



Wessex Learning Trust

Brent Knoll
Primary School

We Learn Together

EYFS

Curriculum Documents





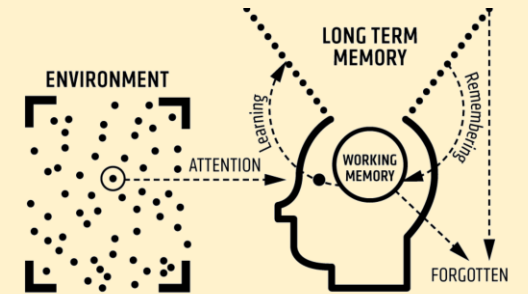
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines



Linking Prior +
New Learning



Focused
Instruction '*I Do*'



Practise
Learning '*We Do*'



Learning Check
'*You Do*'









Consolidating
Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Emotional learning environment - physical learning environment 	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Pace of talk, clarity of instruction 	<p>Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching of vocabulary - Explicit teaching of listening 	<p>The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching paired, small group talk 	<p>Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i></p>



Intent

At Brent Knoll Primary School, our Early Years Foundation Stage curriculum is rooted in our Christian vision and values, which are woven throughout every aspect of school life. Through our core values of Hope, Thankfulness, Endurance, Respect, Trust, Compassion and Justice, we nurture children to become kind, confident and reflective individuals who demonstrate a love of learning and care for others. These values underpin our positive relationships, behaviour systems and reward structures, ensuring children feel safe, valued and motivated to succeed.

Our EYFS curriculum has been thoughtfully designed around the needs, interests and experiences of our community demographic, while securing the foundational knowledge and skills children need for future success. Using an inquiry-based approach, children are encouraged to explore, question, investigate and make connections through meaningful first-hand experiences. We recognise that every child is unique and provide an ambitious, inclusive and language-rich curriculum that enables all children to thrive regardless of their starting points.

The curriculum promotes the Characteristics of Effective Teaching and Learning — Playing and Exploring, Active Learning, and Creating and Thinking Critically — supporting children to develop curiosity, resilience, independence and confidence. Communication and language development are prioritised across all areas of learning, recognising their importance in securing future achievement. Reading is at the heart of our curriculum, fostering a lifelong love of stories, vocabulary and imagination.

Through strong partnerships with families, the Church and the wider community, we celebrate diversity, encourage mutual respect and support children to develop a strong sense of self and belonging. Our aim is for every child to leave EYFS as a happy, confident and capable learner who is ready for the next stage of education.



Implementation

At Brent Knoll Primary School, our EYFS curriculum is carefully sequenced to build knowledge, skills and understanding progressively from age two through to the end of Reception. Learning is delivered through a balance of adult-directed teaching and high-quality child-initiated play, allowing children to explore concepts independently while developing secure foundational skills.

Our inquiry-based curriculum is designed around meaningful themes and experiences that reflect children's interests, backgrounds and the wider world. The curriculum ensures clear progression across all seven areas of learning while embedding our whole-school values and learning behaviours. High-quality interactions, sustained shared thinking and purposeful questioning from skilled practitioners deepen children's understanding and extend their language development.

The learning environment, both indoors and outdoors, is carefully planned to act as an enabling space where children can investigate, collaborate, create and problem-solve independently. Continuous provision is designed to promote curiosity, independence and engagement while providing opportunities to revisit and consolidate learning.

Reading and communication are central to our practice. High-quality texts drive learning opportunities, enrich vocabulary and inspire imagination. Systematic phonics teaching ensures children develop the early reading and writing skills necessary for future success. Mathematical understanding is embedded through practical exploration, reasoning and real-life experiences.

Assessment is ongoing and responsive. Staff use observations, interactions and assessment information to identify next steps and tailor learning experiences to meet the needs of all children. Tapestry is used to celebrate achievements and strengthen communication between school and home. Regular internal and external moderation ensures assessment judgements are accurate and consistent.

Strong relationships with families are fundamental to our approach. We work collaboratively with parents and carers to support children's wellbeing, development and learning, ensuring every child feels supported and valued throughout their Early Years journey.



Impact

Children at Brent Knoll Primary School leave the Early Years Foundation Stage as enthusiastic, resilient and independent learners with a secure foundation for future learning. They demonstrate the school's Christian values through their interactions, behaviour and attitudes towards others, showing kindness, respect and compassion within the school community.

Children make strong progress from their individual starting points and develop the essential knowledge, vocabulary and skills needed across all areas of learning. They are confident communicators who can express their ideas, ask questions and engage positively with others. Through rich inquiry-based experiences, children develop curiosity, creativity and critical thinking skills that prepare them well for Key Stage 1 and beyond.

Children show high levels of engagement and sustained concentration within their play and learning. They are motivated to challenge themselves, persevere when difficulties arise and take pride in their achievements. The carefully planned environment and curriculum ensure children become increasingly independent and capable learners.

Outcomes demonstrate that children are well prepared academically, socially and emotionally for the next stage of education. Robust assessment systems, including Tapestry and regular moderation processes, provide accurate evidence of progress and attainment. Positive partnerships between staff, children and families create a strong understanding of each child, enabling effective support and personalised learning opportunities.

As a result, children experience smooth transitions throughout the Early Years and into Year 1, equipped with the confidence, foundational skills and love of learning needed to flourish as lifelong learners.



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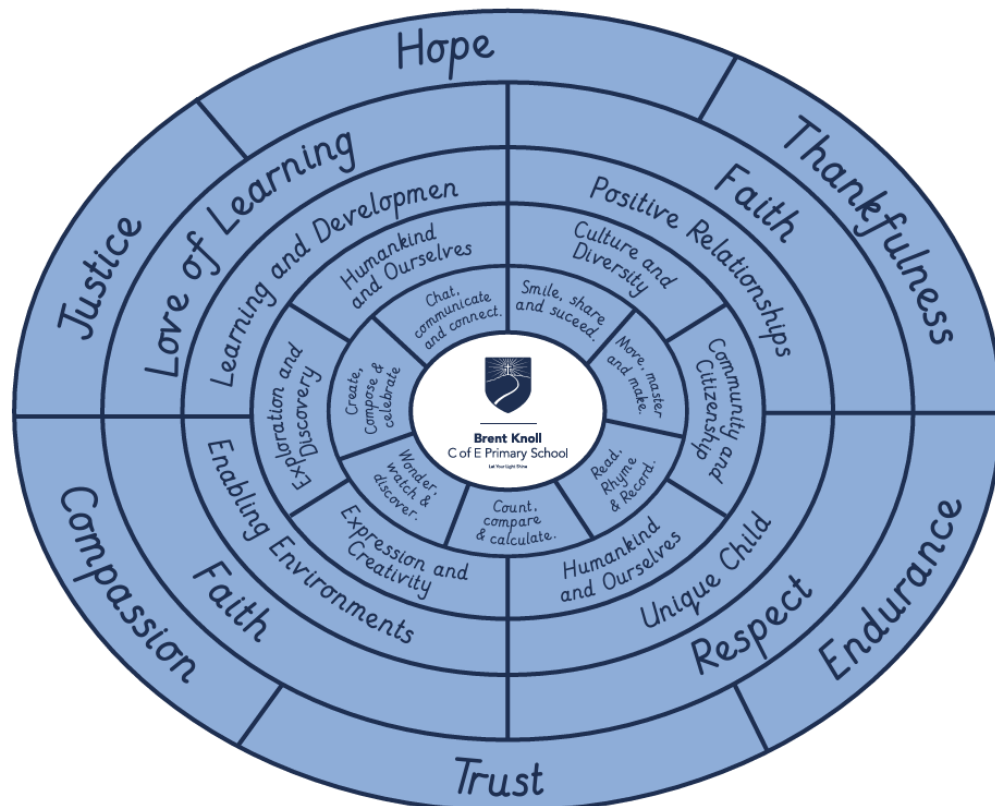
We Learn Together

Our Curriculum Intent





Prime Areas			Specific Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
<i>Chat, communicate and connect through listening, understanding and sharing ideas.</i>	<i>Share, smile and succeed through building confidence, resilience, and independence</i>	<i>Move, master and make through active play, coordination, and self care.</i>	<i>Read, rhyme and record Through stories, sounds, marks and early writing.</i>	<i>Count, compare and calculate through patterns, problem solving, and real life maths.</i>	<i>Wonder, watch and discover through exploration, enquiry, and real world experiences.</i>	<i>Create, compose and celebrate Through imagination, movement, music and art.</i>





Communication and Language
Chat, Communicate and Connect
through listening, understanding and sharing ideas.

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Learning intention	Assessment	Vocabulary
First Experiences	<ul style="list-style-type: none"> Enjoy listening to familiar voices, songs and simple stories Begin to respond to their name and familiar words Show early communication through sounds, gestures, pointing and single words Start to take part in simple back-and-forth interactions with adults 	<ul style="list-style-type: none"> Listens briefly to familiar adults and activities Responds to simple language in context (e.g. “sit down”, “come here”) Uses sounds, gestures or single words to communicate needs and interests Shows early awareness of turn-taking in interactions 	Listen hear look voice sound talk name smile wave share respond join in
Exploring and Emerging Skills	<ul style="list-style-type: none"> Listen to short stories, rhymes and instructions with increasing attention Understand simple vocabulary linked to daily routines and play Use a growing range of words, gestures or signs to communicate meaning Begin to engage in short conversations with support 	<ul style="list-style-type: none"> Listens with interest for short periods in group situations Understands and responds to simple instructions and questions Uses words, signs or phrases to express needs and ideas Begins to join in simple conversations with adults and peers 	question answer explain describe conversation feelings ideas understand remember retell discuss confidence
Developing Competence and confidence	<ul style="list-style-type: none"> Listen attentively in small group and whole class situations Understand and respond to questions and instructions with increasing accuracy Speak in simple sentences to share ideas, experiences and feelings Begin to ask simple questions and explain thinking 	<ul style="list-style-type: none"> Listens and responds appropriately in familiar and new contexts Follows instructions with more than one step Uses sentences to communicate clearly and meaningfully Initiates conversation and begins to explain ideas 	attentive clarify sequence detail opinion respond communicate expression interaction reasoning vocabulary cooperate
Skillful, confident and independence learning	<ul style="list-style-type: none"> Listen attentively across a range of contexts and respond appropriately Use a wide and rich vocabulary in different learning situations Communicate clearly in full sentences, adapting language for purpose and audience Engage in sustained conversations, explaining, reasoning and justifying ideas 	<ul style="list-style-type: none"> Children listen attentively in a range of situations and respond with relevant questions, comments or actions They hold back-and-forth conversations with peers and adults They express themselves clearly, using language effectively for different purposes They use a wide range of vocabulary linked to their experiences and learning 	articulate negotiate persuade justify interpret reflect collaborate empathise elaborate evaluate independent effective



*Share, smile and succeed
through building confidence, resilience, and independence*

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	<i>Learning intention</i>	<i>Assessment</i>	<i>Vocabulary</i>
<i>First Experiences</i>	<ul style="list-style-type: none"> • Separate from familiar adults with reassurance • Explore new environments with curiosity and adult support • Begin to share resources with support Start to take part in simple routines (e.g. tidy up, handwashing) with help 	<ul style="list-style-type: none"> • Settles with support from familiar adults • Shows curiosity in new experiences when supported • Begins to share or take turns with adult guidance • Participates in simple routines with adult help 	share smile help kind friend happy sad play together choice try care
<i>Exploring and Emerging Skills</i>	<ul style="list-style-type: none"> • Try new activities with growing confidence • Begin to manage feelings with adult support • Share and take turns more consistently with others • Develop independence in daily routines 	<ul style="list-style-type: none"> • Shows increasing confidence to explore new activities • Begins to manage emotions with support strategies • Takes turns and shares with some prompting • Completes some self-care and routines independently 	confidence feelings teamwork cooperate respect patience independent brave calm routine responsibility resilience
<i>Developing Competence and confidence</i>	<ul style="list-style-type: none"> • Show confidence when selecting and completing activities • Manage feelings and behaviour appropriately in familiar situations • Work cooperatively with others and build positive relationships • Independently follow routines and manage personal needs 	<ul style="list-style-type: none"> • Approaches activities with increasing independence and resilience • Uses strategies to manage feelings with decreasing adult support • Plays cooperatively, sharing ideas and taking turns • Manages personal hygiene and daily routines with confidence 	manage problem-solve encourage persevere relationships empathy motivation challenge achievement communicate compromise determination
<i>Skillful, confident and independence learning</i>	<ul style="list-style-type: none"> • Show resilience and perseverance when facing challenges • Manage emotions and behaviour effectively in different situations • Build positive relationships through cooperation and kindness • Demonstrate independence in learning, routines and self-care 	<ul style="list-style-type: none"> • Children are confident to try new activities and show independence, resilience and perseverance • They explain reasons for rules, know right from wrong and manage behaviour appropriately • They work and play cooperatively, taking turns with others • They manage their own basic hygiene and personal needs independently 	self-regulation adaptability leadership initiative reflective resilient collaboration independence wellbeing negotiate responsible confident



*Physical development
Move, Master and Make
through active play, coordination, and self care.*

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Learning intention	Assessment	Vocabulary
First Experiences	<ul style="list-style-type: none"> • Explore movement through active play • Begin to develop balance and coordination • Use large and small movements during play activities • Start to manage simple self-care tasks with support 	<ul style="list-style-type: none"> • Runs, climbs and moves with increasing confidence • Begins to kick, throw and roll equipment • Uses hands to hold tools, crayons or objects with support • Attempts simple self-care tasks such as feeding or handwashing 	move crawl walk run jump stretch hold reach kick clap balance wash
Exploring and Emerging Skills	<ul style="list-style-type: none"> • Move safely and confidently in different ways • Develop control when using tools and equipment • Begin to coordinate movements during games and play • Develop increasing independence in self-care routines 	<ul style="list-style-type: none"> • Moves confidently around spaces and obstacles • Uses one-handed tools and equipment with growing control • Shows coordination when balancing, climbing or riding • Puts on coats, uses utensils and manages toileting with support 	climb pedal throw catch control grip healthy exercise dress tidy safe coordinate
Developing Competence and confidence	<ul style="list-style-type: none"> • Show increasing control and coordination in movement • Use fine motor skills to complete tasks accurately • Participate confidently in active games and challenges • Independently manage personal care and healthy routines 	<ul style="list-style-type: none"> • Demonstrates balance, coordination and spatial awareness • Uses pencils, scissors and tools with increasing precision • Joins in physical activities with confidence and perseverance • Manages dressing, toileting and hygiene with growing independence 	Strength stamina posture accuracy independence hygiene routine movement flexible energetic practise technique
Skillful, confident and independence learning	<ul style="list-style-type: none"> • Move confidently with control, coordination and safety • Use fine motor skills effectively for writing and creative tasks • Show strength, balance and coordination in active play • Demonstrate independence in managing personal needs and healthy choices 	<ul style="list-style-type: none"> • Children negotiate space and obstacles safely with consideration for themselves and others • They demonstrate strength, balance and coordination when playing • They hold a pencil effectively and use a range of small tools accurately • They manage their own basic hygiene and personal needs independently 	agility precision coordination endurance wellbeing resilience independence self-care confidence control active skillful



Literacy
Read, Rhyme and Record
Through stories, sounds, marks and early writing

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Learning intention	Assessment	Vocabulary
First Experiences	<ul style="list-style-type: none"> • Enjoy sharing books, songs and rhymes with adults • Begin to notice print, pictures and marks in the environment • Explore early mark making using different tools • Join in with familiar words, sounds and actions 	<ul style="list-style-type: none"> • Shows interest in books and handles them appropriately • Responds to familiar songs, rhymes and stories • Makes early marks using hands, fingers or tools • Joins in with repeated words, sounds or actions 	book story song rhyme sound mark page picture listen name draw pencil
Exploring and Emerging Skills	<ul style="list-style-type: none"> • Listen to and talk about stories, songs and rhymes • Begin to recognise rhyme, rhythm and sounds in words • Give meaning to marks and early writing attempts • Recognise familiar symbols, signs or own name 	<ul style="list-style-type: none"> • Talks about stories, songs and pictures • Joins in with rhymes and begins to notice sound patterns • Uses marks, shapes or letters to represent ideas • Recognises familiar print such as their name or labels 	letter word sentence rhyme blend sound out repeat retell recognise write pattern meaning
Developing Competence and confidence	<ul style="list-style-type: none"> • Retell stories and rhymes using key language and ideas • Hear and identify sounds in words (early phonics awareness) • Write letters and simple words to communicate meaning • Show growing confidence in reading and writing activities 	<ul style="list-style-type: none"> • Retells familiar stories in sequence • Identifies initial sounds and begins blending simple words • Writes recognisable letters and attempts simple words • Chooses reading and writing activities independently 	phonics decode sequence caption character prediction describe handwriting punctuation message comprehension vocabulary
Skillful, confident and independence learning	<ul style="list-style-type: none"> • Read simple texts with understanding and enjoyment • Use phonics knowledge to read and write simple sentences • Write for different purposes using clear meaning • Show independence and confidence in reading and writing 	<ul style="list-style-type: none"> • Children demonstrate understanding of what is read to them by retelling stories and using their own words • They say sounds for letters and blend them to read words • They read simple sentences and books consistent with their phonic knowledge • They write recognisable letters, words and simple sentences that can be read by others 	Fluent expression narrative interpret compose creative paragraph explain infer communicate independent author



Mathematics
Count, Compare and calculate
through patterns, problem solving, and real life maths.

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Learning intention	Assessment	Vocabulary
First Experiences	<ul style="list-style-type: none"> • Begin to notice number in everyday play • Explore counting through songs, rhymes and actions • Begin to compare quantities using language like “more” or “big” • Join in with simple number-related activities with support 	<ul style="list-style-type: none"> • Shows awareness of number in play and routines • Joins in with counting songs and rhymes • Uses early comparison language (e.g. lots, more) • Begins to match objects one-to-one with support 	count number more less same sort match shape size pattern add take away
Exploring and Emerging Skills	<ul style="list-style-type: none"> • Count objects in play with increasing accuracy • Begin to recognise numbers in the environment • Compare quantities using mathematical language • Explore shape, space and measure in hands-on activities 	<ul style="list-style-type: none"> • Counts small sets of objects with support • Recognises some numerals in meaningful contexts • Uses language such as more/less, bigger/smaller • Shows interest in patterns, shapes and measures 	total equal compare order sequence share group simple problem measure estimate calculate
Developing Competence and confidence	<ul style="list-style-type: none"> • Count reliably to at least 10 and beyond • Solve simple number problems using practical resources • Compare, order and talk about quantities and numbers • Use mathematical language to explain thinking 	<ul style="list-style-type: none"> • Counts accurately and begins to understand cardinality • Solves simple addition and subtraction problems with objects • Compares and orders numbers and quantities • Explains reasoning using mathematical vocabulary 	addition subtraction multiplication division pattern reasoning solve explain data graph table strategy
Skillful, confident and independence learning	<ul style="list-style-type: none"> • Use number confidently to solve real-life problems • Apply addition, subtraction and simple reasoning independently • Compare, estimate and explain mathematical thinking • Recognise patterns and relationships in numbers and shapes 	<ul style="list-style-type: none"> • Children count confidently, demonstrating understanding of numbers to 10 (and beyond where secure) • They use number bonds and simple addition and subtraction to solve problems • They compare quantities and use reasoning to explain answers • They explore shape, space and measures with confidence and accuracy 	fluency efficiency justify interpret algebra relationship precision analyse apply complex investigate independence



*Understanding the World
Wonder, watch and Discover
through exploration, enquiry, and real world experiences.*

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	<i>Learning intention</i>	<i>Assessment</i>	<i>Vocabulary</i>
<i>First Experiences</i>	<ul style="list-style-type: none"> • Show curiosity about people, objects and events around them • Explore natural and everyday environments using their senses • Begin to notice simple changes in their surroundings • Talk about familiar people and experiences 	<ul style="list-style-type: none"> • Shows interest in what they see, hear and touch • Explores their environment with curiosity and support • Notices simple changes in routines and environment • Recognises familiar people and places 	look see watch explore touch feel notice wonder ask find outside
<i>Exploring and Emerging Skills</i>	<ul style="list-style-type: none"> • Explore how things and environments change through hands-on experiences • Begin to talk about similarities and differences in people, places and objects • Notice and comment on changes in living things and the natural world • Show interest in past events in their own lives 	<ul style="list-style-type: none"> • Asks questions and shows curiosity about the world • Talks about features of their immediate environment • Notices changes in living things, weather or materials • Begins to talk about past experiences in their own life 	Investigate discover observe question compare talk listen environment change living grow learn
<i>Developing Competence and confidence</i>	<ul style="list-style-type: none"> • Ask questions and make observations about the world around them • Talk about similarities, differences and patterns in people, places and objects • Understand key changes in nature such as seasons and growth • Begin to talk about past and present events in their lives and families 	<ul style="list-style-type: none"> • Explains what they notice in their environment • Compares people, places and natural objects • Talks about changes over time (plants, weather, themselves) • Describes simple past and present events in their own life 	enquiry explanation identify sort record describe pattern cause effect experiment habitat community
<i>Skillful, confident and independence learning</i>	<ul style="list-style-type: none"> • Ask and answer questions to extend understanding of the world • Describe and explain features of the natural world and change over time • Compare and contrast different environments, people and communities • Talk confidently about past and present events in their own lives and others’ 	<ul style="list-style-type: none"> • Children talk about the lives of people around them and their roles in society • They know some similarities and differences between the natural world and contrasting environments • They understand some important processes and changes in the natural world around them • They talk about the past and present events in their own lives and those of family members 	Analyse evaluate research conclusion predict evidence global impact responsibility sustainability interpretation independence



Expressive Art and Design
Create, compose and Celebrate
Through imagination, movement, music and art.

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Learning intention	Assessment	Vocabulary
First Experiences	<ul style="list-style-type: none"> Explore a range of materials, tools and media with curiosity Begin to make marks, shapes and simple models Respond to music, sounds and movement through actions and rhythm Show enjoyment when taking part in creative experiences 	<ul style="list-style-type: none"> Explores materials using senses (touch, sound, movement) Makes early marks and simple constructions Joins in with songs, music and movement with support Shows interest and enjoyment in creative play 	make create draw paint sing dance clap move sound play colour imagine
Exploring and Emerging Skills	<ul style="list-style-type: none"> Use a variety of materials to create simple representations Begin to develop ideas through drawing, painting and modelling Explore sound, rhythm and movement in music and dance Talk about what they have made or created 	<ul style="list-style-type: none"> Uses materials purposefully to create simple outcomes Draws, paints and builds with increasing intention Explores rhythm, sound and movement in creative play Talks about their own creations and ideas 	design build join mix pattern rhythm tune explore role-play express shape materials
Developing Competence and confidence	<ul style="list-style-type: none"> Plan and create simple models, drawings and artwork with purpose Use tools and techniques with increasing control Express ideas, feelings and stories through music, movement and art Share and talk about their creative work with others 	<ul style="list-style-type: none"> Creates with purpose using a range of media and materials Uses tools safely and with growing control Expresses ideas and emotions through creative forms Describes their work and the process they used 	compose perform texture technique structure melody movement creative plan adapt collaborate expression
Skillful, confident and independence learning	<ul style="list-style-type: none"> Create original work using a range of materials, techniques and media Use imagination to express ideas, feelings and narratives Perform, share and evaluate their creative work Make independent choices in artistic expression and design 	<ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function They share their creations, explaining the process they have used They sing songs, make music and dance, and experiment with ways of changing them They represent their own ideas, thoughts and feelings through art and design with increasing confidence and control 	interpret refine evaluate innovate choreography composition imagination artistic originality critique confident independent



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We Learn Together

Our Provision Implementation





Maths

	Skill Focus	Children might:	Provision Set up	Adult Role	Curriculum Links
First Experiences	<ul style="list-style-type: none"> • Early number awareness through play and routine • Sensory exploration of shape, size, and quantity • Beginning subitising of very small quantities (1–2, sometimes 3) through familiar patterns • Noticing “more” and “less” in meaningful contexts • Developing early mathematical language 	<ul style="list-style-type: none"> • Quickly recognise “one” or “two” objects without counting (e.g., 2 eyes, 2 shoes) • Stack, sort, and group objects informally • Explore size and quantity through play • Sing number rhymes and join in actions • Fill and empty containers repeatedly 	<ul style="list-style-type: none"> • Small collections of familiar objects (2–3 items grouped together) • Loose parts for sorting (stones, shells, blocks) • Real-life paired items (spoons, cups, shoes in role play) • Shape sorters and stacking toys • Number rhymes and visual counting displays 	<ul style="list-style-type: none"> • Model subitising language naturally (“I see two”) • Draw attention to small quantities in play • Use counting songs and repetition • Narrate comparisons (“you have more”) • Encourage noticing patterns in everyday life 	<ul style="list-style-type: none"> • Count, Compare and calculate – early number awareness and subitising • Wonder, watch and Discover – exploring quantity and shape • Chat, Communicate and Connect – mathematical vocabulary development • Move, Master and Make – handling and grouping objects • Share, smile and succeed – confidence in early number experiences
Exploring and Emerging Skills	<ul style="list-style-type: none"> • Developing confident subitising up to 3–4 objects • Counting with increasing accuracy • Recognising small groups without counting (dice patterns, fingers) • Beginning to understand numerals linked to quantity • Exploring patterns and simple comparisons 	<ul style="list-style-type: none"> • Instantly recognise small groups (dice dots, finger patterns) • Match numerals to quantities • Count objects with one-to-one correspondence • Create simple repeating patterns • Compare quantities (more, less, same) 	<ul style="list-style-type: none"> • Dice games and dominoes Ten frames and structured visual patterns • Counting collections (small grouped sets) • Number cards and numeral matching games • Pattern-making resources (beads, blocks, colour sets) 	<ul style="list-style-type: none"> • Highlight subitising in play (“You saw 3 straight away!”) • Model quick recognition of patterns • Encourage explanation of thinking • Support counting accuracy alongside recognition • Introduce mathematical vocabulary consistently 	<p>Count, Compare and calculate – subitising, counting, comparison</p> <p>Chat, Communicate and Connect – explaining number thinking</p> <p>Wonder, watch and Discover – exploring patterns and quantity</p> <p>Move, Master and Make – using manipulatives purposefully</p> <p>Share, smile and succeed – confidence in number recognition</p>
Developing Competence and confidence	<ul style="list-style-type: none"> • Confident subitising up to 5 (and beyond in structured patterns) • Linking subitising to number composition (what makes a number) • Using subitising to support addition and subtraction understanding • Recognising structured patterns (dice, fingers, tens frames) • Applying number sense in problem solving 	<ul style="list-style-type: none"> • Instantly recognise groups of objects up to 5 • Use finger patterns and dice to support calculation • Explain how numbers are made up (“3 is 2 and 1”) • Use subitising to support simple addition/subtraction • Create and extend structured number patterns 	<ul style="list-style-type: none"> • Ten frames, dice games, and number tracks • Structured manipulatives (cubes, counters, bead strings) • Number composition boards and challenge cards • Maths embedded in all areas of provision • Real-life number opportunities 	<ul style="list-style-type: none"> • Explicitly model subitising strategies • Encourage reasoning (“How do you see it?”) • Link subitising to number bonds • Extend thinking into calculation • Observe number sense development 	<ul style="list-style-type: none"> • Count, Compare and calculate – subitising, number bonds, calculation • Wonder, watch and Discover – understanding number relationships • Chat, Communicate and Connect – explaining mathematical thinking • Move, Master and Make – using structured manipulatives • Create, compose and Celebrate – pattern and number structure • Share, smile and succeed – confidence in mental maths
Skillful, confident and independence learning	<ul style="list-style-type: none"> • Secure and rapid subitising within 5 (and structured groups beyond) • Using subitising to support mental calculation • Confident understanding of number composition • Applying number sense in real-life and problem-solving context • Explaining reasoning clearly using mathematical language 	<ul style="list-style-type: none"> • Instantly recognise quantities without counting • Use subitising to solve addition and subtraction problems • Explain number structure confidently • Apply number knowledge across all areas of learning • Use mental strategies based on visual patterns 	<ul style="list-style-type: none"> • Fully embedded maths-rich environment • Dice, tens frames, number frames, and structured patterns • Practical problem-solving materials • Open-ended manipulatives for exploration • Challenge-based maths activities across provision 	<ul style="list-style-type: none"> • Prioritise subitising language in daily routines • Extend mental maths strategies • Encourage explanation of thinking processes • Provide rich opportunities for number reasoning • Observe and assess ELG number sense development 	<ul style="list-style-type: none"> • Count, Compare and calculate – secure subitising and calculation • Wonder, watch and Discover – mathematical reasoning and understanding • Chat, Communicate and Connect – explaining mathematical thinking • Move, Master and Make – using manipulatives confidently • Create, compose and Celebrate – number patterns and structure • Share, smile and succeed – independence, confidence, and fluency



Writing

	<i>Skill Focus</i>	Children might:	<i>Provision Set up</i>	<i>Adult Role</i>	<i>Curriculum Links</i>
<i>First Experiences</i>	<ul style="list-style-type: none"> • Early mark-making using whole arm movements • Exploring different tools and textures for making marks • Developing hand strength and coordination • Beginning to understand that marks carry meaning • Enjoying sensory writing experiences 	<ul style="list-style-type: none"> • Make random marks, lines, and scribbles • Use fingers, crayons, chalk, paint, and brushes • Explore vertical and horizontal surfaces (paper, walls, boards) • Copy adult mark-making movements • Talk about their marks in simple ways 	<ul style="list-style-type: none"> • Large paper on walls, tables, and floors • Chunky crayons, pencils, chalks, and paintbrushes • Sand trays, water trays, and sensory mark-making areas • Easels and vertical surfaces • Simple mark-making prompts (lines, circles, dots) 	<ul style="list-style-type: none"> • Model writing and mark-making frequently • Talk about marks as meaningful (“you’ve made a line”) • Encourage experimentation without pressure • Support correct tool grip naturally through play • Celebrate all attempts at writing 	<ul style="list-style-type: none"> • Read, Rhyme and Record – early mark-making foundations • Move, Master and Make – developing fine motor control • Chat, Communicate and Connect – talking about marks and ideas • Share, smile and succeed – confidence in independent attempts • Create, compose and Celebrate – expressive mark-making
<i>Exploring and Emerging Skills</i>	<ul style="list-style-type: none"> • Developing controlled marks with intention • Beginning to ascribe meaning to marks • Experimenting with writing symbols and letters • Using writing in play contexts • Beginning phonological awareness 	<ul style="list-style-type: none"> • Draw shapes, lines, and early letter-like forms • “Write” in role play (lists, tickets, menus) • Begin to copy letters from their name • Use marks to represent ideas • Talk about what their writing means 	<ul style="list-style-type: none"> • Writing station with paper, clipboards, notebooks • Pencils, pens, crayons, chalks, and whiteboards • Mark-making in role play and other areas • Name cards and simple alphabet prompts • Opportunities for writing linked to interests 	<ul style="list-style-type: none"> • Model writing for real purposes • Support name recognition and early phonics awareness • Encourage children to talk about their writing • Introduce letter sounds in meaningful contexts • Value all attempts at writing equally 	<ul style="list-style-type: none"> • Read, Rhyme and Record – early writing and phonics awareness • Chat, Communicate and Connect – expressing ideas through marks • Create, compose and Celebrate – imaginative writing • Move, Master and Make – refining pencil control • Share, smile and succeed – confidence in independent writing
<i>Developing Competence and confidence</i>	<ul style="list-style-type: none"> • Writing recognisable letters, including name • Beginning to segment sounds in words (phonics awareness) • Using writing for different real purposes • Developing control, fluency, and accuracy • Linking spoken and written language 	<ul style="list-style-type: none"> • Write their name and some letters correctly • Label pictures and objects • Write lists, signs, and simple sentences in play • Attempt to spell words phonetically • Use writing in construction, role play, and investigations 	<ul style="list-style-type: none"> • Dedicated writing area with varied tools and paper types • Name cards, phonics prompts, and alphabet resources • Writing embedded across all provision areas • Clipboards for outdoor and indoor use • Real-life writing opportunities (forms, signs, labels) 	<ul style="list-style-type: none"> • Support phonics development and sound awareness • Encourage segmenting and blending in writing attempts • Model writing for real purposes across the environment • Extend vocabulary and sentence structure • Observe writing development for assessment 	<ul style="list-style-type: none"> • Read, Rhyme and Record – phonics, writing, and recording ideas • Chat, Communicate and Connect – expressing ideas in writing • Move, Master and Make – control and handwriting development • Create, compose and Celebrate – imaginative and purposeful writing • Wonder, watch and Discover – recording observations and ideas
<i>Skillful, confident and independence learning</i>	<ul style="list-style-type: none"> • Writing simple words and sentences independently • Using phonics knowledge to spell words • Writing for a range of real purposes • Maintaining control, clarity, and meaning in writing • Confidently linking spoken ideas to written form 	<ul style="list-style-type: none"> • Write simple sentences that can be read by others • Use phonics to attempt unfamiliar words • Write independently in all areas of provision • Label, describe, and record ideas clearly • Review and read back their own writing 	<ul style="list-style-type: none"> • Fully resourced writing-rich environment across all areas • Writing tools available indoors and outdoors • Phonics resources and word banks • Opportunities for purposeful writing in play • Displays of children’s writing valued and visible 	<ul style="list-style-type: none"> • Support and extend phonics application in writing • Encourage independence and confidence • Provide meaningful writing opportunities daily • Support sentence formation and structure • Observe and record ELG writing evidence 	<ul style="list-style-type: none"> • Read, Rhyme and Record – writing, phonics, and communication • Chat, Communicate and Connect – expressing ideas clearly • Move, Master and Make – fluent handwriting control • Create, compose and Celebrate – imaginative and purposeful writing • Wonder, watch and Discover – recording observations and learning • Share, smile and succeed – independence and confidence in literacy



Book Corner

	Skill Focus	Children might:	Provision Set up	Adult Role	Curriculum Links
First Experiences	<ul style="list-style-type: none"> Developing enjoyment and curiosity about books Exploring books through senses and handling Listening to familiar stories, songs, and rhymes Building early attention and listening skills Beginning to understand that books carry meaning 	<ul style="list-style-type: none"> Hold, open, and turn pages in books Look at pictures and point to familiar objects Sit with adults for short stories or rhymes Repeat words, sounds, or actions from stories Explore books independently or alongside others 	<ul style="list-style-type: none"> Cozy, calm book area with cushions and soft seating Board books, sensory books, rhyme books, and photo books Familiar and repetitive stories Puppets or story props linked to favourite books Low-level book storage for independent access 	<ul style="list-style-type: none"> Read aloud regularly with expression and enjoyment Model how to handle books carefully Name and talk about pictures and objects Repeat songs, rhymes, and familiar phrases Encourage shared attention and enjoyment 	<ul style="list-style-type: none"> Read, Rhyme and Record – early book exploration and listening Chat, Communicate and Connect – developing listening and vocabulary Share, smile and succeed – confidence in sharing stories with adults Create, compose and Celebrate – responding to stories through play and expression
Exploring and Emerging Skills	<ul style="list-style-type: none"> Developing story awareness and comprehension Joining in with repeated phrases and rhymes Talking about characters, pictures, and events Choosing books independently Beginning to retell familiar stories 	<ul style="list-style-type: none"> Choose favourite books independently Join in with repeated words or actions Talk about pictures and simple story events Retell familiar stories using props or pictures Share books with peers or adults 	<ul style="list-style-type: none"> Wide range of fiction, non-fiction, rhyme, and cultural texts Story sacks, puppets, and props Book baskets linked to interests and topics Comfortable spaces for shared and independent reading Visual prompts and storytelling aids 	<ul style="list-style-type: none"> Ask simple comprehension questions Model storytelling and expressive language Introduce new vocabulary from stories Encourage predictions and discussion Support children in choosing and sharing books 	<ul style="list-style-type: none"> Read, Rhyme and Record – story comprehension and rhyme awareness Chat, Communicate and Connect – conversation and vocabulary development Create, compose and Celebrate – storytelling and imaginative response Share, smile and succeed – confidence in expressing ideas and preferences Wonder, watch and Discover – learning about the world through books
Developing Competence and confidence	<ul style="list-style-type: none"> Understanding story structure and sequencing Retelling stories with increasing detail Recognising print, symbols, and environmental text Developing early comprehension and prediction skills Using books to support play and learning 	<ul style="list-style-type: none"> Retell stories using their own words Discuss characters, settings, and events Use books during role play and investigations Recognise familiar words, signs, or symbols Predict what may happen next in stories 	<ul style="list-style-type: none"> Rich selection of books across genres Story maps, sequencing cards, and puppets Writing materials nearby for story responses Non-fiction books linked to current interests Quiet spaces for independent reading and reflection 	<ul style="list-style-type: none"> Extend comprehension through discussion Encourage children to connect stories to experiences Support sequencing and retelling Introduce language linked to books and print Model enjoyment and curiosity about reading 	<ul style="list-style-type: none"> Read, Rhyme and Record – comprehension, sequencing, early literacy Chat, Communicate and Connect – expressive language and discussion Wonder, watch and Discover – learning through information texts Create, compose and Celebrate – imaginative responses to stories Share, smile and succeed – independence and confidence in reading choices
Skillful, confident and independence learning	<ul style="list-style-type: none"> Sustained enjoyment and engagement with books Confident story retelling and discussion Understanding key story elements and information texts Using books independently for learning and enjoyment Applying early reading behaviours and comprehension skills 	<ul style="list-style-type: none"> Retell stories in sequence with detail Discuss characters, emotions, and events confidently Use books to support imaginative play and investigations Recognise familiar words, sounds, and print features Choose books independently for different purposes 	<ul style="list-style-type: none"> Well-organised reading environment with varied texts Fiction, non-fiction, poetry, rhyme, and dual-language books Storytelling resources and small world props Writing and mark-making opportunities linked to stories Child-led book displays and recommendation areas 	<ul style="list-style-type: none"> Facilitate rich conversations around books Encourage critical thinking and prediction Support early reading behaviours and comprehension Promote independence and book care Observe literacy development for ELG assessment 	<ul style="list-style-type: none"> Read, Rhyme and Record – reading comprehension and storytelling Chat, Communicate and Connect – confident speaking and listening Create, compose and Celebrate – imaginative storytelling and expression Wonder, watch and Discover – understanding the world through texts Share, smile and succeed – independence, resilience, and confidence in learning



Role Play					
	Skill Focus	Children might:	Provision Set up	Adult Role	Curriculum Links
First Experiences	<ul style="list-style-type: none"> Beginning pretend play based on familiar experiences Exploring real-life roles through imitation Developing early communication and interaction Using objects in simple pretend ways 	<ul style="list-style-type: none"> Pretend to cook, feed dolls, talk on phones, or clean Copy actions seen at home or in familiar environments Use simple props in play Repeat familiar routines in pretend scenarios Play alongside peers without sustained interaction 	<ul style="list-style-type: none"> Simple home corner or familiar role play area Real-life props (phones, dolls, kitchen utensils, bags) Dress-up items and soft furnishings Baby care resources (blankets, bottles, dolls) Clearly organised, accessible resources 	<ul style="list-style-type: none"> Model simple language and play ideas Narrate actions and routines Support emotional expression through play Encourage children to explore familiar roles safely Build confidence in communication and interaction 	<ul style="list-style-type: none"> Chat, Communicate and Connect – early language and interaction Share, smile and succeed – confidence and independence Create, compose and Celebrate – imaginative play beginnings Wonder, watch and Discover – understanding familiar routines Move, Master and Make – handling props and dressing skills
Exploring and Emerging Skills	<ul style="list-style-type: none"> Developing imaginative storylines Beginning cooperative role play with peers Using language to take on roles and ideas Expanding understanding of real-world experiences Exploring emotions and relationships through play 	<ul style="list-style-type: none"> Take on roles such as doctor, shopkeeper, parent, or builder Begin simple conversations in role Use props purposefully in pretend play Recreate experiences from home or community life Share ideas and negotiate simple roles 	<ul style="list-style-type: none"> Dressing-up clothes and accessories Real-world resources (menus, tills, clipboards, telephones) Open-ended props to encourage imagination Visual prompts and story ideas 	<ul style="list-style-type: none"> Extend vocabulary and storytelling Join play sensitively to model interaction Encourage turn-taking and collaboration Introduce new ideas linked to children’s interests Support emotional understanding through discussion 	<ul style="list-style-type: none"> Chat, Communicate and Connect – developing conversation and vocabulary Create, compose and Celebrate – imaginative storytelling Share, smile and succeed – cooperation and confidence Wonder, watch and Discover – understanding occupations and community roles Read, Rhyme and Record – early mark-making in play contexts
Developing Competence and confidence	<ul style="list-style-type: none"> Sustained imaginative and collaborative play Negotiating roles and storylines Problem solving within play scenarios Using language to organise and explain ideas Embedding literacy and maths naturally in play 	<ul style="list-style-type: none"> Create detailed role play scenarios with peers Sustain play over longer periods Use writing and numbers meaningfully (lists, menus, money) Adapt play based on others’ ideas Solve problems within imaginative situations 	<ul style="list-style-type: none"> Richly resourced role play area linked to interests/themes Writing materials embedded into play Props supporting maths and literacy (money, signs, order pads) Open-ended loose parts to extend scenarios Space for collaborative play 	<ul style="list-style-type: none"> Facilitate rather than direct play Extend thinking through open-ended questioning Encourage storytelling and negotiation Support children to include literacy and maths naturally Observe communication and social development 	<ul style="list-style-type: none"> Chat, Communicate and Connect – negotiation and expressive language Create, compose and Celebrate – storytelling and imaginative expression Read, Rhyme and Record – purposeful writing in play Count, Compare and calculate – counting, money, quantities Share, smile and succeed – resilience and teamwork
Skillful, confident and independence learning	<ul style="list-style-type: none"> Highly imaginative, sustained collaborative play Confident communication and storytelling Independent planning and organisation of play Leadership and cooperation within groups Applying literacy, maths, and real-world understanding naturally 	<ul style="list-style-type: none"> Create and lead complex role play scenarios Organise resources and assign roles independently Use writing for real purposes (tickets, menus, lists, signs) Solve problems collaboratively Sustain imaginative narratives over extended periods 	<ul style="list-style-type: none"> Fully flexible role play environment Wide range of real-life and open-ended props Embedded writing, maths, and investigation opportunities Child-led enhancements linked to interests Challenge prompts and planning materials 	<ul style="list-style-type: none"> Observe and extend play thoughtfully Encourage leadership and collaboration Support reflective thinking and problem solving Extend vocabulary and communication skills Gather observations for ELG assessment 	<ul style="list-style-type: none"> Chat, Communicate and Connect – confident speaking and listening Create, compose and Celebrate – imaginative storytelling and performance Read, Rhyme and Record – meaningful literacy experiences Count, Compare and calculate – applied maths in context Share, smile and succeed – confidence, resilience, and teamwork Wonder, watch and Discover – understanding people, communities, and the wider world



Inside Construction					
	Skill Focus	Children might:	Provision Set up	Adult Role	Curriculum Links
First Experiences	<ul style="list-style-type: none"> Exploring how materials fit, stack, balance, and connect Developing fine and gross motor coordination Beginning problem solving through trial and error Exploring space, shape, and size Playing alongside others 	<ul style="list-style-type: none"> Stack blocks and knock them down Carry, move, and arrange construction materials Explore joining and balancing objects Repeat simple building actions Use simple language linked to building and play 	<ul style="list-style-type: none"> Large and small construction blocks Soft blocks, wooden bricks, Duplo, magnetic tiles Open floor space with accessible storage Simple loose parts for adding to structures Photographs of real buildings and structures 	<ul style="list-style-type: none"> Model simple building vocabulary (“stack”, “tall”, “build”, “balance”) Encourage exploration without focusing on outcomes Support safe lifting and carrying Narrate children’s actions and discoveries Celebrate effort and experimentation 	<ul style="list-style-type: none"> Move, Master and Make – coordination and control Wonder, watch and Discover – exploring shape, balance, and space Chat, Communicate and Connect – early language and interaction Share, smile and succeed – confidence in trying new ideas Count, Compare and calculate – early awareness of size and shape
Exploring and Emerging Skills	<ul style="list-style-type: none"> Building with increasing intention and control Beginning to plan structures and solve problems Exploring joining and stability Developing collaborative play skills Using language to describe ideas and creations 	<ul style="list-style-type: none"> Build towers, roads, houses, and simple structures Combine different materials in construction Work alongside or with peers on shared builds Test how to make structures stronger or taller Talk about what they are creating 	<ul style="list-style-type: none"> Variety of construction systems and loose parts Small world figures and vehicles to extend play Photographs and books about buildings and transport Building mats or defined construction spaces Open-ended resources for problem solving 	<ul style="list-style-type: none"> Introduce vocabulary (“stable”, “strong”, “connect”, “structure”) Ask open-ended questions about designs and ideas Encourage teamwork and negotiation Model problem-solving strategies Support perseverance when structures collapse 	<ul style="list-style-type: none"> Move, Master and Make – refined coordination and tool use Count, Compare and calculate – shape, size, measure, and spatial awareness Wonder, watch and Discover – investigation and problem solving Chat, Communicate and Connect – discussing ideas and plans Share, smile and succeed – resilience and collaboration
Developing Competence and confidence	<ul style="list-style-type: none"> Planning and creating detailed structures Solving construction and design problems independently Collaborating to build shared projects Exploring mathematical and spatial concepts through play Using language to explain thinking and processes 	<ul style="list-style-type: none"> Design and build complex structures collaboratively Use different joining systems purposefully Adapt structures to solve problems Incorporate small world play into construction Explain ideas and building methods to others 	<ul style="list-style-type: none"> Wide range of construction materials and systems Open-ended loose parts and connectors Planning materials (paper, clipboards, pencils) Challenge cards or inspiration photos Space for large collaborative projects 	<ul style="list-style-type: none"> Encourage planning and reviewing ideas Support mathematical language (“longer”, “higher”, “symmetrical”) Extend problem solving through questioning Facilitate teamwork and negotiation Observe creativity and perseverance 	<ul style="list-style-type: none"> Count, Compare and calculate – spatial reasoning and measurement Wonder, watch and Discover – investigation, design, and engineering thinking Move, Master and Make – precision and coordination Chat, Communicate and Connect – explaining ideas and collaboration Create, compose and Celebrate – imaginative design and creativity Share, smile and succeed – resilience and confidence
Skillful, confident and independence learning	<ul style="list-style-type: none"> Independently planning, designing, and evaluating structures Applying problem-solving and engineering thinking Working collaboratively on sustained projects Using mathematical and descriptive language confidently Embedding creativity and storytelling within construction play 	<ul style="list-style-type: none"> Create detailed structures and environments independently Solve design problems through testing and adapting Collaborate effectively in group construction projects Use mark-making for plans, signs, or labels Combine construction with imaginative and small world play 	<ul style="list-style-type: none"> Fully resourced construction workshop area Diverse building systems, loose parts, and design materials Embedded literacy and maths opportunities Real-world inspiration materials (bridges, buildings, maps) Space for long-term collaborative projects 	<ul style="list-style-type: none"> Facilitate independent thinking and collaboration Encourage reflection and evaluation of designs Extend technical and mathematical vocabulary Support sustained, child-led projects Observe for ELG evidence across physical, mathematical, and expressive learning 	<ul style="list-style-type: none"> Count, Compare and calculate – measurement, shape, and spatial reasoning Wonder, watch and Discover – engineering, investigation, and design thinking Move, Master and Make – mastery of coordination and construction skills Chat, Communicate and Connect – confident explanation and teamwork Create, compose and Celebrate – creative design and imaginative building Read, Rhyme and Record – planning, drawing, and recording ideas Share, smile and succeed – resilience, confidence, and cooperation



Small World

	<i>Skill Focus</i>	Children might:	<i>Provision Set up</i>	<i>Adult Role</i>	<i>Curriculum Links</i>
First Experiences	<ul style="list-style-type: none"> Exploring small world objects through sensory and imaginative play Beginning to imitate familiar actions and experiences Developing fine motor control through moving and handling figures Early communication and storytelling through play Playing alongside others 	<ul style="list-style-type: none"> Move cars, animals, and figures around play spaces Explore textures and materials in trays or landscapes Copy familiar actions (feeding animals, driving vehicles) Use simple sounds and words during play Repeat actions and routines in play scenarios 	<ul style="list-style-type: none"> Simple small world trays with familiar themes (farm, animals, vehicles, home) Chunky figures and vehicles for easy handling Natural materials (sand, grass, stones, wood slices) Low-level accessible storage Defined but open-ended play spaces 	<ul style="list-style-type: none"> Model simple imaginative language and actions Narrate play to support understanding and vocabulary Encourage exploration without directing outcomes Support safe handling and sharing of resources Join play briefly to extend interaction 	<ul style="list-style-type: none"> Create, compose and Celebrate – early imaginative play Chat, Communicate and Connect – developing language through play Move, Master and Make – fine motor development and coordination Wonder, watch and Discover – exploring animals, people, and environments Share, smile and succeed – confidence in independent exploration
Exploring and Emerging Skills	<ul style="list-style-type: none"> Beginning storytelling through small world play Developing symbolic and imaginative thinking Exploring relationships and familiar experiences Increasing interaction and shared play with others Expanding vocabulary and communication 	<ul style="list-style-type: none"> Create simple storylines with figures and objects Use small world resources to recreate experiences Begin collaborative play with peers Assign voices, sounds, and actions to characters Explore different environments and scenarios 	<ul style="list-style-type: none"> Themed small world areas (jungle, transport, dinosaurs, fantasy, community) Variety of figures, vehicles, animals, and scenery Open-ended loose parts for building environments Story props and natural materials Rotating themes linked to interests and topics 	<ul style="list-style-type: none"> Extend storytelling through questioning Introduce descriptive and imaginative vocabulary Encourage collaboration and turn-taking Model simple narratives and sequencing Observe interests to enhance provision 	<ul style="list-style-type: none"> Create, compose and Celebrate – imaginative storytelling and role play Chat, Communicate and Connect – expressive language and interaction Wonder, watch and Discover – understanding environments and communities Share, smile and succeed – cooperation and confidence Read, Rhyme and Record – retelling stories and sequencing events
Developing Competence and confidence	<ul style="list-style-type: none"> Sustained imaginative storytelling and role play Creating detailed worlds and scenarios Negotiating ideas and roles with peers Using language to explain and extend narratives Problem solving through imaginative situations 	<ul style="list-style-type: none"> Build detailed environments using loose parts and figures Create complex storylines with beginnings and endings Sustain collaborative play over longer periods Adapt stories based on others' ideas Use props and resources symbolically and creatively 	<ul style="list-style-type: none"> Rich small world environments with open-ended resources Loose parts for creating landscapes and structures Story maps, books, and prompts linked to themes Writing materials nearby for signs or labels Space for collaborative storytelling and building 	<ul style="list-style-type: none"> Facilitate rather than lead play Extend thinking with open-ended questions Support storytelling structure and sequencing Encourage negotiation and collaboration Observe communication and imaginative development 	<ul style="list-style-type: none"> Create, compose and Celebrate – creative storytelling and design Chat, Communicate and Connect – discussion, negotiation, and narrative language Read, Rhyme and Record – sequencing stories and early mark-making Wonder, watch and Discover – exploring different worlds, habitats, and communities Share, smile and succeed – resilience and teamwork in shared play
Skillful, confident and independence learning	<ul style="list-style-type: none"> Independent and collaborative storytelling with depth and detail Confident use of language to explain ideas and narratives Creating imaginative worlds and solving problems within play Applying knowledge of stories, environments, and experiences Using literacy and mark-making meaningfully in play 	<ul style="list-style-type: none"> Create and sustain complex imaginative worlds independently Use storytelling language confidently Collaborate to build environments and narratives Incorporate writing, signs, labels, or maps into play Adapt stories creatively and solve imaginative problems 	<ul style="list-style-type: none"> Fully resourced open-ended small world environment Diverse figures, scenery, vehicles, and natural resources Embedded literacy and mark-making opportunities Storytelling prompts and challenge cards Flexible spaces for independent and group play 	<ul style="list-style-type: none"> Support children to deepen narratives and ideas Encourage expressive language and storytelling Extend understanding through questioning and discussion Facilitate collaborative problem solving Observe for ELG evidence across communication, literacy, and expressive arts 	<ul style="list-style-type: none"> Create, compose and Celebrate – imaginative storytelling and creative expression Chat, Communicate and Connect – confident speaking and listening Read, Rhyme and Record – storytelling, sequencing, and meaningful writing Wonder, watch and Discover – understanding people, places, and environments Share, smile and succeed – confidence, independence, and collaboration Move, Master and Make – refined fine motor skills through manipulation of resources



Art & DT Area

	Skill Focus	Children might:	Provision Set up	Adult Role	Curriculum Links
First Experiences	<ul style="list-style-type: none"> Sensory exploration of materials, textures, and tools Beginning mark-making and creative expression Developing hand strength and coordination Exploring colour, shape, and texture Building confidence in making choices independently 	<ul style="list-style-type: none"> Explore paint, glue, clay, dough, crayons, and collage materials Make marks using hands and simple tools Tear, stick, squeeze, roll, and press materials Experiment freely without a planned outcome Talk about colours, textures, and creations using simple language 	<ul style="list-style-type: none"> Open-ended creative table with accessible resources Large paper, chunky crayons, paint, glue sticks Dough, clay, natural materials, collage items Child-height storage and easels Aprons and easy-clean sensory resources 	<ul style="list-style-type: none"> Encourage exploration without focusing on an end product Model simple creative vocabulary (“soft”, “sticky”, “colour”) Support safe tool use Celebrate effort and curiosity Narrate children’s creative actions and ideas 	<ul style="list-style-type: none"> Create, compose and Celebrate – sensory creativity and expression Move, Master and Make – hand strength and coordination Chat, Communicate and Connect – talking about creations and materials Share, smile and succeed – confidence in making independent choices Wonder, watch and Discover – exploring textures and materials
Exploring and Emerging Skills	<ul style="list-style-type: none"> Developing purposeful mark-making and model making Exploring joining, shaping, and constructing Beginning to represent ideas creatively Using tools with increasing control Talking about creative choices and processes 	<ul style="list-style-type: none"> Create pictures, models, and simple structures Use scissors, glue, tape, rollers, and brushes with support Combine materials in different ways Begin to explain what they are making Explore colour mixing and texture changes 	<ul style="list-style-type: none"> Variety of media and joining materials Junk modelling resources (boxes, tubes, lids) Paint mixing station and collage trays Scissors, tape, glue, and tools Inspiration materials (photos, natural objects, artists’ images) 	<ul style="list-style-type: none"> Model techniques (joining, cutting, rolling, shaping) Introduce vocabulary linked to art and design Encourage children to explain their ideas Support independence in resource selection Value process as well as finished outcomes 	<ul style="list-style-type: none"> Create, compose and Celebrate – imaginative creation and design Move, Master and Make – developing tool control Chat, Communicate and Connect – describing ideas and processes Wonder, watch and Discover – exploring colour, texture, and change Share, smile and succeed – confidence in creative risk-taking
Developing Competence and confidence	<ul style="list-style-type: none"> Planning and creating with increasing intention Using a range of tools and techniques independently Solving problems during construction and design Representing ideas and experiences creatively Developing perseverance in creative projects 	<ul style="list-style-type: none"> Design and build models using varied materials Draw and create with increasing detail and purpose Use joining techniques independently Adapt creations when problems occur Discuss and reflect on their work and processes 	<ul style="list-style-type: none"> Well-stocked art and DT workshop area Wide range of open-ended resources and tools Construction materials and joining equipment Design inspiration books, photos, and real objects Display space for work in progress and finished creations 	<ul style="list-style-type: none"> Encourage planning and reviewing ideas Support problem-solving during model making Extend vocabulary (“design”, “structure”, “texture”, “join”) Introduce artists, designers, and techniques Observe creative thinking and perseverance 	<ul style="list-style-type: none"> Create, compose and Celebrate – designing and expressing ideas creatively Move, Master and Make – refined control and coordination Chat, Communicate and Connect – explaining creative decisions Wonder, watch and Discover – investigating materials and techniques Share, smile and succeed – resilience and pride in achievements Read, Rhyme and Record – drawing, labelling, and planning ideas
Skillful, confident and independence learning	<ul style="list-style-type: none"> Independently planning, designing, and creating Selecting appropriate tools and materials confidently Evaluating and adapting creative work Expressing ideas, experiences, and imagination through art and design Applying fine motor and creative skills with control and purpose 	<ul style="list-style-type: none"> Create detailed artwork, models, and structures independently Choose materials and techniques for a purpose Adapt and improve designs during the process Explain their ideas and creative choices confidently Use art and DT within wider play and investigations 	<ul style="list-style-type: none"> Fully resourced creative studio/workshop environment Wide range of media, construction, and joining materials Accessible creative tools and inspiration resources Sketchbooks, planning sheets, and design prompts Space for collaborative and independent projects 	<ul style="list-style-type: none"> Facilitate independent creative thinking Encourage reflection and evaluation Extend technical vocabulary and artistic understanding Support sustained creative projects Observe for ELG evidence in expressive arts and physical development 	<ul style="list-style-type: none"> Create, compose and Celebrate – confident artistic and design expression Move, Master and Make – mastery of fine motor and tool skills Chat, Communicate and Connect – discussing and evaluating ideas Wonder, watch and Discover – exploring materials, artists, and techniques Read, Rhyme and Record – recording plans, labels, and creative ideas Share, smile and succeed – confidence, resilience, and independence in creativity



Sand

	<i>Skill Focus</i>	<i>What children do</i>	<i>Provision Set up</i>	<i>Adult Role</i>	<i>Curriculum Links</i>
First Experiences	<ul style="list-style-type: none"> Sensory awareness (touch, texture, movement) Early cause and effect Basic physical coordination (scooping, pouring) 	<ul style="list-style-type: none"> Scoop, pour, fill and empty sand Watch sand flow through fingers or tools Bury and uncover objects 	Large sand trays or sand pits Basic tools: buckets, spades, scoops Hidden objects (shells, toys, natural items)	Model vocabulary: wet, dry, soft, smooth, full, empty Encourage exploration ("What happens when you pour it?") Extend sensory language	Chat, Communicate and Connect Early listening to adult talk ("scoop", "pour", "dig") Responding to simple language in play Move, Master and Make Developing hand control using scoops, buckets, spades Coordinating arm and hand movements Wonder, Watch and Discover Exploring what sand feels like dry vs damp Noticing simple cause and effect (pouring, burying)
Exploring and Emerging Skills	Filling and emptying with intent Early comparison (more/less, full/empty) Exploring wet/dry sand differences	Fill containers to different levels Build simple sand mounds or shapes Use tools with increasing control Experiment with water in sand	Funnels, sifters, moulds Water added for wet/dry exploration Containers of different sizes	Introduce comparison language: more, less, bigger, smaller Ask simple prediction questions Encourage experimentation	Count, Compare and Calculate Comparing quantities (more/less, full/empty) Beginning to explore capacity through containers Chat, Communicate and Connect Using early comparative vocabulary with support Talking about what they are doing Wonder, Watch and Discover Observing changes when water is added to sand Move, Master and Make Improving coordination when using tools with purpose
Developing Competence and confidence	Early measurement concepts Shape and structure building Problem-solving through trial and error	Build sand castles or structures with purpose Create tunnels, roads, or patterns Compare quantities using containers Use tools to shape and refine structures	Rakes, rollers, moulds, tubes Small world additions (cars, animals, figures) Measuring cups and marked containers	Introduce mathematical vocabulary: measure, level, estimate Encourage planning ("How will you stop it collapsing?") Support reasoning and persistence	Count, Compare and Calculate Measuring and estimating sand quantities Comparing capacity and amounts used in structures Wonder, Watch and Discover Testing stability of wet vs dry sand structures Investigating cause and effect Chat, Communicate and Connect Explaining ideas and solutions to peers Move, Master and Make Using tools with increased precision and control Read, Rhyme and Record Beginning to represent ideas through marks or drawings
Skillful, confident and independence learning	Hypothesis and experimentation Understanding properties of materials Measurement and recording	Test ideas (wet vs dry sand stability) Compare and record findings informally Build complex structures with intention Explain reasoning ("It collapsed because...")	Dry and wet sand variations Scales, rulers, timers Clipboards, charts, recording tools	Encourage scientific vocabulary: predict, observe, investigate Prompt reasoning and reflection Extend thinking through challenges	Wonder, Watch and Discover Investigating materials and testing ideas Making predictions and drawing conclusions Count, Compare and Calculate Measuring, estimating, and comparing outcomes Understanding quantity and proportion Chat, Communicate and Connect Explaining reasoning and describing outcomes clearly Read, Rhyme and Record Recording findings using marks, drawings, or simple labels Move, Master and Make Using tools accurately for specific purposes Create, Compose and Celebrate Designing and building purposeful sand constructions



Water

	<i>Skill Focus</i>	Children might:	<i>Provision Set up</i>	<i>Adult Role</i>	<i>Curriculum Links</i>
First Experiences	<ul style="list-style-type: none"> Sensory exploration of water using hands and simple tools Beginning to understand cause and effect (pouring, splashing) Simple physical actions: filling, emptying, tipping Parallel play alongside others Early language: single words and simple phrases 	<ul style="list-style-type: none"> Splash, pour, and scoop water freely Use cups, bowls, and hands to explore water movement Watch water flow and react with curiosity Repeat actions (fill → tip → spill) Play alongside others without needing to interact directly 	<ul style="list-style-type: none"> Large shallow water tray Simple containers (cups, bowls, jugs) Sponges and large scoops Natural materials (stones, leaves, sticks) Minimal structure to encourage exploration 	<ul style="list-style-type: none"> Model simple vocabulary: “water”, “pour”, “wet” Provide secure, calm support for exploration Narrate what children are doing Encourage curiosity without directing play Ensure safety and comfort 	<ul style="list-style-type: none"> Wonder, watch and Discover – sensory exploration Move, Master and Make – early physical coordination Chat, Communicate and Connect – early language development Share, smile and succeed – building confidence in new experiences
Exploring and Emerging Skills	<ul style="list-style-type: none"> Developing control in pouring, scooping, and transferring Beginning understanding of full/empty, more/less Early prediction of simple outcomes Increasing social interaction in play Expanding vocabulary 	<ul style="list-style-type: none"> Use funnels, cups, and simple tools with purpose Explore floating and sinking with guidance Begin to compare quantities Informally Work alongside and sometimes with peers Ask questions and show curiosity 	<ul style="list-style-type: none"> Funnels, tubes, pipettes, and varied containers Floating and sinking objects Colour mixing water measuring cups and different sized containers Visual prompts (full/empty, pour, fill) 	<ul style="list-style-type: none"> Introduce scientific language (float, sink, flow) Ask open questions: “What do you think will happen?” Encourage sharing and turn-taking Support early reasoning and prediction Extend vocabulary naturally during play 	<ul style="list-style-type: none"> Count, Compare and calculate – early capacity awareness Wonder, watch and Discover – early scientific thinking Chat, Communicate and Connect – developing language Move, Master and Make – improving coordination Share, smile and succeed – growing confidence
Developing Competence and confidence	<ul style="list-style-type: none"> Purposeful experimentation with water systems Comparing, measuring, and problem-solving Predicting outcomes and testing ideas Cooperative play and shared goals Using more complex vocabulary 	<ul style="list-style-type: none"> Build water flow systems using pipes and connectors Measure and compare capacity using non-standard units Investigate cause and effect independently Work collaboratively to solve problems Explain what they observe 	<ul style="list-style-type: none"> Complex water systems (pipes, channels, ramps) Measuring jugs, containers, scales Problem-solving challenges (move water from A to B) Natural loose parts for investigation Recording tools (clipboards, paper, pencils) 	<ul style="list-style-type: none"> Extend thinking with challenge questions Encourage reasoning (“How do you know?”) Support teamwork and negotiation Introduce early scientific vocabulary Observe and document learning more formally 	<ul style="list-style-type: none"> Count, Compare and calculate – measurement and comparison Wonder, watch and Discover – investigation and enquiry Chat, Communicate and Connect – explaining ideas Share, smile and succeed – resilience and teamwork Read, Rhyme and Record – early recording of findings
Skillful, confident and independence learning	<ul style="list-style-type: none"> Independent investigation and experimentation Confident prediction and reasoning Accurate use of language to explain processes Collaborative problem-solving Recording and communicating findings 	<ul style="list-style-type: none"> Design and build water systems independently Test ideas and refine approaches Use tools accurately to measure and compare Explain what happened and why Work cooperatively to complete challenges 	<ul style="list-style-type: none"> Fully resourced investigation station Advanced water flow systems and construction materials Measurement tools (standard and non-standard) Recording sheets, clipboards, clip charts Challenge cards (e.g. “Can you move water without spilling?”) 	<ul style="list-style-type: none"> Facilitate rather than direct learning Challenge thinking through questioning Encourage reflection and explanation Support children to record findings Observe for ELG assessment evidence 	<ul style="list-style-type: none"> Count, Compare and calculate – measurement, comparison, problem solving Wonder, watch and Discover – scientific enquiry and reasoning Chat, Communicate and Connect – clear explanation and discussion Move, Master and Make – precise coordination and control Create, compose and Celebrate – imaginative application of learning



The Mud Kitchen

	<i>Skill Focus</i>	<i>Children might:</i>	<i>Provision Set up</i>	<i>Adult Role</i>	<i>Curriculum Links</i>
<i>First Experiences</i>	<ul style="list-style-type: none"> Sensory exploration of mud, soil, sand, and natural materials Early pretend play (stirring, filling, scooping) Simple physical actions using hands and basic tools Parallel play alongside others Early language linked to sensory experience 	<ul style="list-style-type: none"> Scoop, mix, pour, and stir mud and natural materials Explore textures using hands and tools Repeat simple actions (fill → tip → mix) Carry out simple role play (making “food”) Watch others and begin to imitate 	<ul style="list-style-type: none"> Low mud kitchen unit or outdoor tables Bowls, spoons, cups, pots, and pans Natural materials: mud, sand, water, leaves, sticks Simple tools (ladles, wooden spoons) Open, accessible space for free exploration 	<ul style="list-style-type: none"> Model simple vocabulary: “mud”, “stir”, “mix”, “wet”, “dry” Support safe sensory exploration Narrate play to build understanding Encourage curiosity without directing play Support turn-taking gently 	<ul style="list-style-type: none"> Wonder, watch and Discover – sensory exploration Move, Master and Make – early physical coordination Chat, Communicate and Connect – early language development Share, smile and succeed – confidence in new experiences
<i>Exploring and Emerging Skills</i>	<ul style="list-style-type: none"> Developing purposeful role play (cooking, making food) Combining materials intentionally (mixing mud, water, leaves) Early problem solving in play Increased social interaction and sharing Expanding descriptive language 	<ul style="list-style-type: none"> Create “recipes” using natural materials Mix, pour, and measure ingredients in play Assign roles in play (chef, customer, helper) Use tools with growing control Begin to describe what they are making 	<ul style="list-style-type: none"> Variety of containers (bowls, trays, jugs) Natural loose parts (stones, leaves, petals, twigs) Water source for mixing Simple recipe cards (pictures) Aprons and cleaning station 	<ul style="list-style-type: none"> Extend vocabulary (mix, stir, thick, runny, texture words) Support social interaction and role play development Ask open questions (“What are you making?”) Encourage sharing and collaboration Model simple pretend play ideas 	<ul style="list-style-type: none"> Create, compose and Celebrate – imaginative role play Chat, Communicate and Connect – social interaction and language Move, Master and Make – tool control and coordination Wonder, watch and Discover – experimenting with materials Share, smile and succeed – confidence and cooperation
<i>Developing Competence and confidence</i>	<ul style="list-style-type: none"> Sustained imaginative role play with others Problem solving and planning (“How can we make soup?”) Measuring and comparing ingredients informally Using descriptive and expressive language Working collaboratively towards shared play goals 	<ul style="list-style-type: none"> Create complex “recipes” and food scenarios Build stories around their cooking play Measure, compare, and adjust mixtures Negotiate roles and ideas with peers Use tools with increasing control and purpose 	<ul style="list-style-type: none"> Extended mud kitchen with multiple stations Measuring tools (cups, scoops, containers) Recipe cards and visual prompts Natural ingredient collection baskets Writing materials for menus or labels 	<ul style="list-style-type: none"> Extend thinking (“What would happen if we added more water?”) Support collaboration and negotiation Encourage recording ideas (menus, signs, labels) Introduce richer vocabulary (texture, consistency, recipe) Observe and document learning 	<ul style="list-style-type: none"> Create, compose and Celebrate – imaginative planning and role play Chat, Communicate and Connect – expressive language and teamwork Count, Compare and calculate – informal measuring and comparing Wonder, watch and Discover – experimentation with materials Read, Rhyme and Record – mark-making and early writing
<i>Skillful, confident and independence learning</i>	<ul style="list-style-type: none"> Independent, sustained imaginative play with complex ideas Confident use of language to explain processes and roles Problem solving and adapting ideas Leadership and cooperation in group play Early literacy and numeracy embedded in play 	<ul style="list-style-type: none"> Design and run “mud kitchen cafés” or cooking stations Create and follow their own recipes Explain processes clearly to others Work collaboratively with shared goals Use mark-making for menus, labels, and planning 	<ul style="list-style-type: none"> Fully resourced mud kitchen with multiple zones Expanded natural resources collection Writing tools, menus, clipboards, signs Measuring and comparison tools Challenge prompts (“Can you make a recipe for a soup?”) 	<ul style="list-style-type: none"> Facilitate extended play scenarios Encourage reasoning and reflection Support leadership and teamwork Extend language and storytelling Observe for ELG evidence across learning areas 	<ul style="list-style-type: none"> Create, compose and Celebrate – imaginative creation and performance Chat, Communicate and Connect – confident explanation and interaction Count, Compare and calculate – measuring and comparison in context Read, Rhyme and Record – writing, menus, labels, mark-making Wonder, watch and Discover – investigation through play and experimentation



Deconstructive role play					
	Skill Focus	Children might:	Provision Set up	Adult Role	Curriculum Links
First Experiences	<ul style="list-style-type: none"> Sensory exploration of large-scale loose parts outdoors Early physical role play using whole body movement Parallel play alongside others Simple imitation of real-life actions (driving, cooking, building) Early communication through gestures, sounds, and single words 	<ul style="list-style-type: none"> Move, push, carry, and explore large objects (crates, tyres, boxes) Climb into and on objects (safe, supervised) Pretend to drive, cook, build, or fix things Repeat actions (filling, emptying, transporting items) Play alongside peers without structured interaction 	<ul style="list-style-type: none"> Large crates, tyres, planks, boxes, and tunnels Outdoor “junk play” resources (safe loose parts) Wheeled resources (trikes, carts, trolleys) Fabric sheets, ropes, and large containers Open, flexible space with no fixed zones 	<ul style="list-style-type: none"> Model simple language (“drive”, “build”, “fix”, “cook”) Ensure safety during large-scale movement Narrate actions to support understanding Encourage exploration and independence Support sharing and gentle turn-taking 	<ul style="list-style-type: none"> Move, Master and Make – large motor development and coordination Wonder, watch and Discover – exploring real-world materials Chat, Communicate and Connect – early language development Share, smile and succeed – confidence in outdoor exploration
Exploring and Emerging Skills	<ul style="list-style-type: none"> Beginning purposeful large-scale pretend play Creating simple shared play scenarios Using loose parts symbolically (crate = car, plank = bridge) Developing cooperation with peers Expanding vocabulary linked to outdoor roles 	<ul style="list-style-type: none"> Build dens, roads, garages, or shops using large materials Work with peers to move and arrange resources Use objects in imaginative ways Begin role play scenarios outdoors (builders, drivers, shopkeepers) Negotiate simple ideas in play 	<ul style="list-style-type: none"> Larger construction materials (crates, pallets, tyres, planks) Wheeled transport resources (wheelbarrows, carts) Fabric, ropes, and clips for building structures Loose parts collection for imaginative play Simple visual idea boards (build, drive, fix, cook) 	<ul style="list-style-type: none"> Extend language and thinking (“What are you building?”) Support teamwork and negotiation Encourage problem-solving in construction play Introduce real-world vocabulary (garage, bridge, transport) Observe and support emerging social play 	<ul style="list-style-type: none"> Create, compose and Celebrate – imaginative large-scale play Chat, Communicate and Connect – social interaction and collaboration Move, Master and Make – coordination and physical control Wonder, watch and Discover – exploration of materials and space Share, smile and succeed – confidence in group play
Developing Competence and confidence	<ul style="list-style-type: none"> Sustained collaborative outdoor role play Designing and building complex environments Problem solving in shared construction and role play Negotiating roles and responsibilities Using language to explain and direct play 	<ul style="list-style-type: none"> Create large-scale imaginative worlds (towns, airports, building sites) Plan and build collaboratively Assign and manage roles in play Adapt structures and ideas during play Explain ideas and solutions to peers 	<ul style="list-style-type: none"> Expanded loose parts construction zone Transport systems (ramps, tracks, pathways) Building materials (planks, crates, tyres, pipes) Role play prompts (signs, hats, clipboards) Mark-making tools for planning outdoors 	<ul style="list-style-type: none"> Facilitate rather than direct play Encourage problem-solving and negotiation Extend vocabulary (structure, design, transport, system) Support children to reflect on their play Observe collaboration and communication 	<ul style="list-style-type: none"> Create, compose and Celebrate – imaginative design and construction Chat, Communicate and Connect – negotiation and group interaction Move, Master and Make – advanced coordination and control Count, Compare and calculate – spatial awareness and measurement Read, Rhyme and Record – early writing in play (signs, labels)
Skillful, confident and independence learning	<ul style="list-style-type: none"> Highly collaborative, sustained outdoor role play Independent planning, building, and problem solving Confident use of language to direct and explain ideas Leadership within group construction and play Embedded literacy and numeracy in real contexts 	<ul style="list-style-type: none"> Design and lead large-scale play environments Create complex systems (roads, towns, building sites) Use writing for real purposes (signs, maps, labels) Solve problems collaboratively and independently Sustain imaginative narratives over long periods 	<ul style="list-style-type: none"> Fully open-ended outdoor construction and role play environment Large-scale loose parts (pallets, crates, tyres, pipes) Writing stations outdoors (clipboards, chalkboards, paper) Transport and movement resources Challenge prompts (“Can you build a town together?”) 	<ul style="list-style-type: none"> Observe and extend rather than lead Encourage leadership and teamwork Support reflective discussion of play Extend vocabulary and reasoning Document learning for assessment 	<ul style="list-style-type: none"> Create, compose and Celebrate – large-scale imaginative construction Chat, Communicate and Connect – confident leadership and communication Read, Rhyme and Record – purposeful writing in play contexts Move, Master and Make – advanced physical coordination Wonder, watch and Discover – understanding systems and environments



Bikes, Trikes and ride on toys

	<i>Skill Focus</i>	<i>Children might:</i>	<i>Provision Set up</i>	<i>Adult Role</i>	<i>Curriculum Links</i>
First Experiences	<ul style="list-style-type: none"> • Early gross motor exploration and movement confidence • Learning to sit, push, and steer with support • Developing balance and spatial awareness • Parallel play alongside others • Early understanding of cause and effect (pedal = move) 	<ul style="list-style-type: none"> • Sit on ride-on toys and push with feet • Explore movement in straight lines or short distances • Watch peers riding and begin to imitate • Push, stop, and restart movement repeatedly • Explore turning handlebars with adult support 	<ul style="list-style-type: none"> • Low, stable ride-on toys and trikes Smooth, safe outdoor surface (flat pathways) • Simple traffic-free open space • Minimal obstacles for early confidence building • Optional push-along ride-ons for beginners 	<ul style="list-style-type: none"> • Model safe riding and simple movement language (“go”, “stop”, “slow”) • Provide reassurance and physical support if needed • Encourage exploration without pressure • Ensure safety and space awareness • Narrate actions to support understanding 	<p>Move, Master and Make – gross motor development and coordination</p> <p>Share, smile and succeed – building confidence in movement</p> <p>Chat, Communicate and Connect – early interaction during play</p> <p>Wonder, watch and Discover – exploring movement and space</p>
Exploring and Emerging Skills	<ul style="list-style-type: none"> • Developing steering, pedaling, and braking control • Understanding direction and space awareness • Beginning to navigate around obstacles • Increasing social interaction during shared riding play • Building confidence and independence 	<ul style="list-style-type: none"> • Pedal trikes and ride-on toys with growing control • Steer around cones, objects, and peers • Take turns and share equipment • Explore speed (fast/slow movement) • Begin simple group play (following routes or chasing games) 	<ul style="list-style-type: none"> • Variety of bikes, trikes, scooters, and ride-ons • Simple obstacle courses (cones, hoops, chalk lines) • Marked pathways or routes outdoors • Open space for group movement play • Visual cues for direction (arrows, signs) 	<ul style="list-style-type: none"> • Encourage safe sharing and turn-taking Model vocabulary: “fast”, “slow”, “turn”, “stop”, “balance” • Support spatial awareness and safety rules • Extend play with simple challenges (follow the path) • Observe coordination and confidence 	<ul style="list-style-type: none"> • Move, Master and Make – coordination, balance, control • Chat, Communicate and Connect – interaction and shared play • Share, smile and succeed – confidence and independence • Wonder, watch and Discover – exploring movement and space • Count, Compare and calculate – speed, distance, direction awareness
Developing Competence and confidence	<ul style="list-style-type: none"> • Confident steering, pedaling, and braking • Navigating complex spaces safely • Understanding rules and shared space awareness • Cooperative and competitive group games • Problem solving in movement challenges 	<ul style="list-style-type: none"> • Ride confidently around obstacle courses • Follow routes, maps, or directional challenges • Play group games involving movement and rules • Adapt speed and direction safely • Work together in movement-based tasks 	<ul style="list-style-type: none"> • Structured obstacle courses (cones, tunnels, ramps) • Marked routes, lanes, or “roads” outdoors • Traffic-style role play areas (stop/go signs) • Challenge stations (ride to a target, follow a map) • Variety of wheeled resources for choice and challenge 	<ul style="list-style-type: none"> • Teach and reinforce safety rules and boundaries • Extend thinking with challenges (“Can you follow this route?”) • Encourage teamwork and turn-taking • Support problem-solving in movement tasks • Observe skill development and risk awareness 	<ul style="list-style-type: none"> • Move, Master and Make – advanced physical control • Chat, Communicate and Connect – communication in group play • Share, smile and succeed – resilience and confidence • Count, Compare and calculate – speed, distance, sequencing • Wonder, watch and Discover – understanding space and movement
Skillful, confident and independence learning	<ul style="list-style-type: none"> • Highly confident and controlled movement skills • Safe navigation of space and awareness of others • Following and creating rules for games • Leadership in group movement play • Problem solving in physical challenges 	<ul style="list-style-type: none"> • Confidently ride bikes/trikes with precision control • Lead or follow group games and movement routes • Create their own obstacle courses or traffic systems • Adapt movement based on rules or environment • Support peers in shared riding experiences 	<ul style="list-style-type: none"> • Fully developed outdoor cycling area • Complex obstacle courses and movement zones • Road systems with signs, markings, and role play props • Challenge cards (timed routes, teamwork tasks) • Open space for free and structured play 	<ul style="list-style-type: none"> • Facilitate safe independence and challenge • Encourage leadership and cooperation • Extend thinking about rules, space, and movement • Support reflection on performance and strategies • Observe for ELG physical development evidence 	<ul style="list-style-type: none"> • Move, Master and Make – mastery of physical skills • Chat, Communicate and Connect – leadership and group communication • Share, smile and succeed – confidence and resilience • Count, Compare and calculate – distance, speed, timing concepts • Wonder, watch and Discover – spatial awareness and environment understanding



Wessex Learning Trust

Brent Knoll
Primary School

We Learn Together

Our Assessment Impact





Impact

Formative Assessment

2.5 Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners understanding children’s interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should make and act on their own day-to-day observations about children’s progress and observations that parents and carers share. However, there is no requirement to keep written records in relation to this.

Summative Assessment

	Pre-school	Reception
Baseline		Completed within the first six week of children starting reception
Learning Journeys	Ongoing Wow moments Focus children weeks: Each child 3 times a year with 2 stars and a wish (next step)	Ongoing Wow moments Focus children weeks: Each child 3 times a year with 2 stars and a wish (next step)
Two Year Checks	Within one month of the child turning two or joining the setting	
Parents meetings	October, March, July	October, March, July in response to school report
End of year Reports	July - For children starting reception in September	July
2.3 Practitioners should keep parents and/or carers up to date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.		
Internal moderation (Summative Assessment)	Termly keyworker and pre-school manager discussion – assessment recorded on school tracker	Termly class teacher/ Teaching assistants discussion – recorded on school tracker. ELG recorded on Bromcom
External Moderation		County Moderation – Summer Term Wessex learning trust moderation – Summer Term