</p> <p>I am learning to find different ways to do things.</p> <p>I am learning to talk about my thinking.</p> <p>I am learning to talk about how and what I am learning.</p> <p>I am learning to predict.</p> <p>I am learning to test out my ideas.</p> <p>I am learning to recognise when my previous learning or experiences link to what I am doing.</p> <p>I am learning to plan.</p> <p>I am learning to make decisions.</p> <p>I am learning to reflect on how I have tackled a task and how well it is going.</p> <p>I am learning to change my approach where necessary.</p> <p>I am learning to review.</p>



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Communication and Language - The Big Picture

In Early Years we support children’s instinctive need and desire to communicate by:

- Role modelling the qualities and characteristics of an excellent communicator.
- Immersing children in a rich environment of words, sounds, rhythm, verbal and non-verbal expression.
- Engaging children in conversation.
- Providing a real purpose to listen and talk.
- Valuing the different ways and means that children use to communicate.

Statutory Framework	Knowledge and Skills	End of Foundation Stage.
<p>The development of children’s spoken language underpins all seven areas of learning and development.</p> <p>Children’s back and forth interactions from an early age form the foundations for language and cognitive development.</p> <p>The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>By commenting on what children are interested in doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.</p> <p>Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems and them providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p><i>I know...</i></p> <p>Words carry meaning.</p> <p>When it is my turn to speak.</p> <p>The meaning of different words.</p> <p>What a sentence is.</p> <p>Different words can mean the same thing.</p> <p>Some words can have more than one meaning.</p> <p>Adjectives describe nouns.</p> <p>Nouns are objects.</p> <p>Verbs are action words.</p> <p>Plurals mean more than one.</p> <p>Pronouns are used instead of people’s names.</p> <p>The present tense describes what is happening now.</p> <p>The past tense describes what has already happened.</p> <p>The future tense describes what is going to happen.</p> <p>The rules of conversation.</p> <p>Which words start a question.</p> <p>Story telling vocabulary.</p> <p>How to use my voice in different ways e.g., intonation, volume, projection.</p>	<p>EARLY LEARNING GOALS:</p> <p><i>Listening, Attention and Understanding:</i></p> <p>Children 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.</p> <p>Children make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Children hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p><i>Speaking</i></p> <p>Children participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Children 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 the teacher.</p>



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Personal, Social and Emotional Development - The Big Picture

In Early Years we create a supportive and nurturing ethos and environment, which provides children with a sense of safety, security, belonging and self-worth by:

- Establishing and developing mutually respectful relationships with and between adults and children.
- Understanding children as individuals, their qualities and attributes, so they feel valued and develop positive attitudes towards themselves and others.
- Knowing and understanding children's family contexts and dynamics.
- Setting rules, establishing boundaries, following routines and explaining consequences.
- Modelling and explaining behaviours and emotions and how to manage and resolve conflict.
- Empowering children to be independent, enabling them to make informed choices and decisions.
- Using praise to build confidence.

Statutory Framework	Knowledge and Skills	End of Foundation Stage
<p>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.</p> <p>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.</p> <p>Children should be supported to: manage emotions</p> <ul style="list-style-type: none"> • develop a positive sense of self • set themselves simple goals • have confidence in their own abilities • persist and wait for what they want and direct attention as necessary. <p>Through adult modelling and guidance they will: learn how to look after their bodies including healthy eating</p> <ul style="list-style-type: none"> • manage personal needs independently. <p>Through supportive interaction with other children, they learn how to: make good friendships co-operate and resolve conflicts peaceably.</p> <p>These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>Self-Regulation: I know...</p> <p>What emotions look like in others. My own and others behaviour has consequences. Sometimes I have to wait for what I want.</p> <p>Managing Self: I know...</p> <p>The rules to help me keep safe. The difference between right and wrong. What is fair and unfair. Different situations require different behaviours. There are consequences for my actions. Which foods are healthy and which are unhealthy. How to keep myself safe. How to wash my hands to protect myself and others from germs. The sequence of dressing and undressing.</p> <p>Building Relationships: I know...</p> <p>How to share and take turns. What makes a good friend. We are all unique. The characteristics of bullying.</p>	<p>EARLY LEARNING GOALS:</p> <p>Self-Regulation</p> <p>Children show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>They give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self</p> <p>Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Children explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships</p> <p>Children work and play co-operatively and take turns with others.</p> <p>Children form positive attachments to adults and friendships with peers.</p> <p>Children show sensitivity to their own and to others' needs.</p>



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Physical Development- The Big Picture

In Early Years we nurture children’s strong need and desire to be physically active which builds the foundations for other areas of their development by:

- Building children’s strength, stamina, balance and co-ordination
- Developing a range of large and small movements which they can control
- Improving and refining children’s control and manipulation of a variety of tools
- Instilling a sense of confidence in children’s own physical abilities enabling them to negotiate spaces
- Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe.

Statutory Framework	Knowledge and Skills	End of Foundation Stage
<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.</p> <p>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.</p> <p>By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination, and agility.</p> <p>Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing.</p> <p>Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy.</p> <p>Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p>Gross Motor: I know...</p> <p>Core strength helps me to balance and use my limbs independently.</p> <p>Big muscles need to be strong to support the smaller muscles in my body.</p> <p>Exercise will build my strength and stamina.</p> <p>I have an imaginary line down the middle of my body and I can cross over it with opposite hands and feet.</p> <p>Crossing the midline helps both sides of my brain to connect.</p> <p>Both sides of my body need to work together in a coordinated way.</p> <p>Fine Motor: I know...</p> <p>I have fingers and thumbs and that they can each work separately.</p> <p>My wrists and fingers need to be strong to manipulate small tools and objects.</p> <p>Which fingers form a pincer grip.</p> <p>Which fingers form a tripod grip.</p>	<p>EARLY LEARNING GOALS:</p> <p>Gross Motor Skills</p> <p>Children negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Children demonstrate strength, balance and co-ordination when playing.</p> <p>Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills</p> <p>Children hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Children use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Children begin to show accuracy and care when drawing.</p>



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Literacy Development: Comprehension and Reading - The Big Picture

In Early Years we develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by:

- Teaching early knowledge and skills of reading.
- Fostering a love of books by sharing and talking about texts.
- Immersing children in sounds, words, rhythm, rhyme and song.
- Modelling the pleasure and joy that books provide.
- Demonstrating that text has meaning.
- Showing the characteristics of a fluent reader.

Statutory Framework	Knowledge and Skills	End of Foundation Stage
<p>It is crucial for children to develop a life-long love of reading.</p> <p>Reading consists of two dimensions: language comprehension and word reading.</p> <p>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.</p> <p>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.</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p><i>Mechanics of Reading: I know...</i></p> <p>How to handle books.</p> <p>Reading starts from left to right and top to bottom.</p> <p>Print carries meaning.</p> <p>The link between graphemes and phonemes.</p> <p>Letters and combinations of letters make sounds and when blended together make words.</p> <p>Some common irregular words.</p> <p><i>Characteristics of Books: I know...</i></p> <p>The job of an author.</p> <p>The job of an illustrator.</p> <p>The title is what the book is called.</p> <p>The blurb is a summary of the book.</p> <p>Which books I like, and which books I dislike.</p> <p>Books are grouped into different genres.</p> <p>Fiction books tell stories.</p> <p>Non-fiction books provide information.</p>	<p><i>EARLY LEARNING GOALS</i></p> <p><i>Comprehension</i></p> <p>Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Children anticipate - where appropriate - key events in stories.</p> <p>Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><i>Word Reading</i></p> <p>Children say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Children read words consistent with their phonic knowledge by sound-blending.</p> <p>Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



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Literacy Development: Writing- The Big Picture

In Early Years we develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas by:

- Ensuring that writing tools and materials are readily available and valuing the different ways that children make marks.
- Teaching the physical skills which will enable them to control and manipulate writing tools.
- Teaching how phonemes are represented through graphemes.
- Teaching letter formation.
- Providing children with genuine reasons to write and modelling the pleasure and purpose of writing.
- Immersing children in an environment of print e.g. vocabulary, sentences, books, labels
- Developing children’s vocabulary by rehearsing orally what they are going to write.

Statutory Framework	Knowledge and Skills	End of the Foundation Stage
<p>It is crucial for children to develop a life-long love of reading.</p> <p>Reading consists of two dimensions: language comprehension and word reading.</p> <p>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.</p> <p>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.</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>Mechanics & Characteristics of Writing: I know... How a tripod grip is formed.</p> <p>How phonemes are represented.</p> <p>How letters are formed correctly.</p> <p>Writing goes from left to right and top to bottom.</p> <p>Writing has meaning.</p> <p>The alphabetic code.</p> <p>When to use capital letters and full stops.</p> <p>Some simple types of punctuation.</p> <p>There are spaces between words in writing.</p> <p>Some spelling rules.</p> <p>Words are units of meaning.</p> <p>Adjectives can make my writing more interesting.</p> <p>Different ways writing can be represented.</p> <p>Stories have a beginning, middle and an end.</p> <p>How some common regular and irregular words are spelt.</p> <p>How many words are in the sentence I say.</p> <p>The different features of different types of writing.</p>	<p>EARLY LEARNING GOAL:</p> <p>Writing</p> <p>Children write recognisable letters, most of which are correctly formed.</p> <p>Children spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>



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Mathematical Development- The Big Picture

In Early Years we develop fluent mathematicians who have a deep conceptual understanding of number. We ensure that they are able to provide explanations, give reasons for their answers and tackle future challenges by:

- Providing opportunities for children to practise, rehearse and apply mathematical knowledge and skills.
- Encouraging children to investigate numbers by exploring their characteristics and patterns, understanding how they can be manipulated using different operations.
- Encouraging them to think logically so that they can make connections and solve problems.
- Fostering children's use of mathematical vocabulary to justify and explain their ideas.

Statutory Framework	Knowledge	End of Foundation Stage
<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>Early Comparison: I know... Objects can be sorted into different groups using different criteria. What is the same and what is different. What 'more' and 'fewer' of something looks like.</p> <p>Early Pattern: I know... Patterns are repeated. Patterns can be continued. Patterns follow a sequence.</p> <p>One to one Correspondence: I know... How to match one object to another object or person. How to match one number name to each object when counting.</p> <p>Rote Counting: I know... The order of numbers. Number names.</p> <p>Counting: I know... The last number I say is the total amount. When to stop when counting out from a larger group. Anything can be counted.</p> <p>Subitising: I know... How many are in a group without having to count. That the same amount can be represented by different sized objects.</p> <p>Conservation: I know... The total amount of objects stays the same however the objects are arranged.</p>	<p>EARLY LEARNING GOALS:</p> <p>Number Children have a deep understanding of number to 10, including the composition of each number. Children subitise (recognise quantities without counting) up to 5. Children automatically recall (without reference to rhymes, counting or other aides) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns Children verbally count beyond 20, recognising the pattern of the counting system. Children compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>



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what they notice • Are not afraid to make mistakes

Recognising and Reading Numbers: I know... Symbols represent quantities.

That numbers can have one digit, two digits, three digits or more.

Partitioning a Number: I know...

That an amount can be made up in different ways Inverse.

Operations: I know...

That halving is the opposite of doubling.

That addition is the opposite of subtraction.

Doubling is 2 sets of the same amount.

Calculation: I know...

More is greater than and less is fewer than.

Addition is combining sets.

Subtraction is taking amounts away.

Number Bonds: I know...

Which pairs make a given number.

Estimation: I know...

That estimation will give me a value that is close to the right amount.

Number Patterns: I know...

Some number patterns e.g. odd, even.

Number patterns repeat according to rules.



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Understanding the World: Geography- The Big Picture

In Early Years we support children’s fascination and interest in their surroundings and the world in which they live by:

- Encouraging an appreciation of the natural world and recognising its similarities and differences.
- Fostering a sense of wonder about the world in which they live.
- Developing an appreciation of other people, their communities and their traditions.
- Enhancing children’s sense of responsibility for the care of their own environment and the impact it has on the whole world.

Statutory Framework	Knowledge and Skills	End of the Foundation Stage
<p>Understanding the world involves guiding children to make sense of their physical world and their community.</p> <p>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.</p> <p>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.</p> <p>As well as building important knowledge, this extends their familiarity with words that support understanding across domains.</p> <p>Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p>I know...</p> <p>Where I live.</p> <p>The key features of where I live.</p> <p>About the significant places within my community.</p> <p>How to get from one key place to another.</p> <p>The vocabulary I need to use to direct others.</p> <p>The capital city of the country I live in.</p> <p>The different key features of cities, towns and villages.</p> <p>The names of different countries around the world.</p> <p>Different countries have different key features.</p> <p>How countries are connected.</p> <p>How to travel between countries.</p> <p>People I know have different customs and traditions.</p> <p>People in different countries have different customs and traditions.</p> <p>About different weather conditions in the UK.</p> <p>There are four seasons and the key features of them.</p> <p>The key features of different climates around the world.</p> <p>Some simple things I can do to help look after the planet.</p> <p>Human actions can help or destroy the planet.</p>	<p>EARLY LEARNING GOAL:</p> <p><i>People, Cultural and Communities</i></p> <p>Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Children 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.</p> <p>Children 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.</p>



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Understanding the World: History- The Big Picture

In Early Years we develop a chronological framework to help children understand where they and significant people and events sit in time by:

- Making the most of children's desire to make sense of their own place in history.
- Exploring the lives of people who are familiar to them, comparing similarities and differences.
- Introducing them to well-known historical figures and events both within and beyond living memory.
- Promoting children's curiosity about people and events within and beyond their living memory.
- Exploring historical information and artefacts to ask questions and draw conclusions.

Statutory Framework	Knowledge and Skills	End of Foundation Stage
<p>Understanding the world involves guiding children to make sense of their physical world and their community.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Passing of Time: I know... Time is measured in units. Time has a pattern e.g. days of the week, months of the year. About annual events e.g. birthday, Christmas. How time and events can be sequenced in chronological order from earliest to latest. Things were different in the past. The vocabulary that describes time.</p> <p>Sense of Identity: I know... My place in history. There is a past before I was born. Things were different in the past to how they are now. About significant events in my life.</p> <p>Historical Figures and Events: I know... How to use information to find out about events and people in the past. About significant events and people in the past. Historical events and people have a significant place in our history.</p>	<p>EARLY LEARNING GOAL</p> <p>Past and Present Children talk about the lives of the people around them and their roles in society. Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children understand the past through settings, characters and events encountered in books read in class and storytelling.</p>



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Understanding the World: Science- The Big Picture

In Early Years we support children's thrill of discovery and their instinctive desire to know, understand and find out more by:

- Providing freedom to explore, investigate and experiment using the five senses.
- Nurturing children's curiosity about how and why things work and how things change.
- Encouraging questioning, testing out of ideas and drawing conclusions.
- Fostering children's excitement and pleasure in the wonder of natural phenomenon.

Statutory Framework	Knowledge and Skills	End of the Foundation Stage
<p>Understanding the world involves guiding children to make sense of their physical world and their community.</p> <p>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.</p> <p>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.</p> <p>Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>Living things: I know...</p> <p>Internal and external body parts in humans.</p> <p>The names of the different parts of plants and animals.</p> <p>The features of plants and animal.</p> <p>Living things can be sorted into different groups.</p> <p>What living things need to survive.</p> <p>How to keep healthy.</p> <p>About life cycles.</p> <p>Materials: I know...</p> <p>What objects are made from.</p> <p>The properties of different materials.</p> <p>How different materials can be used.</p> <p>Materials can be sorted into different groups.</p> <p>Changes: I know...</p> <p>Changes can be reversible and irreversible.</p> <p>The relationship between cause and effect.</p> <p>The characteristics of the four seasons.</p> <p>The characteristics of different weather types.</p>	<p>EARLY LEARNING GOAL</p> <p>The Natural World</p> <p>Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Children 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.</p> <p>Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>



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Expressive Arts and Design: Art- The Big Picture

In Early Years we encourage children to express their thoughts, ideas and inner feelings as artists by:

- Providing children with opportunities to explore and experiment with different media and materials.
- Encouraging children to be inventive and imaginative, allowing them to express their creativity in ways that are personal to them.

Statutory Framework	Knowledge and skills	End of the Foundation Stage
<p>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.</p> <p>The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>General: I know... About famous artists. Artists use different techniques.</p> <p>Colour: I know... The names of primary and secondary colours. How to mix different colours. How to make different tones and shades of colours.</p> <p>Lines: I know... There are different types of lines e.g. straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, thick, thin, wavy, zig zag. How to draw different types of lines. How to join lines to create shapes to make a picture.</p> <p>Shape: I know... Shapes are made from lines that are joined together. Lines and shapes create representations.</p> <p>Form: I know... 2D representations are flat and 3D representations are solid. How 3D representations can be created using e.g. malleable materials, junk modelling. How to use different materials to express my ideas. Malleable materials can be moulded into different shapes.</p> <p>Texture: I know... Materials have different textures. Texture can enhance and add interest. Texture can engage the senses. Combining materials can create different textures.</p>	<p>EARLY LEARNING GOAL</p> <p>Creating with Materials. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used. Children make use of props and materials when role playing characters in narratives and stories.</p>



The Big Picture: What we want children to learn; where the children are heading and the skills and knowledge that we will be teaching; what we want a child to look like at the end of Foundation Stage. These will help us make informed judgements about a child’s progress towards expected outcomes.

Expressive Arts and Design: Design Technology- The Big Picture

In Early Years we encourage on children’s natural intuition to be creative by:

- Introducing them to the designed and made world and how things work.
- Providing children with a purpose to design, make and evaluate functional products.
- Encouraging children to investigate and explore a wide range of materials and tools.
- Supporting children to find original solutions using resources in unique ways.
- Nurturing children’s confidence to try new things.
- Fostering children’s resourcefulness and resilience to enable them to take risks and learn from their mistakes.

Statutory Framework	Knowledge and Skills	End of the Foundation Stage
<p>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.</p> <p>The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</p> <p>The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>Design: I know... Designs need to be thought about and planned. Designs can be changed and modified. The properties and uses of different materials. What different tools can be used for.</p> <p>Make: I know... Materials can be used for joining. How to join materials together. Materials can be modified or changed. Products can move, light up, be structurally sound, and be safe and healthy. Some objects can move independently, and some can be made to move. How to make a structure strong and stable. How to make a structure balance. Materials can be used for different things and manipulated in different ways. The possibilities and limitations of different materials. How different tools can be used.</p> <p>Evaluate: I know... Evaluations can lead to improvements. The criteria for success.</p>	<p>EARLY LEARNING GOAL</p> <p>Creating with Materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used. Children make use of props and materials when role playing characters in narratives and stories.</p>



The Big Picture: What we want children to learn; where the children are heading and the skills and knowledge that we will be teaching; what we want a child to look like at the end of Foundation Stage. These will help us make informed judgements about a child's progress towards expected outcomes.

Expressive Arts and Design: Music and Dance- The Big Picture

In Early Years we capitalise on children's desire to listen to, make and explore sound by:

- Providing freedom for children to be curious, experimenting with and creating their own music and series of moves.
- Reinforcing children's responses to sounds and music. Encouraging composition, choreography and performance.
- Cultivating children's desire to be imaginative, allowing them to express their creativity in ways that are personal to them.

Statutory Framework	Knowledge and Skills	End of the Foundation Stage
<p>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.</p> <p>The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</p> <p>The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>General: I know... The names of different untuned and tuned instruments. How to play different untuned and tuned instruments. Untuned and tuned instruments make different sounds. What a conductor does. The words to different songs.</p> <p>Sound: I know... Sound can be: changed; made by different things; made in different ways; at different speeds; combined; at different volumes; at different durations; at different pitches. Sounds can: create different rhythms; create different patterns; can be repeated; have a vibration; create beats; be recorded.</p> <p>General: I know... All my body parts are separate but connected. My body parts can be moved in different ways. Where I am in relation to other people and other things.</p> <p>Movement: I know... Movements can be: changed; made using all parts of the body; made in different ways; at different speeds; at different levels; in different directions; joined; sequenced; mirrored; repeated.</p>	<p>EARLY LEARNING GOAL:</p> <p>Being Imaginative and Expressive Children invent, adapt and recount narratives and stories with peers and their teacher. Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>