



Early Years Foundation Stage Curriculum

Early Explorers



# EYFS Intent, Implementation and Impact



## Intent

At Manor Hill we intend to meet the needs of every unique child in a developmentally appropriate way. We provide motivating first-hand experiences whilst encouraging our children to build a life-long love of learning. We aim to provide a developmental curriculum, whilst also building on children's existing knowledge encouraging them to use what they already know to succeed and progress. We recognise that all children are unique and we celebrate individual differences and skills to enable all children to feel valued and have pride in their achievements. We have created open ended learning opportunities because we highly value child-led learning and will follow the interests and fascinations of the children in each cohort. The curriculum is rich in language and vocabulary, role-modelled by staff, to ensure children can communicate effectively. We provide provision which responds to the unique needs of every child through the provision of developmental play opportunities, which are skilfully supported by a team of passionate and experienced practitioners. We believe relationships are central to the success of each child and ensure that meaningful relationships form the basis of our practice. We are committed to providing purposeful, stimulating and enabling environments.

## Implementation

At Manor Hill we prioritise following the children's interests and making the most of those 'in the moment' teachable opportunities, where learning can be maximized if children are engrossed in their own play through personal fascinations or interests. Staff use their expert knowledge about child development to support, scaffold and facilitate learning by extending the children's thinking. Our day is carefully mapped out to ensure age appropriate routines which encompass discreet opportunities to acquire skills and knowledge. Our provision allows the children to be active learners, take managed risks in their play, explore environments and think critically and creatively. Staff are expert in teaching a systematic, synthetic phonics programme and ensure that children practise their reading books that match their phonic knowledge. Parents are regularly updated on their child's learning and progress through an online profile which allows parent feedback and contributions, and through regular interactions with staff. Staff quickly identify children that need support in any area of learning and provide focused intervention that is targeted and age-appropriate to support individuals to make expected progress. Manor Hill is a positive place to be and we embed our values of creativity, resilience, collaboration and exploration in everything that we do.

## Impact

Children leave our early years having enjoyed high quality play opportunities in a happy environment and having made strong connections with those around them. This means that they are ready to progress to the next stage of their learning as confident capable individuals. Effective transition arrangements, including curriculum and pedagogical alignment are in place to ensure a seamless next step for all children.



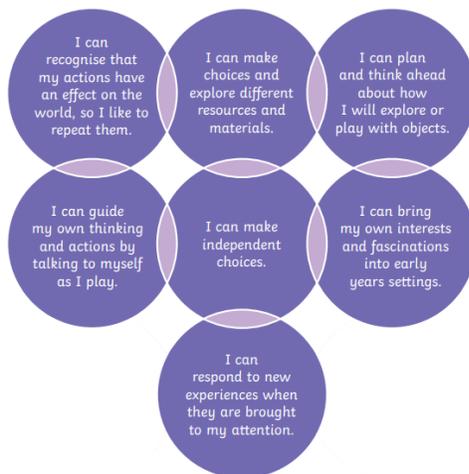
# The Characteristics of Effective Learning



The characteristics of effective learning underpins our offer at Manor Hill. We know these characteristics are rooted in the science of how children learn and they therefore guide and support the ways in which we deliver the learning experience in the Early Years at Manor Hill.

## Playing and Exploring

Children investigate and experience things and 'have a go'.



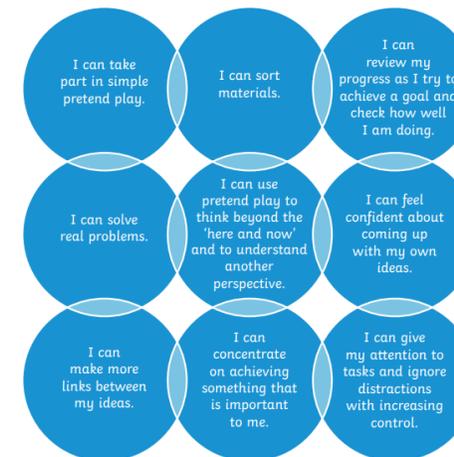
## Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.



## Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.





# Reading in the EYFS at Manor Hill



At Manor Hill reading is at the heart of everything we do. We believe that we can instil a love of reading at a very young age. We support our Early Years children to have a varied and rich diet of reading opportunities.

Each room has a reading area, which includes carefully selected books that are age appropriate and reflect the children's interests. As the children progress through our four classes, familiar books follow them through, which gives the children the opportunity to retell, act out and re-read those familiar texts that they already know and love. We do not limit books to our reading areas and we have varied texts around our rooms which lend themselves to various learning opportunities. For example, we might display an atlas and information books in our small world area, cookery books in the role play kitchen or creative and art ideas in our making areas. This teaches children the value of books and how they can be used and accessed for many reasons.

Children are actively encouraged to take books from our school library, which children can visit on a weekly basis. When children join our school from Bright Beginners through to our Reception class, all children have access to 'sharing books'. These are books they can take home on a weekly basis and share with their grown ups together.

Adults read to the children daily in whole group, small group and 1:1 situations. From Early Explorers we offer a 'voting story', each child votes for the end of day story out of a choice of two books. Again, these are carefully selected to support children's development and learning and they will be suited to the age and stage of the room. This is progressive as Early Explorers build a block tower to vote, so it is very visual and they can see the tallest tower is the winning book. In Little Learners the adults support the children to vote using counting bears, as a group they count the bears into groups of 5 and the book with the most groups of 5 is the winner. In Reception the children self register is their vote and they independently put their name in the basket for the book they would like to listen to at the end of the day. The special helper will count up the votes and reveal the winner each day.

We recognise the importance of child choice at Manor Hill and we want our children to come into school and share their own favourite books with their friends and teachers. We follow the children's interests and we will recommend books to children if they have a specific interest e.g. if a child has a keen interest in dinosaurs, we could explore information books but also stories about dinosaur.

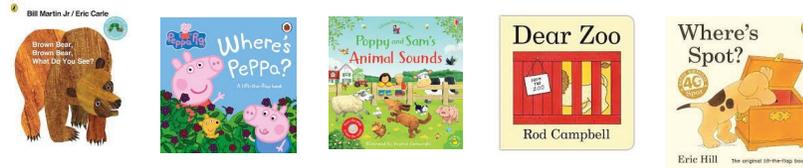
When children start in our Bright beginners through to our Little Learners they are exposed to many pre-reading opportunities on a daily basis. When Children reach Little Learners they will receive a discreet daily adult led phonics, which will concentrate on the foundations for phonics and the 7 aspects in Phase 1. When children start Reception class they will learn to read through our reading scheme Little Wandle. This is a systematic program which is delivered daily. Every child reads in a group three times a week and they take this book home to celebrate with parents. Any child not on track with reading will receive keep up sessions to support their learning in reading and close any gaps.



# Possible Texts To Explore

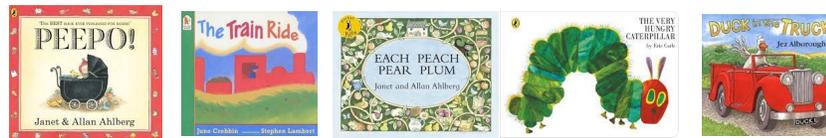


## Bright Beginners



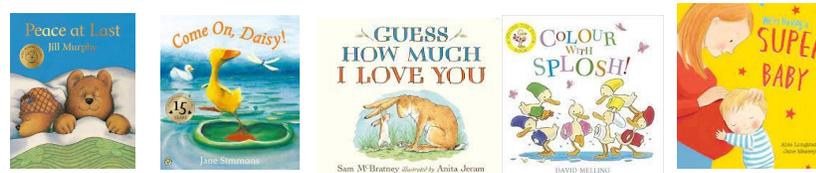
Brown Bear, Brown Bear, Peppa Pig, Pip & Posy, How much I love You, Where's Spot? Snore, Apple Tree Farm, Peppa's Easter Egg, Spot goes to the Farm, Oh Dear, Dear Zoo, Walking Through the Jungle, Hug, Peppa Pigs Tiny Creatures, Pip & Posy's New Friend, Ketchup on your cornflakes

## Early Explorers



Peepo, We're Going on a Bear Hunt, We are Family The Train Ride, Each Peach, Pear Plum, Duck's truck The Very Hungry Caterpillar, What the Ladybird Heard

## Little Learners



A family is a family is a family, Peace at last, Come on Daisy, Happy in our skin, Jake and his cousin Sidney, You and me little bear, Mummy do you love me?, Home in the rain, Guess how much I love you?, We're having a super baby, 5 minutes peace, Colour with splosh

## Reception



The Gruffalo, Tidy, Say Hi to Hedgehogs, The Big book of Families, Love makes a family, Heather has two mummies, The girl with Two Dads, Owl Babies, Oliver's Vegetables, The Tiny Seed, The Ugly Duckling, Jack and the Beanstalk, Kindness stories- The Lion Inside, The Squirrels that Squabbled, Handa's Surprise, We're Going on a Lion Hunt, Rumble in the Jungle, Animal encyclopaedia, Meer Kat Mail, The Ghanaian Goldilocks



# Early Explorers



The Early Explorers are our rising 3 and 3 year old children. We think it is important to focus on the developmental difference between 2 year olds and 3 year olds, as the children's skills in all areas of learning are rapidly developed between the age of 2 and 3. The Early Explorers room supports our children to prepare for pre-school and small ratios allow the staff to continue to develop that independence and build on the skills that the children have developed in our Bright Beginners room.

In the Early Explorers, our staff are highly knowledgeable in child development and provide age-appropriate opportunities which allow our 3 year olds to ensure they continue to thrive and prepare for their next step in their early learning journey.

We continue to consider that care routines are a huge part of the learning process for young children and we pride ourselves in ensuring that they are undertaken successfully. We will work with our families to support toilet training as and when it is developmentally appropriate for an individual child.

Our focus continues to build on the three main prime areas of learning, with the specific areas woven into the prime areas. Our aim for our Early Explorers children is for each child to move on to Little Learners being prepared for the next step in their Early Learning experience at Manor Hill.





# Early Explorers Possible Learning Opportunities



At Manor Hill we follow our children's interests as we feel that this is key to engagement. We know that high level attainment comes from high level engagement. To be highly engaged children need to have access to a diverse range of opportunities and processes

Possible Learning Opportunities	Autumn Term	Spring Term	Summer Term
Experiences and Visits	My new room	Farm on Wheels	Mini Beast Hunt Mini Beast Visit- Zoo Lab
Celebrations	Autumn Christmas Christmas sing along	Easter Mothers Day	Fathers Day Sports Day
Parent Contributions/Events	Family Photos Bring in a pumpkin	Photos of special days out/journeys Easter Egg Hunt	Donations of seeds, seedlings, pots



# Communication and Language



At Manor Hill in the Early Explorers, Communication and Language continues to be key. We know that communication provides the foundations for thinking and learning and it is our highest priority in all of our Early Years rooms. We use Development Matters as a guide to ensure children are accessing developmentally appropriate opportunities and making progress in their learning. In Early Explorers we have taken the statements for Communication and Language and created 'beginning to' statements:

Children are beginning to enjoy listening to longer stories and can remember much of what happens. They can still find it difficult to pay attention to more than one thing at a time, but they are beginning to listen to stories for short periods and show some understanding of what has been read. Children are beginning to build their vocabulary with adult support and are starting to enjoy using unfamiliar words. Children are repeating words and language from familiar books. They can begin to understand simple instructions such as sit down. Children are starting to ask 'why' questions and beginning to think about why things happen. Children begin to sing songs they know and like to listen to rhymes and join in with them. Children have a favourite rhyme. They are slowly developing their language skills but will still not yet be secure with irregular tenses and plurals. Children will begin to speak in short full sentences and will attempt to repeat a grown up's modelled sentence. Children will begin to use sentences of around four words. Children are starting to discuss key texts and stories and they will tell another child if they don't like their actions or they don't want them to do something by using simple words such as 'No, stop'. They are beginning to initiate conversations with both peers and adults and also beginning to use talk in play situations.

## Observational Checkpoints:

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?



# Communication and Language Development



What opportunities do we create in daily practice to support the development of Communication and Language in our Early Explorers?

- Morning and afternoon registration to greet children and adults and discuss the day and today's weather
- Daily stories as a whole group, in small groups and 1:1, including the voting story using blocks to vote. Discussion around stories with simple comprehension discussions.
- Reading area with books of all genres and types and books around the room in all areas to promote a love of reading and book talk.
- Nursery rhyme of the week shared in the classroom and also shared with parents via Seesaw to support and sing at home
- Staff setting high expectations of good listening and supporting the children in listening to simple instructions and following them. Instructions consistent and expected e.g. shaking the tambourine means stopping hands. Everybody line up song means we all form a line.
- Staff modelling asking and answering questions to support children in beginning to ask their own questions
- Staff using vocabulary with the children during play to support development and understanding of words by giving explanations as they do so or offering the explanation in an experience.
- Children being encouraged and praised for their use of language and sentences and staff then elaborating on what the children say even further to support their development of language
- Children are supported to use their voices to support them in telling another child when they don't like something e.g. 'Stop I don't like that'. This is supported through lots of adult modelling and scenarios given with a puppet or in a book.
- Open ended continuous provision to support children in talking and having conversations.
- Opportunity to take part in outdoor play and forest school sessions to allow children to vocalise their experiences and use their senses
- A domestic role play area which allows children to pretend play using their own first hand experiences
- Small world and other props to support role play on a small scale



# Personal Social and Emotional Development



At Manor Hill in Early Explorers we develop children's independent play and confidence. We do this by carefully creating more opportunities for children to make choices, sometimes with support from an adult. Early Explorers really sets the foundations for children to move through into Little Learners, where, by the end of the year, we want the children to be highly independent and work on regulating the way they feel to support them going into Reception year. In Early Explorers we have taken the statements for Personal Social and Emotional and created 'beginning to' statements:

Children are starting to become more independent in their play and starting to think about their play further. They are beginning to use equipment for a purpose and starting to show confidence in playing independently or with a peer. Children start to help adults tidy up and start to understand how they can be helpful to the adults in the setting. Children begin to show confidence when unfamiliar adults, such as visitors, enter the setting. The children feel safe in their setting and are mostly happy to separate from their main carer to their key worker. Children start to show self confidence. They begin to become confident in playing with others and start to extend their play through talk. Children begin extending their play through using additional or different resources. They begin to understand how to respond to their peers and begin playing happily with others. Children can begin to make the right choices about their behaviour and start to understand why these choices need to be made. They are becoming more confidence about themselves and they are starting to appropriately express their needs. Children also start to learn ways to help themselves calm down if they are feeling upset or angry. They start to understand what feelings they might be experiencing and also start to realise that others have feelings too. They begin to take turns and start to share with peers with lots of adult support and modelling. Children are starting to show high levels of concentration in play and starting to settle into their own play choice activity.

## **Observational Checkpoints:**

Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?

Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.



# Personal Social and Emotional Development



What opportunities do we create in daily practice to support the development of Personal Social and Emotional Development in our Early Explorers?

- Open ended continuous provision allowing children to make choices in their play, which is sometimes supported by an adult and sometimes an independent choice
- Children access a rolling snack, this means snack is available throughout the day and they can access it at any time. They can make choices around what fruit they have and what they would like to drink.
- Children are encouraged to independently put away the resources and work together to do this. They are also supported to be helpful with self-care e.g. putting on their own coats, washing their hands and cleaning up after snack.
- A special helper is introduced when adults feel it is appropriate for the cohort of children.
- Staff model and support children in their feelings and how to express themselves in a positive way
- Stories and books are used frequently to explore feelings and behaviours e.g. Hands are not for hitting
- Consistent rules and expectations are set and continuously discussed and talked about to support children in making good choices and following school and class rules.
- Staff get to know the children and form positive and warm relationships with the children and key groups to allow for separation and transition into school to be happy and calm. When children find it difficult to separate, key workers are on hand to quickly support children in calming down through knowing them as an individual and offering support that is best for the unique child.
- Children work in their key worker groups to share stories, song, have conversations and share news from home through seesaw.
- Staff model sharing and turn taking through role-play, stories and circle times to support children in beginning to do this independently. Staff teach children to ask their friends if they can have something when their friend has finished.
- Children start to learn about their own feelings through stories, circle times and discussions with adults and peers.



# Physical Development



At Manor Hill in the Early Explorers physical strength is really developing at this stage. In Early Explorers we continue to support the strengthening of gross motor skills through various provision opportunities and through our Wiggle me into a Squiggle Program. The children continue to moves from this book to continue developing that core gross motor strength to really allow children to be ready for the fine motor aspect once they reach Little Learners. . There is a beginning of focus on independence at this stage in terms of self care- the children are beginning to get themselves dressed for forest school, beginning to or continuing to independently toilet their and putting their own coats on with support when needed. In Early Explorers we have taken the statements for Physical Development and created 'beginning to' statements:

Children can move by walking, balancing and jumping. They are beginning to gain confidence using bikes, trikes and scooters and explore ways they can move around using these. Children begin to climb stairs, sometimes with support and use of a bannister. They begin to learn to skip, hop and stand still and start to know how to freeze their bodies if they are given a que- such as music stopping. They are beginning to show an interest in making marks in a sensory way and using various mark making tools. Children are learning to play ring games and play games with a parachute and starting to take part in action songs and follow the moves. Children are beginning to move in various ways (rolling, sliding, crawling). They can attempt to balance across a plank/bridge with some support from an adult. Children start to recognise they can choose resources to complete a challenge safely and they begin to ask an adult to support them in completing risky play. Children are learning how to make healthy choices and starting to understand how they can have a healthy body. They start to use scissors to make snips with support and they begin to hold mark making tools correctly beginning to form a grip. They start to eat using a knife and fork, with some encouragement and support to hold these correctly. They begin to dress for forest school and take off and on their shoes with support from an adult if needed. Children start to toilet independently and wash and dry their own hands.

## Observational Checkpoints:

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.



# Physical Development



What opportunities do we create in daily practice to support the development of Physical Development in our Early Explorers?

- Outdoor area accessed daily with gross motor opportunities to practice skills using open ended resources such as crates, planks, cable reels, pallets and other materials to allow children to use their imaginations and create bridges, dens, vehicles and many other things!
- Children have access to a pack away soft play which allows them to safely practice climbing and jumping from a higher level as well as moving in various ways
- Access to large balls to practice throwing and kicking
- Variety of wheeled toys such as trikes, bikes, scooters and a designated large area to use these to negotiate space and follow direction.
- Opportunities to develop physical large muscle movements- pints, chinks, water
- One handed tools and equipment both indoors and outdoors e.g. scissors, hammers, shovels and spades.
- Active adult led activities daily- squiggle and sticky kids, action songs and games.
- Adult support at lunch times to encourage children in using a knife and fork- modelling and supported then moving to independent use.
- Children practicing daily self care routines with adult support such as putting on their own coats, toileting, washing hands, changing shoes and putting on puddle suits.
- Daily healthy snacks are available as well as milk and staff encourage children to talk about how to keep our bodies healthy and make healthy choices.



# Literacy Development



At Manor Hill in the Early Explorers Literacy is very much woven into the prime areas of communication and physical development. In Early Explorers we want to immerse our children in a love of reading from the very start. We continue to build on the quality texts they know from the Bright Beginners and children will have access to these so they can re-tell familiar books. New texts will also be introduced and these will be carefully selected to suit the age, stage and also the interests of the children. We continue to have a huge emphasis and focus on communication and building on children's vocabulary through exposure and repetition of favourite stories, rhymes and poems. In Early Explorers we have taken the statements for Literacy Development and created 'beginning to' statements:

Children are starting to recognise their name and print in the environment both indoors and outdoors. They recognise signs and logos from their own environment and experiences, such as fast food, buses, supermarkets and brands. Children know that books have pictures and words and they are beginning to turn the pages in the right direction when independently looking at books. Children are listening out for rhyming words in stories, songs and poems and they are listening when an adult points out two words that rhyme because they sound the same at the end. They are beginning to enjoy rhymes and saying them in a group or on their own. Children may begin to recognise some initial sounds e.g. m for mummy. Children are beginning to have a love of books and are starting to discuss key texts or books they know with an adult. Children are beginning to use new vocabulary that they have learnt through books and are using the vocabulary in context sometimes. They are beginning to make marks and continuing to mark make following a squiggle session using a sensory approach. Children are starting to know when an adult writes that it is writing and they are starting to give meaning to marks they make.

## **Observational Checkpoints:**

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.



# Literacy Development



What opportunities do we create in daily practice to support the development of Literacy Development in our Early Explorers?

- Name labels for self registration, name cards and pegs to support children in beginning to recognise their own name.
- Access to a variety of books through class reading area, story times, in provision and through our school library.
- Sharing stories taken home as well as rhymes and stories being shared daily in a variety of ways
- Squiggle While you Wiggle Program delivered daily to promote use of gross and fine motor skills and a pre-requisite to writing.
- Various mark making opportunities both indoor and outdoor on a large scale and a small scale to allow children to develop motor skills
- Rhyming through stories songs and games to support listening skills, which will go on to support Early Reading skills.
- Print in the environment and in stories and books e.g. snack area instructions and photographs
- Staff modelling writing for a purpose e.g. lists, stories, ingredients.
- Use of natural materials to mark make outdoors e.g. printing with leaves , writing or painting with sticks
- Staff using role play and small world to make up stories and encouraging children to recreate and act out using these resources.
- Sensory opportunities to make make e.g. sand, water, foam etc.



# Mathematical Development



At Manor Hill in the Early Explorers we explore maths in our provision and continue to see maths everywhere. The children will benefit from daily maths focused singing as well as stories and maths in the provision through play. Staff have a clear understanding of the crucial maths skills that need to be embedded at this stage of development. In Early Explorers we have taken the statements for Mathematical Development and created 'beginning to' statements:

Children can give three objects by counting them out and say 1,2,3 when touching objects. They are beginning to make finger numbers up to 3 and then progress to 5. Children can make marks that represent numbers or symbols (up and down style marks/strokes). Children are beginning to count to 3 and then 5 by reciting the numbers and they are touch counting to 3 and then 5 with some support from an adult. Children are beginning to realise that the last number reached when counting objects means that's how many objects there are. Children can recognise numerals 1,2 and 3 and match the numeral to the correct amount of objects. Children are attempting simple jigsaws and inset puzzles. They begin to problem solve with numbers to 3 and then 5. Children sing simple forward number songs. They use mathematical language to describe amounts, more than, fewer than or less than. Children are beginning to use shapes to make pictures and recognising simple shapes- circle, square and triangle. They are beginning to recognise shapes in the world around them. Children start to use positional language and begin to understand under, on, top, next to, above and in/out. They can place an object in these positions with some support from an adult. Children know how to get to the toilet and can walk with an adult and talk/discuss things that are in front and behind them. Children are beginning to talk about big and small, long and short, heavy and light and full and empty. They construct with 2D and 3D shapes and are beginning to use junk modelling materials to build and create representations of things. Children are starting to select construction to build something specific e.g. a house. Children are starting to notice patterns in the environment and are able to find a stripy, dotty or spotty pattern. Children are starting to create their own patterns (ABAB) with support and beginning to recognise patterns (ABAB). Children are learning the language of sequencing e.g. 'This morning I had breakfast' or through adult questioning e.g. 'What did you have for breakfast this morning?'



# Mathematical Development



What opportunities do we create in daily practice to support the development of Mathematical Development in our Early Explorers?

- Opportunities to count, sort and group using open ended loose parts as well as materials deigned for counting such as counting bears.
- Adults taking opportunities to use counting in every day play and drawing attention to amounts and numbers
- Taking part in counting songs and daily number rhymes
- Age appropriate Jigsaw puzzles accessible in provision to use and do with adult support and once mastered independently.
- Snack and lunch time- counting opportunities e.g. how many cups, plates, bowls, pieces of fruit do we need?
- Position language used by adults during play opportunities and in real life situations such as in the dolls house or the construction area- modelling and encouraging children to use positional language in play
- Practical problems given in play situations such as small world or role play- adults use questioning and I wonder statements to allow children to come up with a solution.
- Access to shapes in various play situations and books containing shapes- adults name and talk about shapes and name them allowing the children to begin to name them too. E.g. printing with shapes, shapes in construction or reading books and discussing the shapes as well as drawing attention to every day shapes.
- Practical introduction of measure in play both indoors and outdoors to begin understanding concepts such as big, small, long, tall and full/empty e.g. water tray, sticks, pine cones, small world, texture kitchen and role play
- Construction in provision both indoors and outdoors used to explore how shapes fit together, balance and build up or across.
- Vote story building blocks- which is the winner looking at more or fewer.
- Make simple patterns in their play with support from an adult to recognise the pattern and adults using language such as the same, repeated or again.
- Provision of objects with marked differences, such as tiny and big bears, cups and bowls, dolls and adult chairs
- Access to different types of patterned material, for example; gingham, polka dots, stripy.
- Provision of a range of natural and everyday objects and materials for children to play with freely and make patterns.



# Understanding of the World Development



At Manor Hill in the Early Explorers we continue to ensure that our children have the opportunity to explore and discover the world around them. Understanding of the world at this stage continues to be very much focused on exploration. Our staff are skilled in supporting children in beginning to achieve the statements from the development matters. Our children have access to Forest Schools weekly and daily indoor and outdoor learning takes place. In development matters the statements for Understanding of the World for Bright Beginners state:

In Early Explorers we have taken the statements for Understanding of the World Development and created 'beginning to' statements:

Children are beginning to explore their five senses outdoors and they can explore various sensory activities using their senses such as water and mud as well as food. Children can explore the outdoors and talk about they see e.g. weather and nature. They can talk about their own family and who lives in their house. Children are beginning to learn who helps them in school and talk about who helps them in their immediate world e.g. a doctor. Children are starting to explore how things work such as wind-up toys. Children are beginning to understand about planting seeds and watching them grow. Children are beginning to understand to respect and care for loving things and the natural environment. Children are beginning to notice forces such as snapping a twig, sinking or a push/pull effect.

Children are beginning to talk about the differences between materials and changes e.g. ice and snow melting, noticing light and dark and exploring floating and sinking in a water tray. Children can say where they are from. They are beginning to know that there are different countries in the world and are starting to talk about these differences in relation to experiences or photographs and books or stories.



# Understanding of the World Development



What opportunities do we create in daily practice to support the development of Understanding of the World Development in our Early Explorers?

- Forest School weekly sessions allowing children to explore nature and use their senses in the natural world and begin to learn about respecting and caring about living things
- Access to outdoors daily to experience various weathers as well as daily calendar and other opportunities to notice and talk about the weather e.g. through stories, experiences and role play
- Opportunities throughout the year to plant and grow a seed
- Access to various age appropriate information books and stories about the natural world and living creatures
- Family photographs shared from home and used as discussion points in the classroom to talk about our family.
- Seesaw platform for parents to share things from home such as special events and days out. Staff will then share these with children to talk about places they have been or talk about their family members
- Provision of mechanical equipment, such as wind-up toys, for children to play with and investigate
- Adults to model positive attitudes about differences between people and share books, texts and resources which support diversity
- Use of natural materials both indoors and outdoors to explore and investigate freely
- Visits from various occupations through the year
- Books and photographs shared to show countries from around the world and opportunities to discuss and talk about these through play and in small groups or 1:1



# Expressive Arts and Design Development



At Manor Hill in the Early Explorers we continue to allow the children to express themselves in an open ended and exploratory way. We are developing creative minds and artists, which is why we offer open ended opportunities for children to make, create and role play. Our provision allows children to be expressive through various mediums such as music, role play and construction. In Early Explorers we have taken the statements for Expressive Arts and Design Development and created 'beginning to' statements:

Children can play in the role play area and use the equipment in there in an appropriate way e.g. making something to eat in the cooker or setting out plates at the table. They use small world to imagine and begin to make up stories and scenarios. Children build and create with construction. They can come up with role play ideas using resources available e.g. making a bed with the blankets. Children explore junk modelling and begin to understand the process of joining with glue or tape with support from an adult. They can free paint their own ideas and create collages using various materials of their own choice. Children can freely draw shapes and they can begin to draw a simple person. They can draw and begin to talk about what they have drawn. Children begin to explore colour mixing. Children listen to music and dance along and they listen to different sounds and sing simple songs. They can make up songs and sing to themselves, sometimes with the support of an adult. They can use available instruments to create sound.



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What opportunities do we create in daily practice to support the development of Expressive Arts and Design Development in our Early Explorers?

- Small world role play to develop and support pretend play and adults accessing play to model pretending
- A variety of materials to make and create with e.g. construction, junk modelling, painting materials, appropriate tools and joining materials
- Exploration of large scale art such as using large wallpaper, water painting outside or various boxes and surfaces to work on
- Singing, rhyming and story opportunities daily to support children in being to perform or act out
- Musical instruments in provision to create sounds and songs
- Phase 1 phonics taught discreetly daily covering aspects 1 to 3 and beyond if children are ready to access this.
- Opportunities to mix and explore colours in paint, chalk and dyes
- Drawing and mark making materials readily available in indoor and outdoor provision