

Nythe Primary School Early Years Foundation Curriculum

At Nythe Nursery and Primary School, our motto 'Together may our feathers give us wings to soar' underpins our Early Years Foundation Stage (EYFS) curriculum which guides everything we do in our nursery class, Wrens and our reception class, Skylarks.

We have a large site with fantastic facilities, including a large outdoor provision that can be accessed all year round, a large EYFS garden, as well as our own forest.

Excalibur Academies Trust's Intent

Excalibur Academies Trust believes that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We aim to provide welcoming, stimulating and safe learning environments for all our children, where they are able to enjoy learning through play, to grow in confidence and to fulfil their potential.

It is every child's right to grow up safe and healthy, enjoying and achieving. In Excalibur Academies, the following four guiding principles shape our EYFS practice:

- Every child is a unique child, a person who is constantly learning, a person who can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, where their experiences meet their individual needs and there is a strong partnership between staff and parents or carers
- Children develop and learn in different ways and at different rates. We provide for children with special educational needs and disabilities.

Nythe Primary School's Intent

Why do we teach this? Why do we teach it the way we do?

Our EYFS Curriculum Intent

A child's experience in the Early Years Foundation Stage, lays the strong foundations for a lifetime of learning. Enriched with wonder and first-hand experiences, we ensure our children thrive and reach their full potential in a safe place full of warmth and stimulation. Ensuring that by the end of the Early

Years Foundation Stage, our children will have developed confidence, independence, resilience, as well as the fundamental literacy and numeracy skills to enable them to flourish in Key Stage 1 and beyond.

Staff develop warm and positive relationships with all children, ensuring high-quality interactions foster the unique sense of self and belonging that are key to a children feeling able to learn.

We nurture a love of learning by providing stimulating, memorable, and explorative learning environments with exciting opportunities, challenges and adventure. Our spacious, bespoke-designed, and well-equipped provision, nurtures each individual child's disposition, engages their interests and enriches their learning opportunities across the curriculum both indoors and outdoors, extending beyond the school grounds to utilise the amazing learning opportunities that surround the school. Our carefully planned continuous provision, enables our children to learn skills, to challenge their thinking and to help them embed concepts. It also provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. Children are supported in overcoming challenges and developing the skills to self-regulate learning and behaviours.

Our EYFS curriculum ensures that the children learn how to build positive relationships and deepen their respect for others and the world around them. Clear links have been made between the EYFS and KS1 curriculums, to ensure a seamless transition into Year 1, with carefully sequenced learning.

Above all, we aim to that our children feel valued as individuals, that they believe and see themselves as an actively engaged learner who is happy, independent and curious.

Implementation

What do we teach? What does this look like?

At Nythe Primary School, we follow and implement the statutory guidance Early Years Foundation Stage (EYFS) Framework, Department for Education 2023, with the 2021 revised supporting guidance; Development Matters in the EYFS. All children are supported in developing the characteristics of effective learning, whatever their particular interests, skills or individual needs. We ensure that activities support these characteristics to ensure learning takes place:

The Characteristics of Effective Learning are:

Playing and Exploring – Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'.

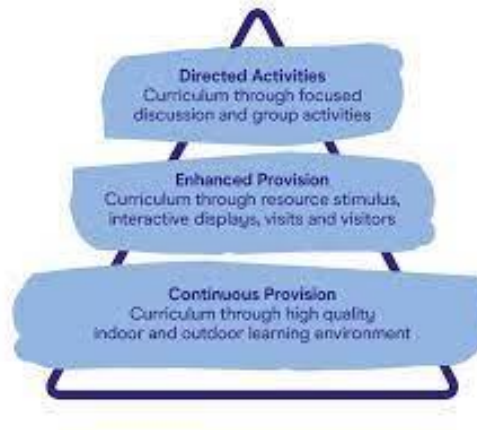
Active Learning – Motivation

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

Creative and Critical Thinking – Thinking

- Having their own ideas
- Making links
- Working with ideas

Our Early Years Curriculum follows the Early Excellence Curriculum Model.



The curriculum has three strands; continuous provision, enhanced provision and directed activities. Continuous provision provides the solid foundation for learning and teaching, underpinning and giving context to all other activities.

The implementation of our EYFS curriculum is broken down into a long-term overview that details topics derived from our chosen themes alongside child-centred topics. Within each area of learning, milestones are detailed to show how children are supported to know more and remember more.

Impact

What will this look like?

The impact of the EYFS curriculum is shown through the children's excitement and engagement in their learning, both in directed activities and in the high levels of engagement in the areas provided in our continuous and enhanced provision.

We measure the learning and progress of every child throughout the year with both formative and summative assessments. These assessments include:

- Teacher baseline assessment to identify each child's starting point in the prime areas.
- The RBA (Statutory Reception Baseline Assessment) to show progress made from Reception to the end of KS2.
- Regular phonic mock screening and six-weekly Sounds-Write diagnostic assessments to inform the planning, teaching and interventions for phonics.
- Regular moderation with a range of schools within the Academy Trust.

- Daily observations and high-quality interactions to identify needs and next steps which inform planning and ensure progress. Observations within the continuous provision areas use the characteristics of effective learning and the common play behaviours to ensure planning supports progress for all pupils.
- Termly pupil progress meetings to review progress and areas of need.

By the end of their time in the Early Years, our children make good progress academically and socially, developing a sense of themselves so that they are well prepared for the transition into Key Stage 1. They have developed essential knowledge and skills required for everyday life and lifelong learning, showing themselves to be independent, inquisitive, confident and enthusiastic learners ready for the next challenge in education.

Nythe Primary School

Nursery Curriculum 2024/2025

Progress in nursery is measured through milestones in four stages. These milestones inform our judgements about the progress children are making and help staff to plan appropriate activities aimed at children's progress towards working at the expected level of development at the end of nursery.

In our nursery curriculum, the milestones are set out from the N1 to the end of N2, to help support observation and assessment and to ensure appropriate activities aimed at helping children's progress towards being reception reading. These goals are considered alongside the continuous provision curriculum plan and common play behaviours progression.

	Autumn Term 2024		Spring Term 2025		Summer Term 2025	
Curriculum Themes	Starting Nursery Seasonal Change: Autumn Starting school My family	Celebrations	Starting Nursery Seasonal Change: Winter	Seasonal Change: Spring	Starting Nursery Seasonal Change: Summer	Seasonal Change: Summer Transition to Reception
Festivals and Celebrations	Harvest Festival Halloween Diwali	Bonfire Night Remembrance Day Odd Socks Day- Anti-Bullying Week Advent/Christmas Nativity play Pantomime trip	Valentine's Day Lunar New Year Big School Bird Watch	Shrove Tuesday Holi Easter Mother's Day	Walk around Nythe	Sports day Picnic Father's Day


Nursery Reading Spine	Cycle A- The Three Little Pigs The Family by Todd Parr So Much by Trish Cooke	Cycle A- We're Going On a Bear Hunt by Michael Rosen The Elves and the Shoemaker Stickman by Julia Donaldson Hats of Faith by Medeia Conen	Cycle A- Where's Spot by Eric Mill The Three Billy Goats Cruff Here Comes Jack Frost by Kazuno Kohara	Cycle A- Peek a Who? By Nina Laden Cinderella Wombat Goes Walkabout by Michael	Cycle A- You Choose by Nick Sharrat The Ugly Duckling Only One for You by Linda Kranz	Cycle A- Brown Bear, Brown Bear, What Do You See? By Eric Carle The Princess and the Pea The Animal Boogie by Debbie Marter
	Cycle B- Dear Zoo by Rob Campbell Little Red Riding Hood Monkey Puzzle by Julia Donaldson	Cycle B- Each Peach Pear Plum by Allan and Janet Ahlberg Stone Soup Blown Away by Rob Biddulph	Cycle B- Dinosaurs Love Underpants by Claire Freedman Hansel and Gretel Guess H Much I love You by Sam McBratney	Cycle B- Come on, Daisy by Jane immons Chicken Little Oi Frog by Kes Gra	Cycle B- Jasper's Beanstalk by Nick Butterworth The Town Mouse and the Country Mouse We're Going on a Lion Hunt by David Axtel	Cycle B- The Bad Tempered Lady Bird by Eric Carle The Tortoise and the Hare My Granny Went to Market by Stella Blackstone
	Cycle C- Hug by Jez Alborough Goldilocks and the Three Bears So Much by Trish Cooke	Cycle C- Peace at Last by Jill Murphey The Little Red Hen If I Had a Dinosaur by Alex Barrow	Cycle C- The Train Ride by June Cribbin Cinderella Goodnight Moon by Margaret Wise Brown	Cycle C- Hairy Mclary from Donaldson Dairy Puss in Boots Dig Dig Digging by Margaret May	Cycle C- Grumpy Frog by Ed Vere Baba Yaga Ten Little Fingers and Ten Little Toes BY Mem Fox	Cycle C- The Very Hungry Caterpillar by Eric Carle The Lion and the Mouse Amazing Steve by Steve Anthony

Prime Areas of Learning

Personal, Social and Emotional Development

<p>Self-Regulation Milestones</p>	<p>Stage 1</p> <ul style="list-style-type: none"> • Enjoying finding own nose, eyes or tummy as part of naming games. • Learning that own voice and actions have effects on others. • Using pointing with eye gaze to make requests and to share an interest. • Engaging another person to help achieve a goal, e.g. to get an object out of reach. 	<p>Stage 2</p> <ul style="list-style-type: none"> • Exploring new toys and environments but 'check in' regularly with familiar adult and when needed. • Gradually be able to engage in pretend play with toys. • Demonstrating a sense of self as an individual, e.g. wants to do things independently, says 'No' to adult. 	<p>Stage 3</p> <ul style="list-style-type: none"> • Separating from their main carer with support and encouragement from a familiar adult. • Expressing their own preferences and interests. 	<p>Stage 4</p> <ul style="list-style-type: none"> • Selecting and using activities and resources with help. • Pleased to welcome and value praise for what they have done. • Enjoying responsibility of carrying out small tasks. • More outgoing towards unfamiliar people and more confident in new social situations. • Confidently talking to other children when playing and will communicate freely about own home and community. • Showing confidence in asking adults for help.
<p>Managing Self Milestones</p>	<p>Stage 1</p> <ul style="list-style-type: none"> • Using a familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. • Have a growing ability to soothe themselves, and may like to use a comfort object. • Cooperating with care-giving experiences, e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries. 	<p>Stage 2</p> <ul style="list-style-type: none"> • Being aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Having a growing sense of how will and determination may result in feelings of anger and frustration which are difficult to handle e.g. may have tantrums. • Responding to a few appropriate boundaries with encouragement and support. • Beginning to learn that some things are theirs, some things are shared and some things belong to other people. 	<p>Stage 3</p> <ul style="list-style-type: none"> • Seeking comfort from familiar adults, when needed. • Expressing their own feelings such as sad, happy, cross, scared and worried. • Responding to the feelings and wishes of others. • Being aware that some actions can hurt or harm others. • Trying to help or giving comfort when others are distressed. • Showing understanding and cooperating with some boundaries and routines. • Inhibiting their own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. 	<p>Stage 4</p> <ul style="list-style-type: none"> • Aware of own feelings and knows that some actions and words can hurt others' feelings. • Beginning to accept the needs of others and taking turns and sharing resources, sometimes with support from others. • Able to tolerate delay when needs are not immediately met and understands wishes may not always be met. • Able to usually adapt behaviour to different events, social situations and changes in routine.

			<ul style="list-style-type: none"> • Having a growing ability to distract self when upset, e.g by engaging in a new play activity. 		
Building Relationships Milestones	Stage 1 <ul style="list-style-type: none"> • Seeking to gain attention in a variety of ways, drawing others into social interactions. • Building relationships with special people. • Being wary of unfamiliar people. • Interacting with others and exploring new situations when supported by familiar person. • Showing interest in the activities of others and responds differently to children and adults. 	Stage 2 <ul style="list-style-type: none"> • Playing alongside others. • Using familiar adult as a secure base from which to explore independently in new environments, e.g ventures away to play and interact with others, but returns for reassurance if becoming anxious. • Playing cooperatively with a familiar adult, e.g rolling a ball back and forth. 	Stage 3 <ul style="list-style-type: none"> • Showing interest in others' play and start to join in. • Seeking out others to share experiences. • Showing affection and concern for people who are special to them. • Sometimes forming a special friendship with another child. 	Stage 4 <ul style="list-style-type: none"> • Playing in a group, extending and elaborating play ideas. • Initiating play, offering cue to peers to join them. • Keeping play going by responding to what others are saying or doing. • Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	
	Physical Development				
Physical Development Gross Motor Skills Milestones	Stage 1 <ul style="list-style-type: none"> • Sitting unsupported on the floor. • Learning forward from a sitting position to pick up small toys. • Pulling up to a standing position, holding on to furniture or person for support. • Walking around furniture lifting one foot and stepping sideways (cruising) and walking with one or both bands held by adult. • Taking first few steps independently. 	Stage 2 <ul style="list-style-type: none"> • Making connections between heir movemtns and the marks they make. • Walking up steps holding hand of adult. • Coming steps backwards or on knees (crawling). • Beginning to balance blocks to build a small tower. 	Stage 3 <ul style="list-style-type: none"> • Squatting with steadiness to rest or play with object on the ground, and rising to feet without using hands. • Climbing confidently and beginning to pull themselves up on nursery climbing equipment. • Kicking a large ball. • Running safely on whole foot. • Walking up steps or down steps holding onto a rail, two feet onto each step. 	Stage 4 <ul style="list-style-type: none"> • Standing momentarily on one foot when show. • Catching a large ball. • Moves freely and with pleasure and confidence in a range of ways. • Running skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. 	
	Term 1	Term 2	Term 3	Term 4	Term 5

<p align="center">Real PE</p> 	<p>Train Squirrel</p>	<p>Cat Clown</p>	<p>Space Fairytale</p>	<p>Jungle Juggling</p>	<p>Tightrope Bike</p>	<p>Pirate Seaside</p>	
<p align="center">Physical Development Fine motor skills Milestones</p>	<p>Stage 1</p> <ul style="list-style-type: none"> • Passing toys from one hand to the other. • Holding an object in each hand and bring them together in the middle. • Picking up small objects between thumb and fingers. • Holding pen or crayon using a whole hand (palmar) grasp and making random marks with different strokes. 		<p>Stage 2</p> <ul style="list-style-type: none"> • Showing a growing maturity in holding pencils and using their dominant hands. • They are beginning to recognise the way in which pencils and paint brushes should be held. • Knowing which is their dominant hand. 		<p>Stage 3</p> <ul style="list-style-type: none"> • Turning pages in a book, sometimes several at once. • Showing control in holding and using jugs to pour, hammers, books, mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. 		<p>Stage 4</p> <ul style="list-style-type: none"> • Using one-handed tools and equipment. • Holding pencil between thumb and two fingers, no longer using whole-hand grasp. • Holding pencil near point between first two fingers and thumb and use it with good control.
<p>Communication and Language</p>							
<p align="center">Listening, attention and understanding Milestones</p>	<p>Stage 1</p> <ul style="list-style-type: none"> • Moving the whole body to sounds they enjoy, such as music. • Having a strong exploratory impulse. • Concentrating intensely on an object or activity they like for a short period. • Paying attention to dominant stimuli but is easily distracted by other noises around them. • Developing the ability to follow others body language, including pointing and gesture. 		<p>Stage 2</p> <ul style="list-style-type: none"> • Enjoying rhymes and demonstrating listening by trying to join in with actions or vocalisations. • Listening to and enjoying rhythmic patterns in rhymes and stories. • Showing rigid attention – may appear not to hear. • Selecting familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understanding simple sentences e.g throw the ball. 		<p>Stage 3</p> <ul style="list-style-type: none"> • Recognising and responding to many familiar sounds. • Showing interest in playing with sounds, songs and rhymes. • Having single challenged attention. • Shifting to a different task if attention fully obtained – using child's name helps focus. • Understanding more complex sentences eg. Put your toys away and then we'll read a book'. • Understanding 'who', 'what', 'where' questions. 		<p>Stage 4</p> <ul style="list-style-type: none"> • Listening to others one or in small groups, when conversation interests them. • Focusing attention – still listen or do but can shift own attention. • Able to follow directions. • Showing an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct picture. • Responding to simple instructions, e.g to get or put away an object.

	<ul style="list-style-type: none"> • Responding to the different things said when in familiar context with a special person (e.g. Where's Mummy?). • Developing understanding of single words in context e.g. cup, milk, daddy. 			<ul style="list-style-type: none"> • Understanding use of objects (e.g. What do we use to cut things?) • Beginning to understand 'why' and 'how' questions.
<p>Speaking Milestones</p>	<p>Stage 1</p> <ul style="list-style-type: none"> • Using sounds in play, e.g. brmm for toy car. • Using single sounds. • Frequently imitating words and sounds. • Enjoying babbling and increasingly experimenting with using sounds and words to communicate for a range of purposes e.g. teddy, more, no, bye bye. • Using pointing with eye gaze to make requests and to share an interest. • Creating personal words as they begin to develop language. 	<p>Stage 2</p> <ul style="list-style-type: none"> • Copying familiar expressions. • Beginning to put two words together e.g. want ball, more juice. • Using different types of everyday words (nouns, verbs and adjectives e.g. banana, go, sleep, hot) • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. 	<p>Stage 3</p> <ul style="list-style-type: none"> • Using a variety of questions e.g. what, where, who. • Using simple sentences e.g. 'Mummy gonna work'. • Using language as powerful means of widening contacts, sharing feelings, experiences and thoughts. • Beginning to use word endings e.g. going, cats. • Holding a conversation, jumping from topic to topic. 	<p>Stage 4</p> <ul style="list-style-type: none"> • Using intonation, rhythm and phrasing to make the meaning clear to others. • Using vocabulary focused on objects and people that are of particular importance to them. • Building up vocabulary that reflects the breadth of their experiences. • Retelling a simple past event in correct order. • Using a range of tenses, e.g. play, playing, will play, played. • Beginning to use more complex sentences to link thoughts e.g. using and, because. • Using talk to connect ideas, explain what is happening and anticipating what might happen next, recall and reliving past experiences.

Specific Areas of Learning

Literacy							
Writing Milestones	Stage 1		Stage 2		Stage 3		Stage 4
	<ul style="list-style-type: none"> Not applicable at this stage. 		<ul style="list-style-type: none"> Making marks, but do not always ascribe meaning to the marks. 		<ul style="list-style-type: none"> Distinguishing between the different marks they make. 		<ul style="list-style-type: none"> Sometimes giving meaning to marks as they draw and paint. Ascribing meanings to marks that they see in different places.
Handwriting Fine Motor Practice	Developing Gross Motor Skills-	Developing Fine Motor Skills	Developing Fine Motor Skills	Developing Fine Motor Skills	Developing Fine Motor Skills	Developing Patterns	Developing Patterns
Pen Pals	1. Whole-Body response to the language of movement 2. Large movements with	5. Hand and finger play 6. Making and modelling	7. Messy play 8. Links to Art	9. Using one-handed tools and equipment 10. Hand response to music Developing Patterns 11. Pattern Making	12. Investigating Dots 13. Investigating straight lines and crosses 14. Investigating circles	15. Investigating curves, loops and waves 16. Investigating joined straight lines and angled patterns	

	equipment 3. Large movements with malleable materials					17. Investigating eights and spirals
Comprehension Milestones	Stage 1 <ul style="list-style-type: none"> Handling books and printed material with interest. 	Stage 2 <ul style="list-style-type: none"> Being interested in books and rhymes and may have favourites. 	Stage 3 <ul style="list-style-type: none"> Filling in the missing word or phrase in a known rhyme, story or game. Having some favourites stories, rhymes, songs or poems. 	Stage 4 <ul style="list-style-type: none"> Aware the print carries meaning and in English, is read from left to right and top to bottom. Listening and joining in with stories and poems, one-to-one and also in small groups. Describing main story settings, events and principal characters. Holding books carefully, the correct way up and turning pages. Showing awareness of and enjoying rhyme and alliteration. Joining in with repeated refrains and anticipating key events and phrases in rhymes and stories. Beginnings to be aware of the way stories are structured. Listening to stories with increasing attention and recall, suggesting how a story might end. Looking at books independently. 		

Word Reading Milestones	Stage 1		Stage 2		Stage 3		Stage 4	
	<ul style="list-style-type: none"> Not applicable at this stage. 		<ul style="list-style-type: none"> Not applicable at this stage. 		<ul style="list-style-type: none"> Beginning to notice when words have the same beginning sound. Repeating words or phrases from familiar stories. Having awareness that signs and symbols in the environment carry meaning. 		<ul style="list-style-type: none"> Recognising familiar words and signs such as own name and advertising logos. Showing interest in illustrations and print in books and in the environment. Looking at books independently. 	

Phonics Phase 1	Aspect 1- Environmental Sounds	Aspect 2- Instrumental Sounds	Aspect 3- Body Percussion	Aspect 4- Rhythm and Rhyme	Aspect 5- Alliteration	Aspect 5- Alliteration	Aspect 6- Voice sounds	Aspect 7- Oral Blending and Segmenting

Mathematics

Number and Numerical Patterns Milestones	Stage 1		Stage 2		Stage 3		Stage 4	
	<ul style="list-style-type: none"> Developing an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. Have some understanding that things exist, even when out of sight. 		<ul style="list-style-type: none"> Knowing that things exist, even when out of sight. Beginning to organise and categorise objects, eg putting all the teddy bears together as teddies and cars in separate piles. Saying soe counting words randomly. 		<ul style="list-style-type: none"> Selecting a small number of objects from a group when asked. Reciting some number names in sequence. Creating and experimenting with symbols and marks representing the idea of number. Beginning to make comparisons between quantities. Using some language of quantities, such as 'more' and 'a lot'. Knowing that a group of things change in quantity when something is added or taken away. 		<ul style="list-style-type: none"> Using some number names accurately in play. Reciting numbers in order to. Sometimes matching numeral and quantity correctly. Beginning to represent numbers using fingers, marks on paper or pictures. Realising not only objects but anything can be counted including steps, claps or jumps. Using some number names and number language spontaneously. Knowing that numbers identify how many objects are in a set. Separating a group or three or four objects in different ways, beginning to recognise 	

				<p>that the total is still the same.</p> <ul style="list-style-type: none"> • Comparing two groups of objects, saying when they have the same number. • Showing curiosity about numbers by offering comments or asking questions. • Showing an interest in numerals in the environment and in representing numbers.
Space, Shape and Measure Milestones	<p>Stage 1</p> <ul style="list-style-type: none"> • Recognising big things and small things in meaningful contexts. • Getting to know and enjoy daily routines such as getting up time, mealtimes. 	<p>Stage 2</p> <ul style="list-style-type: none"> • Enjoy filling and emptying containers. • Associating a sequence of actions with daily routines. • Beginning to understand that things might happen 'now'. • Using blocks to create their own simple structures and arrangements. • Attempting, sometimes successfully, to fit shapes into spaces on inset boards or jigsaws. 	<p>Stage 3</p> <ul style="list-style-type: none"> • Beginning to use the language of size. • Anticipating specific time-based events such as mealtimes or home time. • Noticing simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. 	<p>Stage 4</p> <ul style="list-style-type: none"> • Beginning to talk about the shapes of everyday objects. • Using positional language. • Showing an interest in shape and space by playing with shapes or making arrangements with objects. • Showing awareness of similarities of shapes in the environment.
Understanding the World				
People, Culture and Communities Milestones	<p>Stage 1</p> <ul style="list-style-type: none"> • The beginning of understanding of people, culture and communities lies in early attachment and other relationships. 	<p>Stage 2</p> <ul style="list-style-type: none"> • Enjoying pictures and stories about themselves, their families and other people. • Being curious about people and showing interest in stories about themselves and their family. 	<p>Stage 3</p> <ul style="list-style-type: none"> • Having a sense of own immediate family and relations. • In pretend play, imitating everyday actions and event from own family and cultural background. • Beginning to have their own friends. • Learning that they have similarities and differences 	<p>Stage 4</p> <ul style="list-style-type: none"> • Showing interest in the lives of people who are familiar to them. • Remembering and talking about significant events in their own experience. • Recognising and describing special times or events for family or friends. • Showing interest in different occupations and ways of life.

			that connect them to and distinguish them from others.	<ul style="list-style-type: none"> Knowing some of the things that make them unique and taking about some of the similarities and differences in relation to friends or family.
Past and Present Milestones	Stage 1 <ul style="list-style-type: none"> Not applicable at this stage. 	Stage 2 <ul style="list-style-type: none"> Not applicable at this stage. 	Stage 3 <ul style="list-style-type: none"> Children will be having a growing awareness of new and old, although they may sometimes confuse this with something new to them and brand new. They will be aware that parents and grandparents are older than they are. They will have an understanding of yesterday and tomorrow. 	Stage 4 <ul style="list-style-type: none"> Children will be familiar with terms like new and old. They will recognise that there are children that are older than them and others that are younger. They will have an awareness that they can do more for themselves now than when they were babies. Children are likely to have come across photographs of their grandparents and great grandparents when they were young.
The Natural World Milestones	Stage 1 <ul style="list-style-type: none"> Closely observing plants and animals. 	Stage 2 <ul style="list-style-type: none"> Having a growing awareness of living things around them. Knowing that birds fly and animals like cows spend time in fields. Knowing that dogs and cats are animals that live with people. 	Stage 3 <ul style="list-style-type: none"> Enjoying playing with small-world models. Noticing details features of objects in their environment. 	Stage 4 <ul style="list-style-type: none"> Able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Talking about some of the things they have observed such as plants, animals, natural and found objects. Talking about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Showing care and concern for living things and the environment.

Expressive Arts and Design

<p>Creating with Materials Milestones</p>	<p>Stage 1</p> <ul style="list-style-type: none"> • Not applicable at this stage. 	<p>Stage 2</p> <ul style="list-style-type: none"> • Exploring and experimenting with a range of media through sensory exploration, and using whole body. • Noticing and is interested in the effects of making movings which leave marks. 	<p>Stage 3</p> <ul style="list-style-type: none"> • Experimenting with blocks, colours and marks. 	<p>Stage 4</p> <ul style="list-style-type: none"> • Exploring colour and how colours can be changed. • Understanding that they can use lines to enclose a space and beginning to use these shapes to represent objects. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joining construction pieces together to build and balance.
<p>Expressive Arts and Design Being Imaginative and Expressive Milestones</p>	<p>Stage 1</p> <ul style="list-style-type: none"> • Younger children need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. 	<p>Stage 2</p> <ul style="list-style-type: none"> • Expressing self through physical actions and sound. • Pretending that one object represent another. • Moving their whole body to sounds they enjoy, such as music or a regular beat. • Imitating and improvising actions they have observed e.g clapping or waving. • Beginning to move to music, listen to and join in rhymes or songs. 	<p>Stage 3</p> <ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g drawing a line and saying 'That's me'. • Beginning to make-believe by pretending. • Join in singing favourite songs. • Creating sounds by banging, shaking, tapping or blowing. • Showing an interest in the way musical instruments sound. 	<p>Stage 4</p> <ul style="list-style-type: none"> • Enjoying, joining in with dancing and ring games. • Singing a few familiar songs. • Beginning to move rhythmically. • Imitating movement in response to music. • Tapping out simple repeated rhythms. • Exploring and learning how sounds can be changed. • Singing to self and making up simple songs, including rhythms. • Noticing what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engaging in imaginative role-play based on own first-hand experiences and building stories around toys.

