



Curriculum: (EYFS)

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. These are stipulated in the 'Statutory framework for the early years foundation stage'.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

The prime areas are:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Educational programmes

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Early Learning Goals

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). These are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

Instead, the ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

Computing

The most relevant statements for computing are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World
- Expressive Arts and Design

Computing		
Two-Year-Olds	Physical Development	<ul style="list-style-type: none"> ▪ Develop manipulation and control.
	Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
Nursery	Personal, Social and Emotional Development	<ul style="list-style-type: none"> ▪ Remember rules without needing an adult to remind them.
	Physical Development	<ul style="list-style-type: none"> ▪ Match their developing physical skills to tasks and activities in the setting.
	Understanding the World	<ul style="list-style-type: none"> ▪ Explore how things work.
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> ▪ Show resilience and perseverance in the face of a challenge. ▪ Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'
	Physical Development	<ul style="list-style-type: none"> ▪ Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.
	Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self <ul style="list-style-type: none"> ▪ Be confident to try new activities and show independence, resilience, and

			<p>perseverance in the face of challenge.</p> <ul style="list-style-type: none"> ▪ Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> ▪ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Design and Technology

The most relevant statements for DT are taken from the following area of learning:

- Physical Development
- Understanding the World
- Expressive Arts and Design

DT		
Two-Year-Olds	Physical Development	<ul style="list-style-type: none"> ▪ Build independently with a range of appropriate resources. ▪ Develop manipulation and control. ▪ Explore different materials and tools.
	Understanding the World	<ul style="list-style-type: none"> ▪ Explore materials with different properties. ▪ Explore natural materials, indoors and outside.
	Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. ▪ Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. ▪ Use their imagination as they consider what they can do with different materials. ▪ Make simple models which express their ideas.

Nursery	Personal, Social and Emotional Development	<ul style="list-style-type: none"> ▪ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
	Physical Development	<ul style="list-style-type: none"> ▪ Use large-muscle movements to wave flags and streamers, paint and make marks. ▪ Choose the right resources to carry out their own plan. ▪ Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Understanding the World	<ul style="list-style-type: none"> ▪ Explore how things work.
	Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. ▪ Explore different materials freely, in order to develop their ideas about how to use them and what to make. ▪ Develop their own ideas and then decide which materials to use to express them. ▪ Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception	Physical Development	<ul style="list-style-type: none"> ▪ Progress towards a more fluent style of moving, with developing control and grace. ▪ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

	Expressive Arts and Design		<ul style="list-style-type: none"> ▪ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> ▪ Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> ▪ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ▪ Share their creations, explaining the process they have used.

Art

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Art		
Two-Year-Olds	Physical Development	<ul style="list-style-type: none"> ▪ Develop manipulation and control ▪ Explore different materials and tools

	Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Notice patterns with strong contrasts and be attracted by patterns resembling the human face ▪ Start to make marks intentionally. ▪ Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. ▪ Express ideas and feelings through making marks, and sometimes giving meaning to the marks they make.
Nursery	Physical Development	<ul style="list-style-type: none"> ▪ Use large-muscle movements to wave flags and streamers, paint and make marks. ▪ Choose the right resources to carry out their own plan. ▪ Use one-handed tools and equipment, for example, making snips in paper with scissors. ▪ Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Explore different materials freely, in order to develop their ideas about how to use them and what to make. ▪ Develop their own ideas and then decide which materials to use to express them. ▪ Join different materials and explore different textures. ▪ Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ▪ Draw with increasing complexity and detail, such as representing a face with a circle and including details. ▪ Use drawing to represent ideas like

			<p>movement or loud noises.</p> <ul style="list-style-type: none"> ▪ Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. ▪ Explore colour and colour mixing.
Reception	Physical Development		<ul style="list-style-type: none"> ▪ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ▪ Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		<ul style="list-style-type: none"> ▪ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> ▪ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ▪ Use a range of small tools, including scissors, paintbrushes and cutlery.

			<ul style="list-style-type: none"> ▪ Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> ▪ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ▪ Share their creations, explaining the process they have used.

Geography

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

Geography		
Two-Year-Olds	Mathematics	<ul style="list-style-type: none"> ▪ Climb and squeeze themselves into different types of spaces.
	Understanding the World	<ul style="list-style-type: none"> ▪ Explore natural materials, indoors and outside. ▪ Explore and respond to different natural phenomena in their setting and in trips.
Nursery	Mathematics	<ul style="list-style-type: none"> ▪ Understand position through words alone. For example, "The bag is under the table," – with no pointing. ▪ Describe a familiar route. ▪ Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World	<ul style="list-style-type: none"> ▪ Use all their senses in hands-on exploration of natural materials. ▪ Begin to understand the need to respect and care for the natural environment and all living things. ▪ Know that there are different countries in

			<p>the work and talk about the differences they have.</p> <ul style="list-style-type: none"> experienced or seen in photos.
Reception	Understanding the World		<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.

History

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

History		
Two-Year-Olds	Understanding the World	<ul style="list-style-type: none">▪ Notice differences between people (including difference in age)
Nursery	Understanding the World	<ul style="list-style-type: none">▪ Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	<ul style="list-style-type: none">▪ Comment on images of familiar situations in the past.▪ • Compare and contrast characters from stories, including▪ figures from the past.
ELG	Understanding the World	Past and Present
		<ul style="list-style-type: none">▪ Talk about the lives of people around them and their roles in society.▪ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.▪ Understand the past through settings, characters and events encountered in books read in class and storytelling.

Music

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music		
Two-Year-Olds	Communication and Language	<ul style="list-style-type: none"> ▪ Enjoy singing, music and toys that make sounds.
	Physical Development	<ul style="list-style-type: none"> ▪ Clap and stamp to music
	Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Show attention to sounds and music. ▪ Respond emotionally and physically to music when it changes. ▪ Move and dance to music. ▪ Anticipate phrases and actions in rhymes and songs, like 'Peepo'. ▪ Explore their voices and enjoy making sounds. ▪ Join in with songs and rhymes, making some sounds. ▪ Making rhythmical and repetitive sounds. ▪ Explore a range of sound-makers and instruments and play them in different ways. ▪ Enjoy and take part in action songs, such as 'Twinkle, Twinkle, Little Star'
Nursery	Communication and Language	<ul style="list-style-type: none"> ▪ Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> ▪ Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Listen with increased attention to sounds. ▪ Respond to what they have heard, expressing their thoughts and feelings.

			<ul style="list-style-type: none"> ▪ Remember and sing entire songs. ▪ Sing the pitch of a tone sung by another person ('pitch match'). ▪ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ▪ Create their own songs or improvise a song around one they know. ▪ Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language		<ul style="list-style-type: none"> ▪ Listen carefully to rhymes and songs, paying attention to how they sound. ▪ Learn rhymes, poems and songs
	Physical Development		<ul style="list-style-type: none"> ▪ Combine different movements with ease and fluency.
	Expressive Arts and Design		<ul style="list-style-type: none"> ▪ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively, sharing ideas, resources and skills. ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> ▪ Sing a range of well-known nursery rhymes and songs. ▪ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

PE

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

PE		
Two-Year-Olds	Physical Development	<ul style="list-style-type: none"> ▪ Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. ▪ Enjoy starting to kick, throw and catch balls. ▪ Walk, run, jump and climb – and start using the stairs independently. ▪ Spin, roll and independently use ropes and swings. ▪ Sit on a push-along wheeled toy, use a scooter or ride a tricycle. ▪ Develop manipulation and control. ▪ Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. ▪ Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. ▪ Learn to use the toilet with help, then independently.
	Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Respond emotionally and physically to music when it changes. ▪ Move and dance to music. ▪ Enjoy and take part in action songs, such as 'Twinkle, Twinkle, Little Star'.
Nursery	Personal, Social and Emotional Development	<ul style="list-style-type: none"> ▪ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. ▪ Increasingly follow rules, understanding why they are important. ▪ Remember rules without needing an adult to remind them.
	Physical Development	<ul style="list-style-type: none"> ▪ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ▪ Go up steps and stairs, or climb up apparatus, using alternate feet. ▪ Skip, hop, stand on one leg and hold a pose for a game like musical statues.

		<ul style="list-style-type: none"> ▪ Use large-muscle movements to wave flags and streamers, paint and make marks. ▪ Start taking part in some group activities which they make up for themselves, or in teams. ▪ Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. ▪ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. ▪ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ▪ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. ▪ Show a preference for a dominant hand. ▪ Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> ▪ Manage their own needs. -personal hygiene ▪ Know and talk about the different factors that support overall health and wellbeing: -regular physical activity
	Physical Development	<ul style="list-style-type: none"> ▪ Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling – running - crawling – hopping - walking – skipping - jumping - climbing ▪ Progress towards a more fluent style of moving, with developing control and grace. ▪ Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

			<ul style="list-style-type: none"> ▪ Combine different movements with ease and fluency. ▪ Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. ▪ Develop overall body strength, balance, coordination and agility
			<ul style="list-style-type: none"> ▪ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively, sharing ideas, resources and skills. ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Explore and engage in music making and dance, performing solo or in groups.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> ▪ Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. ▪ Explain the reasons for rules, know right from wrong and try to behave accordingly. ▪ Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	<ul style="list-style-type: none"> ▪ Work and play cooperatively and take turns with others.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> ▪ Negotiate space and obstacles safely, with consideration for themselves and others. ▪ Demonstrate strength, balance and coordination when playing. ▪ Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> ▪ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

PSHE

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

PSHE		
Two-Year-Olds	Communication and Language	<ul style="list-style-type: none">▪ Make themselves understood and can become frustrated when they can't▪ Start to say how they are feeling, using words as well as actions
	Personal, Social and Emotional Development	<ul style="list-style-type: none">▪ Find ways to calm themselves, through being calmed and comforted by their key person.▪ Establish their sense of self.▪ Express preferences and decisions. They also try new things and start establishing their autonomy.▪ Engage with others through gestures, gaze and talk.▪ Use that engagement to achieve a goal. For example, choose whether they want milk or water at snack time.▪ Find ways of managing transitions, for example from their parent to their key person.▪ Thrive as they develop self-assurance.▪ Look back as they walk away from their key person. Look for clues about how to respond to something.▪ Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.▪ Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.▪ Feel strong enough to express a range of emotions.▪ Grow in independence rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.▪ Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

		<ul style="list-style-type: none"> ▪ Be increasingly able to talk about and manage their emotions. ▪ Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. ▪ Develop friendships with other children. ▪ Safely explore emotions beyond their normal range through play and stories. ▪ Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."
	Physical Development	<ul style="list-style-type: none"> ▪ Show an increased desire to be independent, such as wanting to feed themselves and dress or undress. ▪ Learn how to use the toilet with help, and then independently.
	Understanding the World	<ul style="list-style-type: none"> ▪ Make connections between features of their family and other families. ▪ Notice differences between people.
Nursery	Communication and Language	<ul style="list-style-type: none"> ▪ Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. ▪ Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> ▪ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. ▪ Develop their sense of responsibility and membership of a community. ▪ Become more outgoing with unfamiliar people, in the safe context of their setting. ▪ Show more confidence in new social situations. ▪ Play with one or more other children, extending and elaborating play ideas. ▪ Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider Man in the game, and suggesting other ideas. ▪ Increasingly follow rules, understanding why they are important. ▪ Remember rules without needing an adult to remind them. ▪ Develop appropriate ways of being assertive. ▪ Talk with others to solve conflicts.

		<ul style="list-style-type: none"> ▪ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ▪ Understand gradually how others might be feeling.
	Physical Development	<ul style="list-style-type: none"> ▪ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. ▪ Make healthy choices about food, drink, activity and toothbrushing. ▪ Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	<ul style="list-style-type: none"> ▪ Begin to make sense of their own life-story and family's history. ▪ Show interest in different occupations. ▪ Continue developing positive attitudes about the differences between people. ▪ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	<ul style="list-style-type: none"> ▪ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ▪ Develop social phrases.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> ▪ See themselves as a valuable individual. ▪ Build constructive and respectful relationships. ▪ Express their feelings and consider the feelings of others. ▪ Show resilience and perseverance in the face of challenge. ▪ Identify and moderate their own feelings socially and emotionally. ▪ Think about the perspectives of others. ▪ Manage their own needs. <ul style="list-style-type: none"> - personal hygiene ▪ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

	Physical Development		<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
	Understanding the World		<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Hold conversation when engaged in back and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self			<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships			<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.

	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others
	Understanding the Word	Past and Present	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society.

Science

The most relevant statements for science are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Understanding the World

Science		
Two-Year-Olds	Communication and Language	<ul style="list-style-type: none"> Identify familiar objects and properties for practitioners when they are described, for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')
	Understanding the World	<ul style="list-style-type: none"> Repeat actions that have an effect Explore materials with different properties Explore natural materials, indoors and outdoors Explore and respond to different natural phenomena in their setting and on trips.
Nursery	Communication and Language	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Make healthy choices about food, drink, activity and toothbrushing
	Understanding the World	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.

		<ul style="list-style-type: none"> ▪ Talk about what they see, using a wide vocabulary. ▪ Begin to make sense of their own life-story and family's history. ▪ Explore how things work. ▪ Plant seeds and care for growing plants. ▪ Understand the key features of the life cycle of a plant and an animal. ▪ Begin to understand the need to respect and care for the natural environment and all living things. ▪ Explore and talk about different forces they can feel. ▪ Talk about the differences between materials and changes they notice.
Reception	Communication and Language	<ul style="list-style-type: none"> ▪ Learn new vocabulary. ▪ Ask questions to find out more and to check what has been said to them. ▪ Articulate their ideas and thoughts in well-formed sentences. ▪ Describe events in some detail. ▪ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ▪ Use new vocabulary in different contexts.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> ▪ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

	Understanding the World		<ul style="list-style-type: none"> ▪ Explore the natural world around them. ▪ Describe what they see, hear and feel while they are outside. ▪ Recognise some environments that are different to the one in which they live. ▪ Understand the effect of changing seasons on the natural world around them.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> ▪ Make comments about what they have heard and ask questions to clarify their understanding.
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> ▪ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Understanding the World	The Natural World	<ul style="list-style-type: none"> ▪ Explore the natural world around them, making observations and drawing pictures of animals and plants. ▪ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ▪ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

RE

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

RE

Two-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> ▪ Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on.
	Understanding the World		<ul style="list-style-type: none"> ▪ Make connections between the features of their families and other families ▪ Notice the differences between people.
Nursery	Personal, Social and Emotional Development		<ul style="list-style-type: none"> ▪ Develop their sense of responsibility and membership of a community.
	Understanding the World		<ul style="list-style-type: none"> ▪ Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> ▪ See themselves as a valuable individual. ▪ Think about the perspectives of others.
	Understanding the World		<ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community. ▪ Name and describe people who are familiar to them. ▪ Understand that some places are special to members of their community. ▪ Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> ▪ Show sensitivity to their own and others' needs.

	Understanding the World	Past and Present	<ul style="list-style-type: none"> ▪ Talk about the lives of the people around them and their roles in society. ▪ Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none"> ▪ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.