Mottram St Andrew Primary Academy

Early Years Progression Framework

1. Curriculum Breadth: School Context

As well as meeting the statutory requirements, our Early Years curriculum should also reflect the context of our school. The balance of the content we plan should reflect the starting points of children and take into account any barriers to learning that stem from the nature of the community in which they live. Use the grid below to help to determine what should be prioritised in our curriculum.

In which area of learning is attainment on entry the weakest?
What, therefore, should we prioritise in our provision?

2. Curriculum Breadth: Cultural Capital/Powerful Knowledge

Cultural capital is the knowledge that we have that gives us opportunities in our lives. If, for example, we have mathematical knowledge, we can enter fields that involve mathematics; without this knowledge we do not have the opportunity.

Cultural capital in Early Years is essentially the knowledge children need in order to meet the Early Learning Goals. If they have this knowledge, they have greater opportunities in Key Stage 1 than those children who do not.

Some schools mistakenly take a narrow interpretation of the word 'cultural' to mean the arts, visits or other 'cultural' activities. Although such activities may be valuable, they are not the same as cultural capital and so should not be prioritised over the pursuit of the Early Learning Goals, especially in the prime areas of learning as it is these which will give pupils the greatest cultural capital.

An alternative to, and perhaps more useful phrase than, cultural capital is 'powerful knowledge':

'Powerful knowledge refers to what the knowledge can do or what intellectual power it gives to those who have access to it. Powerful knowledge provides more reliable explanations and new ways of thinking about the world and … can provide learners with a language for engaging in political, moral, and other kinds of debates.'

Young, M. *'From constructivism to realism in the sociology of the curriculum'* Review of Research in Education, 32, 1–32 (2008)

A focus on reaching the Early Learning Goals will enable children to gain this powerful knowledge or cultural capital. This should not see it as an extra on top of what we already do.

3. Curriculum Breadth: Text Selection

Reading is a gateway to learning. Children can become immersed in worlds they have never imagined, visit countries they have only ever heard of, dive deep into oceans and fly into space. Reading is a way of giving children cultural capital and powerful knowledge. The following text types provide examples of texts to read with children:

Archaic language	Non-linear sequences	Narratively complex	Symbolic text	Resistant text	Reflecting realities: ethnicity	Reflecting realities: LGBT+	Reflecting realities: gender
Understanding archaic language gives access to some of the most influential and seminal texts ever written. This is language that is unusual in today's world.	Standard texts show time unfolding consistently. Nonlinear sequences have narratives that leap around and double back on themselves.	Sometimes the plot is so interwoven and complex it takes lots of unpicking to understand what is happening.	Some texts use metaphor and images, while others convey an allegorical meaning. These are valuable in helping children to learn about morals and in developing important values.	Some texts are deliberately confusing; most poems fall into this category. The reader has to assemble meaning around nuances, hints and clues.	Books that reflect a child's ethnicity are valuable as they help children to build a positive self-image.	Books that reflect the many types of loving families in modern British society are valuable in helping children to become informed and respectful citizens.	Books that challenge gender stereotypes can be valuable in helping children to develop a positive self-image
'The Velveteen Rabbit' By Margery Williams	'When the Rains Come' by Tom Pow	'The Day the Crayons Quit' by Drew Daywelt	'Grandad's Island' by Benji Davis	'The Colour Monster' by Anna Llenas	'I am Brown' by Ashok Banker	'And Tango Makes three' by Justin Richardson	'Dogs Don't Do Ballet' by Anna Kemp

4. Curriculum Breadth: Vocabulary

Vocabulary is our language for thinking. If we want children to think, they need language with which to do so. Vocabulary is, therefore, a form of cultural capital or powerful knowledge. There are three types of language with which children should become familiar, as outlined below. Ensure you plan for vocabulary acquisition in all three areas.

Tier 1 Words	**Tier 2 Words**	**Tier 3 Words**
Everyday words	Academic or expressive language	Subject-specific words
Most often found in everyday talk	Most often found in formal situations	Most often found in Areas of Learning
eg, the 20 most common words: the, be, to, of, and, a, in, that, have, I, it, for, not, on, with, he, as, you, do, at	eg, create, estimate, design, item, select, nuisance, elaborate, obey	eg, digit, phoneme, instrument, paint, texture

Progression: Threshold Concepts

‘Threshold concepts’ provide the basis for the organisation of learning and progression.

Threshold concepts are the most important aspects of each area of learning, the aspects that recur time and time again in many topics and so prove useful in helping pupils to assimilate new information into growing schema. For example, the concept that ‘strength is fundamental for movement’ is pertinent to all physical development topics.

Threshold concepts are, therefore, a useful way to organise a curriculum as they provide a way for teachers to relate one topic to another, which helps pupils to build on prior knowledge.

Threshold concepts are specific to each area of learning. They are called threshold concepts because by crossing the threshold, children cross a metaphorical threshold from novice to expert and, in doing so, acquire the powerful knowledge or cultural capital that will make them ‘school ready’.

Progression Concepts: Areas of Provision

The curriculum should be carefully sequenced to provide the right opportunities for children to reach each milestone. For each of the big ideas (that support the threshold concepts) these opportunities have been divided into five areas:

1. **Learning experiences** – setting up the learning experiences and, where possible, using a story to do so

2. **Continuous provision** – the opportunities children have to play around with the learning, finding out new things and consolidating their knowledge

3. **Outdoor environment** – opportunities to further the learning in the outdoors, a different environment presenting different challenges and experiences

4. **Purposeful pedagogy** – choosing the best strategies for children's learning; providing a well-planned learning environment, both indoors and outdoors

5. **Learning conversations** – examples of different types of questions and approaches to encourage children to talk about their learning.

In each milestone each of these five areas will have different provision; in this way, provision meets the changing needs of learners as they progress through the milestones towards the Early Learning Goals.

Prime Area 1

Communication & Language

Threshold Concept: communication conveys meaning	
To communicate, children need to: • pay attention to others • decipher body language • listen • understand words and their meaning • keep that information in mind.	**Then they have to:** • have an idea for a reply • choose words (semantics) • follow rules (grammar and syntax) • choose sounds (phonology) • speak fluently • use appropriate body language and • wait for a turn to speak (pragmatics).
Vocabulary: attend. Listen, talk, understand,	

Mottram St Andrew Primary Academy Early Years Progression Framework. Communication & Language

Curriculum Sequencing: Listening

	Nursery	Reception 1	Reception 2
Learning Experiences	Perform lots of action rhymes Read lots of stories Ask children to listen out for specific words Link actions to the words, eg, children may have to jump up & make a scary face when they hear the word 'wolf'	Play Listen for the Signal games. Eg, pass a soft toy around the circle & when one signal is heard (a whistle or a clap), pass it around the other way. When another signal is heard (a bell) pass it to the person opposite. Invite children to come up with their own signals & activities.	Share songs, nursery rhymes & stories that feature rhymes. Once children are familiar with the rhymes, start to change them, eg, 'Hickory dickory dare, the mouse ran up the ….(stairs)' Encourage children to make up their own.
Continuous Provision	Provide many noise making resources in the classroom. Ask children to make loud, quiet, long & short noises. Provide small areas where children can sit & talk to each other, without the general noise of the classroom as a distraction	Use 'on your marks, get set, go' before children move to other activities. Provide lots of picture books & encourage children to tell stories to each other.	Provide a range of music for children to listen to. Ensure this is from a variety of different genres & time periods. Provide a vocabulary, such as loud, quiet, fast & slow, & ask the children to describe the music.
Outdoor Environment	Expose children to noises outside the classroom, eg, go on a listening walk, listen for birds, traffic, dogs	Encourage children to play Noisy Hide & seek: hide a toy that makes a continuous noise & children search for it.	Create a performance area where children can perform for each other.
Purposeful Pedagogy	Say the child's name & ensure you have their full attention before talking to them. Sit alongside the child so they can look at you when you are talking. Use your voice to engage and enthuse children.	Model active listening: give children time to express their thoughts. Repeat & clarify what they say. Take opportunities to model sophisticated vocabulary.	Provide a commentary on what you & the children are doing, eg, 'we've just been listening to a story & now we are going to..' Because noisy areas make listening difficult, model to the children how to use indoor voices if the noise level increases (ensure you adhere to this rule)
Learning Conversations	Keep language clear & consistent. Repeat words often until children start to recognise & use them. Teach parents how to read with children.	Expand children's language, eg, if they say 'More juice', reply with 'would you like more juice?'	Encourage children to explain what they have been doing, eg, 'that's a really tall tower. How did you make that?'

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Curriculum Sequencing: Talking

	Nursery	Reception 1	Reception 2
Learning Experiences	Use puppets. Shy or reserved children will often open up to a puppet. Use Makaton (https://makaton.org) as some easy signals may help children to communicate what they want to say when they are struggling to find the words. This can also reduce frustration & anxiety.	Use lots of stories & poems with repetitive rhymes for children to join in with.	Introduce new & sophisticated vocabulary each week (this could be from a set of key class texts which are revisited throughout the year). Use retrieval practice to help children remember & use these words.
Continuous Provision	Provide an array of interesting objects to give children something to talk about.	Provide a range of books with which children are familiar. Encourage them to tell each other the stories.	Create interesting packs for children to use, eg, a rucksack containing a compass, a map & a non-fiction book of interesting places; a doctor's case containing a stethoscope etc. Rather than setting up role play areas, encourage children to create their own & decide what is needed.
Outdoor Environment	Encourage children to hide objects in the outdoor area & encourage them to give other children clues. Play 'getting warmer'.	Plan an obstacle course. Ask children to describe where they are going & what they have to do. Leave equipment out for children to create their own courses.	Leave equipment outside for children to make up their own games. Encourage them to establish & explain their own rules.
Purposeful Pedagogy	Make comments on children's play. Too many questions may end the dialogue, whereas comments invite further talk. Talk to parents & other staff in front of children. Adult conversations help children to expand their vocabulary & understanding of syntax.	When reading stories with children, engage them in reviewing & predicting, eg, say 'Let's see if we can remember what's happened so far'.	Reading comprehension improves when children's oral language is better developed; the more they hear, the more they learn. Maximise opportunities to revisit familiar books. Examine & discuss what happens in books & encourage children to relate this to their own lives. Recall & talk about stories at different times of the day.
Learning Conversations	Us encouraging body language to keep children talking, eg, nod & smile.	Provide parents with 'ask your child about…' prompt cards so they can ask children to describe their day.	Give children time to think before answering a question. It takes a long time for them to organise thoughts, choose the right words & say them.

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Curriculum Sequencing: Joining in

	Nursery	Reception 1	Reception 2
Learning Experiences	Play 'Tell Teddy': introduce a teddy & explain to the children that Teddy is visiting for the day, but doesn't know anything about their room. Encourage children to take Teddy to a part of the room & explain what happens there.	Play 'Story Journey': children sit in a circle in the centre in the centre of which are some small world characters & photographs of different places. Pass a ball around the circle to music. Each tiem the music stops the child with the ball selects a character, then a place the character is going, then another character to meet. Children will then come up with something that will happen & make up a story.	Create a 'fairy door' in either the classroom or outdoors with a trail of fairy dust leading up to it. Allow children to find it & encourage discussions about how it got there & who might live behind it.
Continuous Provision	Play 'What's in the bag?' Children have to describe what's in the bag to see if their partner can guess what it is. Initially play it with duplicate items visible to the guesser & gradually remove them.	Provide story sacks relating to stories with which children are familiar. Play Story Sack Tidy Up: ask children to explain which sack each object belongs to & put the objects away.	Provide games for children to play together, such as 'Snap' or Snakes & Ladders.
Outdoor Environment	Play target games, where children have to take turns throwing an object (such as a beanbag) at target; nearest to the target wins.	Provide props to encourage dramatic play where children can join in & interact. Set children group challenges, eg collect 10 different objects or build a small tower.	Play social games such as 'Duck, Duck, Goose', 'What time is it, Mr Wolf?' or 'Simon Says'.
Purposeful Pedagogy	Join in with the children so as to model listening, taking turns & talking. Be guided by their games & be a participant, not the teacher. Remember not to take over the conversation.	Create natural opportunities for talk during the day, such as snack times & arrival times.	Create learning experiences where children have to sort & match items, explaining to others what they are doing as they go along.
Learning Conversations	Ensure your question offers children opportunities to expand their conversations. Open questions & comments tend to widen the conversation; closed questions shut it down.	Use vocabulary that introduces complex concepts, eg, 'which container holds more?' 'The texture of this material is rough'	Reflect carefully on the learning environments you have created. Listen to where there is a buzz of conversation. Listen to what children are talking about. Use what you find out to make other areas more conducive to joining in.

Prime Area 2

Physical Development

Threshold Concept: Strength Strength is fundamental for movement	**Threshold Concept: Gross Motor Skills** Gross motor skills are fundamental for movement	**Threshold Concept: Fine Motor Skills** Fine motor skills refine movement
• Strength develops naturally as children move, play & carry objects. • Strong muscles develop in response to stimulation • Children who spend a significant amount of time in chairs & are physically inactive may not have the required strength for many activities.	• Children need to develop the fundamental movement skills of stability, balance & object control, all of which need strength • Stability, object control & locomotion allow children to run, jump, throw & catch. This gives them the ability to play & enjoy specific sports & activities as they get older. • Movements can be developed using the adaptations of: how the body moves (effort), where the body moves (space) & with whom or what (relationships) the body moves.	• Motor skills develop in a proximodistal way (from the inside out). Children who demonstrate poor fine motor skills may need some activities to develop core stability & shoulder strength (see the 6 week 'ready to learn' programme). • The development of fine motor skills comes after the mastery of gross motor skills.
Vocabulary: muscles, pull, push, rest, squeeze, strong, climb, gallop, hit, hop, jump, kick, run, skip, throw, accuracy, build, control, cut, draw, grasp, join, paint, stack, texture		

Mottram St Andrew Primary Academy Early Years Progression Framework. Physical Development

Curriculum Sequencing: Strength

	Nursery	Reception 1	Reception 2
Learning Experiences	Plan for quick, fun 'movement snacks' during the day to help children develop strength (see examples in the 'ready to learn' programme). Encourage children to act out stories, moving like animals. This is a great way to build strength.	Read children a book about a postman (eg The Jolly Postman). Provide a sack full of objects for children to deliver. This could, for example, be linked to a maths activity where children have built a street of houses with numbers. Objects in the bag could be numbered to deliver to a specific house.	Sing action songs which develop strength. Provide balls for the children to sit on during story times.
Continuous Provision	Encourage children to move in different ways between activities. Encourage movements that develop strength such as jumping, crawling, slithering etc.	Provide lots of movement activities on the floor, where children may need strength to manoeuvre their bodies around.	Provide balls, ropes, beanbags & hoops in accessible areas for children to use. Stick masking tape lines on the floor for children to balance on while moving between activities.
Outdoor Environment	Provide some large buckets for children to fill with water or sand & then carry around.	Encourage children to do some gardening; digging soil, filling plant pots with soil, putting plants into the soil & pushing the soil down all develop strength.	Encourage children to create obstacle challenges themselves. Make suggestions for any activities that will develop strength.
Purposeful Pedagogy	Reflect bon how your learning environments encourage physical activity. Observe children carefully to see who struggles with strength. You may observe children who: • Fidget excessively when listening to a story • Avoid any physical games • Lose balance easily during physical activity Encourage children to do things slowly, sometimes speed can mask difficulties	Comment on what children are doing, eg, 'I like the way you are slithering through the tunnel'.	Use key words while children are playing. Many words can be used in lots of different contexts. For example, 'up' can be 'climb up', 'jump up & down' 'catch up' and so on.
Learning Conversations	Be observant. Pay close attention to children who hold back, choose the end of a line or wander off to do something else. Encourage children by saying things like 'I won't let you fall' or 'I'm here if you need me'.	Ask children to show & explain to you how to do things. Demonstrate that you are having to try hard to do the activity. Talk to children about their muscles needing a rest after they have worked hard.	Assess hazards. Do not immediately stop a child from doing something. • Wait: give the child time to work it out themselves • Prompt: with a solution or an alternative • Praise; give children specific praise for what they have done well, eg, 'I love the way you had to push hard to get the tyre over the bump'.

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Curriculum Sequencing: Gross Motor Skills

	Nursery	Reception 1	Reception 2
Learning Experiences	Give children opportunities to move in different ways. Moving like animals, with weight on the hands, is a useful activity & builds strength. Use books as stimuli (Giraffes Can't Dance/Commotion in the Ocean). Use the movement adaptations of effort, space & relationships.	Introduce more complex ways of moving, eg, jumping (for height & distance), hopping &* climbing. Use the movement adaptations of effort, space & relationships to enhance these. Introduce objects so that children move while carrying different sizes, weights & objects.	Link different ways of moving, eg, ask children to skip to the water tray, hop to the sand. Introduce rhythmic movements that take a lot of coordination, eg, galloping & skipping. Use the movement adaptations of effort, space & relationships to enhance walking & running.
Continuous Provision	Provide plenty of safe space for children to move. Teach movement songs.	Provide a wide variety of stimuli for children to use to enhance locomotion skills, eg, carpet squares, tunnels, floor markers, music, slides & wheeled vehicles.	Ask children to move between activities in different ways.
Outdoor Environment	Provide a wide range of outdoor equipment & encourage children to try all of it. Create obstacle courses for children to manoeuvre.	Go for a walk in an area with opportunities for different types of movement. Ask children to experiment with moving, eg, swinging on ropes, climbing trees & using stepping stones.	Create obstacle courses for children to demonstrate lots of different ways of moving. Provide children with lists in which they can tick off the movements they have done.
Purposeful Pedagogy	Ensure children take part in activities where they are out of breath. Allow for lots of repetition; physical skills take a long time to develop. Model skills, or ask children who are performing well, to demonstrate & point out key areas that children might copy.	Ensure children experience the inherent joy of movement to foster a positive attitude towards physical activity, self-image & physical competency. Don't play elimination games. Instead, select activities where all children can be active. Tag games can be set up with small numbers of children in their won space.	Create movement challenges, eg, 'can you skip to the wall & back?' or 'can you gallop & keep a balloon up at the same time?' Encourage children to lead some movement activities in a warm up. Get active with children as this gives a positive message about the importance of active lifestyles. Link locomotion to other areas of learning, eg, short & long in maths could be linked with short & long steps.
Learning Conversations	Use 'can you?' challenges to introduce different movements, eg, can you walk backwards? (this reassures children that it's ok if they can't yet) Discuss with children how their bodies change when they exercise.	Discuss with children the layout of the room & where to place classroom equipment. Discuss risks & hazards with children, rather than telling them they can't do something.	Discuss with children why warm ups are important. Discuss individual challenges with children, eg, climbing a little higher on the climbing frame or trying out a new game, to move them to the next stage of development. Encourage but don't force. Working with others who are at the next stage can help.

Mottram St Andrew Primary Academy Early Years Progression Framework. Physical Development

Curriculum Sequencing: Fine Motor Skills

	Nursery	Reception 1	Reception 2
Learning Experiences	Provide lots of small objects for children to move with their fingers. Use activities such as putting coins into a money box, beads onto laces & boxes to wrap up.	Have a dedicated writing area with a variety of different resources which are changed regularly.	Give children a variety of reasons for writing, eg, making labels, writing lists & self-registering in the morning & afternoon. Encourage children to make loom bracelets or bracelets with beads.
Continuous Provision	Hide coins in balls of dough & encourage children to pull the dough apart to find out how many coins are hidden. Place coins in various wallets with different closing mechanisms.	Make paper clip worms. Cut strips of card & stick eyes on one end. Ask children to place paper clips in patterns to make a worm. Make circles from coloured pipe cleaners. Ask children to attach clips of the same colour to the circle.	In each area, provide materials that appeal to children's interests, eg, measuring spoons in sand & water areas, scissors, needles & thread in the art area, magazines in the reading area, small world figures in the toy area. Provide trace cards if the children want to write letters.
Outdoor Environment	Bury small stones in the sand & provide digging tools for the children to dig them out.	Provide a variety of tools for children to use to move sand, soil & water. Encourage children to make marks with twigs in mud.	Make worms out of pipe cleaners & hide them around the area. Give children some tweezers to pick up the worms & a pot to put them in. Add challenges, eg, 'can you twist the pipe cleaners together to make a really long worm?'
Purposeful Pedagogy	Provide quiet spaces in which children can practise fine motor skills activities so that they can focus on hand-eye coordination tasks without other distractions. Give children access to a wide range of interesting & slightly challenging materials, eg, Lego, Duplo, jigsaw puzzles of varying sizes.	Encourage children to persevere; fine motor skills can be difficult. Watch carefully & intervene if children are really struggling. Change the size of the objects or tools they are using.	Give children envelopes to keep notes in. Paint an area with blackboard paint where you can leave messages for children & they can leave messages for each other.
Learning Conversations	Show interest in what children are doing. Encourage them to elaborate by nodding, smiling & making eye contact.	Offer your own experiences about fine motor skill activities that you have found difficult, eg, threading a needle.	Help children clarify their ideas, eg, ask them which tools they might use & why.

Prime Area 3

Personal, Social & Emotional Development

Threshold Concept: Becoming Me Becoming me means we all grow into unique individuals	**Threshold Concept: Becoming a Friend** Becoming a friend means we value ourselves & others	**Threshold Concept: Becoming a Citizen** Becoming a citizen means we are active members of society
• Character virtues: children learn to recognise basic character virtues • Managing self; children learn to manage their needs, including dressing, eating & drinking, washing & toileting • Physical health: children learn the importance of being healthy, including physical activity, diet & sleep • Mental health: identifying feelings is a stepping stone towards managing feelings. Children learn to see mental health as something they can influence	• Self-image: children need to understand that everyone is different & special • Relationships: differences should be celebrated. Children need to understand the concept of a friend	• Children become increasingly aware of social norms & customs (at home, at school, in the community & in the wider world through the media) • Children learn about the world in which they live & take responsibility for protecting it • Children take responsibility for their actions & begin to follow rules in different situations • Children learn what is meant by economic well-being, where it comes from & how it is used
Vocabulary: choose, conflict, emotions, fair, feelings, help, manners, rules, share, sorry, different, friend, kind, listen, special, talk, collaborate, democracy, environment, job, look after, money, planet, recycle, responsibility, save, spend, world		

Mottram St Andrew Primary Academy Early Years Progression Framework. Personal, Social & Emotional Development

Curriculum Sequencing: Mental Health

	Nursery	Reception 1	Reception 2
Learning Experiences	Read books about feelings & ask children how the characters are feeling ('The Colour Monster' by Anna Lienas)	Explore a range of scenarios with children & ask them how they would make them feel, eg, 'What if your favourite toy were broken?' or 'A friend wants to play with you & you don't feel like playing'. Ask children to make facial expressions & movements to demonstrate those feelings.	During carpet time, discuss with the children what they might do if they are experiencing strong feelings. Help them to use kind words. Model this with sentence stems such as 'I feel sad when you take all the toys. I need you to share'.
Continuous Provision	Provide mirrors for children to make happy, sad, angry & scared faces into. Provide dolls or puppets for children to act out strong feelings.	Provide a feelings list for different activities. Ask children to tick a feeling when they have finished playing. At the end of the day, discuss with children what they enjoyed most.	Ask children to make a happiness box & put things in it that make them happy. Collaborate with families to do this. Photographs of family or favourite toys might be included.
Outdoor Environment	Provide a wide range of outdoor equipment. Ask children which ones make them feel happy, sad, angry or scared.	Go for a walk in nature. Ask children how they feel after they have been for a walk.	Talk to children about activities they can do outside which might make them feel better, eg, 'When I feel…. I can ride a bike, climb on the equipment, jump up & down'.
Purposeful Pedagogy	Label children's emotions & your own, with simple words. Take advantage of events as they occur to discuss feelings with children. Attach a reason to the feeling, eg, 'Sam is sad because Billy took the toy from him'. Talk about things that make children happy & sad. Do not judge emotions as good or bad; they are normal. Find out about cultural differences in the way children manage emotions.	Ask children how different emotions feel inside. 'My body sends a signal' by Natalia Maguire is a useful book for this. Point out that everyone has feelings & if you look carefully you can see signs. Act out some emotions for children to guess. Make comments on children's emotional states during the day, eg, 'Sam you look happy to be building with Billy'.	Daily routine: prepare cards to represent various feelings. Ask children to take a face at the beginning & end of the day to show how they feel. Discuss how feelings may change over a day or a week. Notice the words children use to explain their emotions & comment on them. For example, when they feel upset & use unkind language about another child, demonstrate how to use kind words instead. Act out scenarios with dolls or children you have primed.
Learning Conversations	Watch children's emotional states carefully. If they are demonstrating strong emotions, convey with your words, facial expression & gestures that you are paying attention. Make eye contact, get down to their level & focus on them.	Ask for information & show genuine interest in what children have to say. Provide information to understand children's achievements & give encouragement. Use puppets or toys as some children may find it overwhelming to talk to an adult, but will happily chat to a puppet or toy.	Clarify or paraphrase what children are saying to move their thinking along. Use silence to allow children to formulate a response.

Mottram St Andrew Primary Academy Early Years Progression Framework. Personal, Social & Emotional Development

Curriculum Sequencing: Character Virtues, Physical Health & Managing Self

	Nursery	Reception 1	Reception 2
Learning Experiences	Read books in which basic character virtues are demonstrated. Ask children which character virtues the characters are demonstrating. Examples of books include: 'Hug' by Jez Alborough, which demonstrates compassion & gratitude; 'I am Rosa Parks' by Brad Meltzer, which demonstrates courage.	Read books in which character virtues are demonstrated. Ask children which character virtues the characters are demonstrating. Examples of books include: 'Room on the Broom' by Julia Donaldson, which demonstrates compassion & gratitude; 'Don't Tell Lies' by Phil Roxbee-Cox, which deals with honesty.	Ask children to compare characters from books they have read. Ask them to sort them into groups according to who has demonstrated particular character virtues.
Continuous Provision	Provide pictures of food & ask children to categorise them into healthy & unhealthy. (Explain to the children that some of the unhealthy ones are okay as treats every now & then)	Provide pictures of food & ask children to categorise them into those that might damage their teeth& those that are good for teeth. Ask children what they can do to reduce tooth damage when they have had a sugary treat.	Provide magazines with pictures of food. Encourage children to cut them out & stick them on a paper plate to show a healthy meal.
Outdoor Environment	Take children on a walk outside. Tell them about how you feel much better when you have been out for a walk.	Explain to children that when they run around, their hearts beat faster & they get a little warm. Explain that getting a little 'puffed out' is good for them. Encourage them to try activities that will make them out of breath. Join in the exercises with them.	Provide a physical activity every week for children to practise, then change to a different activity. Revisit activities every few weeks. Activities might include skipping, French skipping & rackets & balls. Play the activities with them.
Purposeful Pedagogy	Talk to children about character virtues. Discuss when people have been kind to you. Give children some basic helpful tasks to carry out, such as setting & clearing the table & washing up. Encourage children to do things independently, eg, zipping or unbuttoning up their own coat. Provide pictorial reminders of healthy routines, eg, washing hands after going to the toilet.	Talk to the children about how they can overcome difficulties & why it is important to keep trying. Share examples of when you have had to persevere: teach them this word & use it in a range of contexts. Demonstrate hygiene routines & explain the word to children by blowing your nose into a tissue, throwing it away & sanitising your hands afterwards. Allocate time in the day for children to get themselves organised for playtime; young children need multiple opportunities & time to develop these basic skills.	Point out when children are demonstrating character virtues. Celebrate this with them so they can recognise the virtues & when & how to use them. Provide interesting activities to encourage large motor play such as those that use tyres, scarves & music.
Learning Conversations	Provide examples from your own life to illustrate virtues & healthy behaviour. Encourage children to discuss your examples & come up with some of their own.	Take opportunities to talk to children about when they have seen examples of character virtues or have demonstrated them. Ask them how they made them feel. Being kind is a helpful strategy for maintaining good mental health as it makes us feel good.	Give children some scenarios to discuss in small groups, eg, 'What do you think the characters involved should do?' Listen to the conversations & ensure everyone feels listened to. Ask children to come up with some rules for their discussions.

Mottram St Andrew Primary Academy Early Years Progression Framework. Personal, Social & Emotional Development

Curriculum Sequencing: Self-Image & Relationships

	Nursery	Reception 1	Reception 2
Learning Experiences	Read 'The Kindness Quilt' by Nancy Elizabeth Wallace. Teach children some kindness words, eg, helpful, loving, patient & caring. Encourage children to come up with their own examples of when they have been kind.	Read 'The Family Book' by Todd Parr. Encourage children to think about their family & what is special about it. (remember to be sensitive to those children in care)	Read 'Hedgehog Bakes a Cake' by Maryann MacDonald. Discuss with children what the word 'conflict' means.
Continuous Provision	Provide an area where the children can create their own kindness quilt. Ensure there is space for the children to play by themselves & alongside or with others.	Provide non-stereotypical activities, materials & role models; ensure children see representations & depictions of people like them. Provide materials from other cultures in the role play areas. Make links with the wider community to provide ideas to reflect the local community.	Provide an opportunity for children to make Hedgehog's yellow cake in small groups. Inspired by the idea of a recipe, ask children to create a recipe for working together.
Outdoor Environment	Provide lots of equipment for children to play with in small groups. Encourage children to talk to others about what they are doing & ask other children for help.	Sing whole class songs like 'The Hokey Cokey', in which children play together to create a sense of belonging.	Give children group challenges in which they must cooperate, eg, build a den, make an obstacle curse for other children or paint a picture on a roll of wallpaper.
Purposeful Pedagogy	Set clear expectations of how children should interact with each other. Define & model desirable behaviour. Take time to interact with children & find out what they like (engage with parents to find this out too). Children thrice when they know that who they are & what they say are important to you.	Provide labels for the many facets of children's identity so they have the words to describe themselves & others. Address diversity & differences in a positive way: children are curious about differences, so don't shy away from naming & discussing them. Conversations about gender, skin colour, family composition etc can be instructive for children as long as it is presented in a factual, non-judgemental way.	Develop a system for conflict resolution. Below is an example from Safe & Caring Schools (www.safeandcaringschools.com): • Approach calmly, place yourself between children & use a calm voice. Don't take sides • Acknowledge children's feelings • Gather information from each child • Restate the problem • Ask for ideas of solutions & choose one together • Be prepared to give follow-up support. Stay near children.
Learning Conversations	Engage small groups of children in circle time. Include themes around friendship, asking, eg, 'What is a good friend?', 'Why is it good to smile?', 'How can we make up with friends after a quarrel?', 'Why is saying 'sorry' & meaning it important?'	Ask children questions about things that are the same & different. Ensure they can recognise that some things can be similar in one way & different in others, eg, 'We are both 5, but you have brown eyes & I have blue'.	Role-paly possible conflict situations with puppets, eg, 'What if I say only teachers are allowed to mix paint? Or 'What if I say only Billy is allowed to play in the sand?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Personal, Social & Emotional Development

Curriculum Sequencing: Economic Well-Being & Taking Responsibility

	Nursery	Reception 1	Reception 2
Learning Experiences	Encourage family members to visit the class& describe their jobs. Encourage them to bring some props related to their jobs if possible.	Invite community figures into school to describe what their jobs involve. Go for a walk & discuss the different businesses children can see.	Ask children what kind of jobs they might like to do & why. Talk about spending & saving.
Continuous Provision	Create opportunities for children to learn about & act out different community roles. Provide dressing up clothes, housewares, garden tools |& office equipment. Provide play money for children to pay for services. Encourage them to make their own money.	Visit the supermarket & give children a list of items to find prices for. In class, provide children with labels to put prices on items.	Create 'tidy up teams' responsible for different areas of provision. A 'keep me' team could first label any items that children have made & want to continue with later, before the tidy up teams do their job.
Outdoor Environment	Go for a walk with the children. Point out areas in the environment that we need to look after. Read 'The Earth Book' by Todd Parr.	Provide a recycling & landfill bag, along with lots of packaging. Ask children to decide which products go where. Read 'Miss Fox's Class Goes Green' by Eileen Spinelli.	Provide seeds & plants for children to grow. Eat the food they have grown. Read 'Look After Your Planet' by Lauren Child.
Purposeful Pedagogy	Reinforce classroom rules with children. Write them out in short words & pictures & display them at children's eye level.	Discuss with children a problem that affects everyone. Encourage children to come up with a solution, eg, 'The construction area is always in such a mess. It takes a long time to tidy up & this reduces playtime. What should we do about it?' Display children's solutions.	Democracy in action: Ask children to consider different ways of achieving a goal, eg, if water has been spilt on the floor, explain that it is not safe because it has made the floor slippery. Ask children to come up with a variety of solutions, then as a class, decide on which one to choose. Discuss what it feels like when your idea isn't chosen.
Learning Conversations	Talk about what family members do at home, eg, 'Tom's daddy made the dinner last night'. Ask children what they do to help out at home. Ask them what they might do to look after the world.	Ask children what they think are the most important things they can do to look after the planet. Encourage them to find small ways in which they can help.	Provide children with non-fiction books about the environment. Show them documentaries. Encourage them to talk about cause & effect. Ask questions such as 'Why is driving a car bad for the environment?' or 'What difference would it make if you turned off the tap while cleaning your teeth?'

Specific Area 1

Literacy

Threshold Concept: Reading Reading is a gateway to learning	**Threshold Concept: Writing** Writing is fundamental for learning & for communication
• Oral language needs to be developed before higher order literacy skills • Children develop early phonological awareness by listening to rhyming words in books & songs • Print-rich environments help to develop children's reading • Children should see reading as a pleasurable activity • Re-reading books builds confidence, fluency & enjoyment	• Learning to write is linked to children's motor development, initially gross then fine motor skills • Early language development is crucial for writing • Writing is linked to children's growing phonological awareness • Children need to remember letter shapes • Writing is difficult. It requires dexterity, muscle control & hours of practice • Writing needs a purpose
Vocabulary: author, book, letter, page, print, sound, text, title, vocabulary, word, core strength, letters, long, midline crossing, purpose, round, sentences, shoulder strength, tripod grip	

Mottram St Andrew Primary Academy Early Years Progression Framework. Literacy

Curriculum Sequencing: Reading Words

	Nursery	Reception 1	Reception 2
Learning Experiences	Go on a print walk. Encourage children to point out any signs they see. Focus on common signs, eg, stop, exit, toilets. Display some of these signs in the relevant places in your setting where children can easily see them.	Read books with lots of rhyme. Encourage children to start joining in with the rhymes.	Introduce children to some common sight words. Put the words on cards & as you read a story, point out the words in the story & on the word cards.
Continuous Provision	Share texts in meaningful contexts. Demonstrate reading posters, letters, lunch menus. Let children see you writing labels & notices for the classroom. Fill areas of the classroom with print, such as health leaflets & posters for a doctors' area; maps, brochures & timetables for a travel agency	Hide magnetic letters in the sand. Ask children to dig up the letters & say the sounds. Provide alphabet blocks & see if children can write some simple words.	Hide common sight words in the water & sand areas for children to fish out or uncover. Provide juggling scarves & encourage children to make the shapes of the words in the air with them. Progress to writing on a whiteboard.
Outdoor Environment	Set up an alphabet hunt. Draw an alphabet with chalk & hide plastic letters in the outdoor area. Children have to look for the letters & place them on top of the correct letter of the chalk-written alphabet. As children develop phonological awareness they say the sound of their letter as they bring it back to the alphabet.	Play 'Find the Object': Pull a letter of of a bag, say the sound, ask children to say the sound with you, then find an object that begins with that sound. Draw three-box phoneme frames with chalk. Write the first & last sounds in each frame. Ask children to put a letter tile in the empty box to make a word.	Draw out a sight-word hopscotch. Encourage children to throw a beanbag onto a word, say the word & then hopscotch onto it.
Purposeful Pedagogy	Children need to be taught explicitly the sounds of letters; they cannot make them up. Display alphabet letters where children can see them. Provide letters children can trace & copy & letter-shaped cutters which can be used in the sand. Encourage children to find items that begin with the initial letter in their name.	Follow Essential Letters & Sounds phonics programme. Find ways of referring to the sounds being taught throughout the day. Keep the activities as fun & engaging as possible.	Wait until children are beginning to grasp phonics before introducing common sight words that do not follow the phonics rules. Encourage children to become word detectives: this could be done wearing hats & using magnifying glasses with which they find examples of a particular word in a book. Often children recognise a sight word on a flashcard but struggle to pick it out in a book.
Learning Conversations	Provide alphabet knowledge in context. Point out letter names & sounds when children are playing, eg, 'Sam, I see you are playing with a boat; that begins with 'b'. Can you say it with me?'	Ask children questions such as 'What does this word begin/end with?' 'Which other words begin/end with this letter?'	Ask questions like 'Where might you find this word?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Literacy

Curriculum Sequencing: Understanding Texts

	Nursery	Reception 1	Reception 2
Learning Experiences	Decide on a core of books that will be revisited to allow children to become familiar & confident with them. Take time to choose; these should be great books. Use the eight text types listed to ensure children are introduced to different types of books. Include non-fiction books.	When you read to children, run your finger along the text & model intonation. Point out the features of different types of texts. Make some picture cards with significant words from the text. Point to the word & picture when you come to that word in the text. Encourage children to say the word with you.	Use your choice of books to increase children's knowledge of the world. With this knowledge, they will have a better understanding of texts.
Continuous Provision	Provide opportunities for children to read books. Ensure there is easy access to the core books & picture books in an engaging & comfortable reading area. Place non-fiction books in areas that may engage children's curiosity, eg, put books about famous buildings in the construction area.	Leave picture cards out for the children to make up their own stories. Provide pictures of characters from books or puppets for children to act out familiar stories or make up stories of their own.	Encourage children to read to each other by providing books at many different levels, such as picture books & familiar books with repeated actions & rhymes.
Outdoor Environment	Read books to children to encourage outdoor activities. 'The Bear's winter House' by John Yeoman could inspire children to build a house for a bear with items they can find outside.	Leave recipes for mud pies for children to use, with pictures & text. Display identification books & posters about birds, plants & animals that children might see in the outdoor area.	Leave movement instruction cards in the outdoor area for children to follow. Start with a word & picture, then progress to just the word. Provide books about the human body & keeping healthy.
Purposeful Pedagogy	Identify tier two words from the texts you are going to use. Provide child-friendly definitions (the Collins online dictionary is a useful resource). Ask children to say the word with you. Give an example of how the word might be used. Ask children to give other examples of how the word is used. Ensure children use the word in different contexts from that used in the book. Use retrieval practice to revisit the word over the next few days, weeks & months until children use it independently.	Read to children frequently, both individually, in small groups & as a whole class. Create comfortable places in which to read books. Display books in places that are easily accessible for children. Ensure children see you reading. Run a session for parents on reading at home with their children.	Use the following PEER framework from 'Preparing for Literacy: Improving Communication, language & literacy in the early years' by the Education Endowment Foundation: • Prompt the child to say something about the book • Evaluate their response • Expand their response by rephrasing or adding information to it • Repeat the prompt to help the child learn from the expansion
Learning Conversations	Ask questions such as 'Which is your favourite book?' & 'What do you like about it?'	Make books with children. Ask them what they are going to put on their title page & where they will write their name as the author.	Ask questions such as: 'What do you think this story is going to be about?' 'How do you know?' 'What might happen if…..' 'What would you do if it was you?' 'What might…. do next?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Literacy

Curriculum Sequencing: Handwriting

	Nursery	Reception 1	Reception 2
Learning Experiences	Sing lots of action rhymes, encouraging children to join in the actions with whole body movements. Encourage children to take part in activities that develop gross motor skills.	Dance 'the Letter Dance': Arrange children so one adult is at the front & another is at the back. Provide children with a piece of pool noodle or a juggling scarf. Using some bouncy music, the adult at the front makes shapes for children to copy. The adult on the back checks on progress & helps children if needed. Ensure 'c', 'l' & 'r' shapes are practised.	Make a 'question of the day' board. Write a simple question for children to answer as they come into school, eg, 'What did you have for breakfast today?'
Continuous Provision	Encourage children to take part in activities that involve lying on the floor, eg, children lie on their backs to draw on paper that is stuck on the underside of tables. Provide lots of opportunities for free writing, construction toys, small world activities & sponges to squeeze in the water area.	Set up a 'play dough gym': children dance to music while squeezing & making shapes with dough. Provide large rolls of paper for children to draw roads in the construction area. Set up a hoop target. Children scrunch up paper into a ball & throw it through the hoop.	Wet the sand in the sand tray & encourage children to write letters in it. Provide labels, envelopes, strips of paper & paper on clipboards to encourage children to write during role play.
Outdoor Environment	Provide brushes & water for children to paint walls. Encourage climbing & crawling through tunnels. Provide lots of sit & ride vehicles & scooter boards for children to pull themselves along.	Ask children to go on a scavenger hunt in the outdoor area. Give them a small basket & a peg. They have to pick up the objects with the peg to put them in the basket.	Turn a section of the outdoor area into a writing den. Fill it with paper, pens, pencils, bulldog clips, paper clips, notebooks & folders.
Purposeful Pedagogy	Ensure children take part in play that involves whole body movements. Play games that develop core & shoulder strength.	Observe children carefully to see where their mark-making movements are initiated. They will usually start with a shoulder pivot; children have a relatively stiff wrist & straight elbow, & movement comes from the shoulder. This develops into an elbow pivot whereby movement of the shoulder lessens & the elbow starts to do more of the work. This then develops into a wrist pivot where the movement comes from the wrist, producing a more defined & small scale movement. They then move into the finger pivot.	Create a message board (This could be an area of the classroom painted with blackboard paint). Leave messages for children & encourage them to reply or send messages to each other. Ensure children see you writing during the day. Point out that you are writing a 'to do' list, a shopping list, a note to remind yourself etc
Learning Conversations	Ask children if they can make movements bigger to encourage whole body movements.	Ask children to tell you about their mark-making. Encourage them to show you big movements & small movements.	Talk to children about their writing. Ask them why they are writing.

Mottram St Andrew Primary Academy Early Years Progression Framework. Literacy

Curriculum Sequencing: Sentence Writing & Sharing with Others

	Nursery	Reception 1	Reception 2
Learning Experiences	Provide lots of opportunities for children to listen to stories & talk about them. The ability to listen & comprehend are key skills in the development of writing.	Read 'The Jolly Postman' by Janet & Allan Ahlberg. Explain to children that you are going to create a street of houses & deliver letters to each house.	Read 'Diary of a Wombat' by Jackie French & encourage children to write a diary entry over the weekend. they should not include too much detail, just a couple of words or a sentence, & a drawing if they would like to. Parents may help with the writing.
Continuous Provision	Provide writing opportunities in the different areas of your classroom. Model to children things they might write about. Encourage children to make signs, lists, labels, etc. Provide a variety of writing implements.	Provide large strips of paper to create roads & encourage children to build houses along the street for the small world characters to live in. Ask them to devise a number system. Encourage children to think about who they might write to, eg, a character, builder or gardener & think about where to deliver the letters.	Provide materials for the children to make & decorate the diary that they then take home to write in. Encourage children to share their diary entries with a friend.
Outdoor Environment	Take children on vocabulary walks: look at what you can see in the local area & introduce new vocabulary, eg, 'Look at the beautiful, stunning oak tree'. Tell the children to try to use the words during the day. Celebrate when they do.	Set up numbered boxes around the outdoor area. Explain that they are going to work for Royal Mail to deliver some letters. Use lots of different words for walking, eg, trudging, strolling, marching. Invent scenarios for children to act, such as 'your sack is heavy so you trudge along the street'.	Place some fairy doors in the outdoor area. Encourage children to wonder about who might live there. Sprinkle some fairy dust near the door & leave a letter for children from the fairies. Encourage children to write back.
Purposeful Pedagogy	Writing is hard. Ensure children have the prerequisite skills to succeed. Trying to write with poor shoulder stability & poor grip, & trying to remember letter shapes means that children do not have the available working memory to think about what they are going to write; they are too focused on the how. Work on the foundation skills & don't push children into writing too early. Share the importance of pre-writing skills with parents.	Provide a variety of writing materials. Try to encourage children to write as part of their activities. If they are playing in the construction are, they might want to label different materials; in the role paly area they might want to write a shopping list or a prescription. Play with children to encourage writing, rather than taking them away from what they are doing. Writing needs to be for their purpose, not yours. Be mindful of their next steps in writing & encourage them. What matters is that they write, not what they write.	Emphasise quality over quantity. Talk to children about what makes a good sentence &a complete thought). Write sentences during the day with children about activities you are doing. Model how to make a sentence interesting. Demonstrate making decisions about which are the best words to use to make a golden sentence. Use a large whiteboard & tweak sentences with children's contributions. Once you are happy with the sentence, create a celebration (eg, a drum roll or a fist pump). Use these opportunities to increase children's vocabulary.
Learning Conversations	Say to children 'I'd love to hear more about…' & repeat their sentences back to them, adding in some exciting vocabulary, eg, a child may say 'this is my dog', to which you could reply 'this is my extraordinary dog. It can talk. Can you think of anything else that would be extraordinary?'	Ask children who they might like to leave a note for. Encourage this by leaving notes for children yourself.	Ask questions such as 'which word do you think would be the best?', 'why do you like that word?' & 'which is your favourite word?'

Specific Area 2

Mathematics

Threshold Concept: Counting	**Threshold Concept: Number Sense**
• Counting has rules (stable order) • Children need to develop one-to-one correspondence to keep track • Mixing up objects does not change the quantity • Children need to develop an understanding of cardinality, the 'how many-ness of things a number represents	• Cardinal numbers: the last number counted names how many objects are in the set • Ordinal numbers: the position in a sequence; eg, first, second, third, or a label for putting things in order • Nominal numbers: numbers used for identification; eg, 75 Harley St • Quantity: the 'how many-ness' of 5; in this case, the number is used as an attribute • Subitising: the ability to perceive a quantity without counting
Threshold Concept: Patterns	**Threshold Concept: Number Operations 1**
• Generalisations: once the rule of a pattern has been recognised, we can predict what comes next • Different forms: the same patterns can be shown in different forms, eg, circle, square, circle, square is the same pattern as clap, click, clap, click • Rules: all patterns follow a rule or unit of repeat (children usually need to see at least three iterations of a pattern before they can continue it.	• Sets can be changed by adding & taking away • Comparison of sets can be done through cardinality & ordered by more than, less than, the same as or equal to • Composition: numbers can be decomposed into parts, both equal & unequal, & composed to form the whole

Specific Area 2

Mathematics

Threshold Concept: Number Operations 2	**Threshold Concept: Finger Gnosis**
• Multiplication involves numbers of identical sets, repeated addition, and counting more than one object as a unit • Division involves sharing a set or repeated subtraction • Patterns within numbers links with early algebraic thinking: children notice mathematical features, identify the relationship between elements, and observe regularities	• Neuroscience research has shown that good finger perception is linked to higher attainment in maths • Connect fingers with numbers: fingers are a very important mathematical resource
Threshold Concept: Sets Sets are ways of grouping & comparing things	**Threshold Concept: Measurement** Measurement is a way to use numbers to describe & compare things
• Attributes: sets can be sorted by attributes such as colour, shape or size • Sorting: this involves defining the attributes & then sorting the collection according to them • Comparing & ordering: once a collection has been sorted, the resulting sets can be ordered & compared	• Attributes: many different attributes of an object can be measured • Measurement involves a fair comparison – we can use a direct comparison or a tool to measure • There are rules involved to ensure fairness – all measurements should have a degree of accuracy • Spatial structuring appears to develop in order of one, two then three dimensions. Think about looking at length first. Time is more abstract & therefore more difficult

Specific Area 2

Mathematics

Threshold Concept: Shapes Shapes have properties that distinguish them from each other	**Threshold Concept: Spatial Relationships** Spatial relationships explain how things are organised
• Shapes can be categorised into their attributes • The flat faces of 3D shapes are 2D shapes • Shapes can be made up of other shapes • Young children need lots of experience to construct the foundations of this threshold concept for the kind of precision required in later years	• Position & direction: children need to understand that position (where something is) can be described with precision • Perspective: objects look different when viewed from different positions • Visualising space: children need to hold a mental image in mind (executive function). This is a very complex skill
Threshold Concept: Data Data helps us to visualise information & ask & answer questions	
• Gathering data: involves collecting, categorising & counting • Organising data: once the counting is done it is helpful to represent the results in a way in that it can help answer the question • Describing data: once the data is displayed we can describe what the data is telling us. This involves asking & answering questions	
Vocabulary: counting, how many, less, more, numbers to ten, compare, describe, first, how many, match, order, second, third, complete, copy, extend, pattern, recognise, repeat, rule, same symmetrical, add, altogether, count on, difference, equal, fewer, subtract, take away, count, double, group, half, pair, sets, share, finger perception, fingers, five, ten, tools, touch, group, match, sort, text, after, before, compare, empty, fast, full, heavier than, heavy, holds less, holds more, light, lighter than, long, longer than, measure, minute, narrow, short, shorter than, slow, small, soon, tall, weigh, wide, circle, corner, cube, cuboid, cylinder, edge, face, hexagon, quadrilateral, rectangle, side, sphere, square, triangle, backwards, behind, between, flip, forwards, in front, map, next to, on, pathway, position, rotate, route, under, where, bar graph, chart, graph, label, pictogram, realia graph	

Mottram St Andrew Primary Academy Early Years Progression Framework. Mathematics

Curriculum Sequencing: Counting

	Nursery	Reception 1	Reception 2
Learning Experiences	Sing counting songs & rhymes. Maximise opportunities to count, such as steps to the playground. Count small groups of numbers, starting from three. Throw a dice with numbers 3, 4, & 5, & collect the correct number of objects.	Build a tower & ask 'How many blocks can we build before it falls over?' Establish routines that involve counting, eg, at snack time 'How many apples are there?' Count larger groups of objects. Provide arrays of the same number in different formats, eg, dot cards, beads on string.	Give children a collection of 10 objects. Throw a dice & children count that number of objects. Provide different arrays of numbers & ask children 'how many?' Provide manipulatives such as Numicon, Multilink cubes & 10 frames for children to see the different arrays possible for larger numbers.
Continuous Provision	Provide a variety of containers in the sand. Ask questions such as 'how many spoonsful to fill the bucket?' Hide jewels in the sand & ask children to count how many they find.	Play teddies at the picnic: ask 'How many plates/cups/spoons do we need?' Play Treasure Buckets: label buckets with different numbers; children put the appropriate number of 'treasure' objects into the buckets.	Make a post sack with non-traditional dot arrays of numbers up to 10 on envelopes. Label houses 1-10 around the room & ask children to deliver the right letters to the right house.
Outdoor Environment	Provide collections of objects in different areas to encourage children to count. Use natural objects to count at different times of the year, eg, how many conkers they can pick up in one hand in the autumn or how many daisies they can collect in summer.	Throw beanbags into a hoop. Ask 'how many went in?' Make a river using skipping ropes for the banks. Place stepping stones (floor markers) in the river & count how many steps it takes to cross the river. Children can record their number of steps on a whiteboard.	Mud pie cooking: arrange pictorial recipe cards in the mud kitchen for children to follow, eg, 23 conkers, or 2 ladles of water. Ask children to come up with their own recipes.
Purposeful Pedagogy	Notice things children often compare, eg, their ages, numbers of rungs on the climbing frame. Make up games about them. Make numbers prominent by placing numbers of different sizes & materials around the classroom. Provide dot cards for children to put in order. Provide opportunities for children to mark make, eg, writing price labels for items in the shop. Read books about counting. Encourage families to play counting games with children.	Establish daily routines, eg, 'how many children are in class today?' Set up increasingly complex routines, eg, children make a mark next to a stick person on a whiteboard to indicate they are present. Discuss how many people are absent. How do they know people are missing? Use everyday opportunities to practise counting, eg, 'How many things have you tidied away?' Encourage children to record using the correct numerals.	Self-registration daily routine: make an arrangement of pockets on a board & place a pot of lolly sticks next to it. Explain that one stick represents one person (to explain one-to-one correspondence). Children pick up a lolly stick from a pot & place it in a pocket to indicate they are present. To assist cardinality, when each pocket has five sticks, the child who places the fifth stick labels the pocket as '5'. Ask children how they can use the new chart to work out how many children are present. Count the sticks in a variety of ways to encourage mathematically flexible thinking.
Learning Conversations	Listen carefully to children's play. Are they counting items? Ask them questions about what they are counting, eg, 'how do you know you have 5?' Watch out for double counting, saying the number words in the incorrect order or missing objects when counting. Ask 'Are you sure?' 'Shall we check?'	Ask questions such as 'What do you notice?' 'What do you wonder?' Listen carefully to children's responses & watch for children recounting when you ask 'how many?'	Encourage children to describe what they see & how they see it.

Mottram St Andrew Primary Academy Early Years Progression Framework. Mathematics

Curriculum Sequencing: Number Sense

	Nursery	Reception 1	Reception 2
Learning Experiences	Ask children to make groups of items, eg, groups of 3: 3 pens, 3 balls, 3 elephants. Point out positions of children in lines, eg, 'who is first?' Show number dot cards with easy arrangements of quantities up to four for children to subitise (instantly recognising quantities without having to count)	Show number dot cards with easy arrangements up to 5. Provide vertical & horizontal blank number lines to ten that children place numbers on. Make lines of cubes & ask children to point out which is the fourth cube in the line.	Show number dot cards up to the value of 6 with some more complex arrangements. Encourage children to talk about how they see the number. Play Secret Number with a blank number line: children have to guess your number. As they guess, ask them to write their number on the line. Tell them if your number is more or less than their guess before the next person guesses.
Continuous Provision	Around the classroom, display groups of objects with a numeral that represents the number in each group. Provide equipment such as dominoes & dice & ask children to match numbers.	Provide laminated numbers for children to use as labels. Provide tubs with numbers or dots on them for children to fill in with the corresponding number of objects.	Provide small world houses or construction kits for children to make streets & number the houses. Provide slopes for children to race cars down & say which position each car finished in. Provide egg boxes for children to put objects in.
Outdoor Environment	Go on a Number Scavenger Hunt: children pick out a number card (which can be a numeral or a dot card) & find that quantity of objects outside. Hide numerals outside for children to find a number line.	Play Roll & Run: place hoops in a line & label them 1-6. Children roll a dice & run to the hoop that has the corresponding number.	Label sit-and-ride vehicles with numbers. Place numbers in a bag & ask children to choose one & then find the corresponding vehicle. Make numbered parking bays for the vehicles and ask children to park them in the right place.
Purposeful Pedagogy	Use real objects for children to manipulate. Comment on number phenomena that occur during play, eg, 'Sam's truck has six. That's 2 more wheels than Billy's car has.' Watch & listen carefully to the strategies children use to subitise numbers. Use different coloured dots to encourage children to pick out patterns, eg, five is made up of two 2's and a 1.	Create ten-frames. Ask children to place up to five dots on the grid & discuss the different ways in which they can display numbers. Ask children to compare their arrangements with someone else's. Use 'number talks' to encourage children to explore numbers within numbers. Start off with simple examples, such as arranging five toy animals on a tray. Confirm that everyone sees five. Ask 'what numbers can you see hidden inside 5?'	Ask children to place a number of dots in ten frames & talk to them about the different ways in which they can display numbers. Ask them how many different ways they can find to arrange the dots. Use 'number talks' to encourage children to clarify their thinking, consider other strategies & build a repertoire of efficient strategies.
Learning Conversations	Ask questions such as 'what do you notice?'	Ask questions such as 'what do you notice?' 'how do you know?' Listen carefully to children's responses & ask appropriate subsequent question.	When subitising, ask children to describe how they see the numbers, eg, a child may see a 5 on a dice as a square of 4 dots and one in the middle. Encourage children to share with each other the differing ways in which they see the same number.

Mottram St Andrew Primary Academy Early Years Progression Framework. Mathematics

Curriculum Sequencing: Patterns

	Nursery	Reception 1	Reception 2
Learning Experiences	Read 'Brown Bear, Brown Bear, What Do You See?' by Bill Martin Jr. Encourage children to identify the repeating pattern & join in with it. Sing songs with repeats, eg, 'When Goldilocks went to the house of the bears'.,	Read 'The Napping House' by Audrey Wood. Use pictures of the characters to build up a sequence of the dozing dog, the dreaming child, the slumbering mouse, the snoozing cat & finally the wakeful flea. Encourage children to predict what comes next.	Read 'One Grain of Rice: A Mathematical Folktale' by Demi. Ask children if they recognise the pattern & if they think Rani made a good deal. Sing songs with patterns, eg, 'heads, shoulders, knees & toes'. Ask children what they notice about the patterns in the songs.
Continuous Provision	Provide percussion instruments to make sound patterns; different pasta shapes which can be put into sequences; construction blocks to arrange while building. Potato printing is a good way to encourage pattern making.	Tape pictures of the story characters onto blocks so children can make their own patterns. Provide other examples of patterns such as pictures of paving block & tile patterns, quilts & wallpaper. Ask children to copy them & then make their own. Leave a copy of Elmer the Elephant or Pattern Bugs in the reading corner for inspiration.	Provide fruit for children to make kebabs & ask them to make a repeating pattern. Provide paper to make paper chains. Ask children how many different patterns they can make with three colours.
Outdoor Environment	Encourage children to make bunting with repeating patterns, eg, red, blue, red, blue. Provide collections of objects for children to make repeating patterns with, eg, sticks & leaves (eg, stick, leaf, stick, leaf)	Ask children to identify patterns in nature. Provide photos of patterns, such as leopard's spots, snowflakes & petals. Provide opportunities for children to make patterns, eg, mud pie castles, shells in the sand & seasonal items such as conkers & leaves.	Dance traditional dances with children as many have repeating patterns. Play movement pattern games, eg, Clap high, clap low, stamp right, stamp left. Ask children to make up their own. Ask children to change 'Bobby Bingo' claps to actions.
Purposeful Pedagogy	Describing patterns is difficult for children: scaffolding helps them use mathematical language: ask children to explain how a pattern works & encourage them to state the rule. If the pattern is red, blue, red, blue, then the rule is <u>one</u> red, <u>one</u> blue…	Growing patterns are more difficult for children to recognise than repeating patterns. Provide opportunities to identify growing patterns. If children are asked to describe their pattern & explain how it works, they are more likely to identify a unit of repeat.	Use sound patterns as there is a strong link between patterns & rhythm. Play sound patterns & ask the children to recreate them &b then create their own. Mix up the order of some familiar songs, 'Shoulders, head, toes & knees'. Discuss why the new one is so tricky. Keep this as a fun & engaging activity rather than a lesson.
Learning Conversations	Ask questions such as 'what comes next?' 'How does the pattern continue?' When reading 'Brown Bear, Brown Bear, What Do You See?' ask children 'what keeps happening?'	Use words like 'pattern' & 'repeating'. Ask 'what comes next?' 'how do you know?' and ' Are you sure?'	Ask questions such as 'can you tell me what sound would come next in this pattern?' 'how many times will we hear this sound?' 'what can you see/hear changing?'

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Curriculum Sequencing: Number Operations 1

	Nursery	Reception 1	Reception 2
Learning Experiences	Provide opportunities to count & compare sets. Ask 'how many?' & 'which collection is bigger/smaller?' Use activities where children have to reproduce a number with manipulatives, eg, place two counters on a table, hide another under a cloth & show it to the children. Ask them to make the group that you have (three).	Play 'Snap-it': children move around to music with a tower of multilink cubes of a given quantity 9say 5) behind their backs. When the music stops, they find a partner, snap the tower & show their partner hat is in one hand; the partner has to work out how many are in the other hand. Start with small numbers & increase.	Play Find the Dominoes: place domino cards around the room, shout out a number & ask children to find a card with that number of dots on. Ask them to compare with someone else, who may have chosen a card with a different combination of dots. Ask children to think about how many different ways they can find to make a number.
Continuous Provision	Provide objects in the sand tray for children to sort into sets.	Use small world activities to provide number stories, eg, 'three people are on the bus. Two more get on. How many are now on the bus?' Draw number tracks from 0 -10 for children to jump along.	Use five & ten frames to help children compose & decompose numbers. Make two boat docks in the water tray & have a paper boat race, using fans to move the boats along. Ask children to calculate how many boats ended up in each dock.
Outdoor Environment	Provide collections of natural objects for children to collect, count, group & compare quantities.	Make marble runs with two pipes running into two containers. Ask children to each grab a handful of marbles & drop them into one of the pipes. Ask them to compare how many marbles each has by asking 'who has the most?' 'who has the least?' etc	Provide are construction blocks for children to build with & ask questions, such as 'how many more bricks do you need for another layer in the wall?'
Purposeful Pedagogy	Provide opportunities to make sense of number stories in different ways: act them out, use fingers, use concrete objects & make drawings. Start with small numbers. Look at the structure of the word problem; 'result unknown' problems are the easiest, eg, 'Sam had two balls and gets two more. How many does he have now?' Encourage children to use fingers; they are the best manipulative. If children are struggling, use 'you' instead of names, eg, 'you have two oranges, rather than 'Billy has two oranges'.	Use stories to bring number stories to life. Encourage children to use manipulatives as the numbers in the stories grow. Encourage children to describe comparisons they see in different ways, eg, 'there are more lions than tigers'.	Ensure children have a good understanding of the relationship between numbers before introducing mathematical symbols. Introduce children to the commutative principle by demonstrating, eg, 'three & two more makes five. Two & three more makes five'. Introduce the more complex structure of 'change unknown' problems.
Learning Conversations	Look for children lining up objects & ask questions such as 'how many do you have?' 'how many would you have if you added two more?'	Encourage children to reflect on their number operations before giving them the right answer, eg, 'Sam says five & two makes six altogether. What do five & one make?'	Encourage children to use number problems in everyday situations, eg, 'I usually put five cups out for snack time but Sam isn't here today. How many cups do I need?'

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Curriculum Sequencing: Number Operations 2

	Nursery	Reception 1	Reception 2
Learning Experiences	Provide lots of practical opportunities for children to group objects into sets & count how many sets there are. Read 'One is a Snail, Ten is a Crab' by April Pulley Sayre & Jeff Sayre. Encourage children to make fingerprint paint pathways to show the number of feet the animals have. Make sets of one dot. Two dots, etc. Start with up to 5.	Ask children to sort socks into pairs. Ask them how many there altogether. Show them how to count in twos; provide number cards for two, four & six & ask children to place pairs of socks against the correct card. Read stories that include patterns, eg, 'Mrs McTats & Her Houseful of Cats' by Alyssa Satin Capucilli. Use objects to demonstrate the pattern	Ensure children see multiplication arrays by using columns & rows. Egg boxes & muffin tins are good resources for this. Sing songs to children which include patterns, eg, 'Ten fat sausages'. Make some make believe sausages & every time one goes pop & one goes bang, throw two out to children. Encourage children to use their fingers to count back in twos.
Continuous Provision	Create a restaurant area: children have to make sure everyone gets a fair share of the food.	Plan a party bag – five small sacks in which children have to put the same items. Ask 'how many more items do you need if you need two extra people come to the party?'	Cooking provides lots of opportunities to talk about sharing & multiplying. Put three chocolate chips on each muffin & ask 'how many threes do we have?'
Outdoor Environment	Provide air bricks for children to arrange natural materials in, eg, sticks, leaves, flowers. Encourage children to sort using their own criteria. Encourage children to jump through water or paint in their wellies, shouting 'Two! Two! Two!' as the number of feet they have. The water or paint leaves a trail.	Play Double Trouble: using number cards to five, ask children to choose a number. They should make a tower with that number of bricks & then one twice as big.	Jump in twos: draw a number line, along which children jump in twos. Make a number pattern with pebbles behind the line: two pebbles, then four pebbles. Ask children to finish the pattern,
Purposeful Pedagogy	Pose simple number problems throughout the day, eg, if a child is lining up small world animals, ask 'how many would there be if you added two more?' Wonder aloud, eg, 'I wonder how many children are on the climbing frame?' Encourage the use of concrete objects ; early number operations have a strong spatial component.	Tell number stories & provide problems that use smaller numbers at first, and have a simple structure. Remember 'result unknown' problems are the easiest for the children to understand. Ensure you describe the problems in many ways; often children's lack of vocabulary is the problem, not a lack of mathematical understanding.	Expose children to a range of problem situations without telling them how to work out the answers. Supporting children to find solutions which make sense to them, rather than teaching a procedure, lays a strong foundation for number sense.
Learning Conversations	Use prompts such as, 'I wonder what might happen if…' and 'show me, then tell me about it.'	Ask questions such as 'how many are there?' & 'how might we work out without counting one by one?'	Ask questions such as 'how did you work that out?' & 'can you think of a different way to do it?'

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Curriculum Sequencing: Finger Gnosis

	Nursery	Reception 1	Reception 2
Learning Experiences	Ask children to warm up their 'learning tools' by wiggling their fingers & opening & closing their hands. This could be done to music. Have a disco with dough: play music & encourage the children to squeeze the dough & poke it with different fingers.	Sing finger-action songs such as 'Five Little Speckled Frogs', 'Five Little Ducks' & 'Five Little Monkeys'. Ask children to show you five fingers, three fingers etc. Provide small groups with a bag of numbers up to five: one person picks out a number & the others show them that many on their fingers.	Play 'Finger Disco': stick coloured dots to children's fingers; play music & shout out colours. Children have to touch their thumb with the correct finger. Do this activity with both hands.
Continuous Provision	Provide lots of fine motor skill activities, such as picking up pompoms with tweezers.; making paper clip worms from card & paper clips; making button caterpillars by threading buttons onto pipe cleaners.	Provide materials for finger painting. Encourage children to make different sized dots by using different fingers. (this activities can be linked to Expressive Arts & Design by taking inspiration from great artists, eg Seurat.)	Ask children to put coloured dots on their finger nails. Draw mazes using the same colours with a start & end point. Encourage children to follow the lines with the correct colour finger. Ask children to make some mazes of their own.
Outdoor Environment	Provide small tools for children to pick up objects in the environment, eg, tweezers to pick up leaves, spoons to pick up sand.	Provide frames for weaving in the outdoor area, with strips of recycled plastic, twigs or fabric.	Encourage children to move around the outdoor area in different ways. Shout 'Stop' and throw a large dice numbered 1-5. Children have to show that number of fingers.
Purposeful Pedagogy	Talk about using your fingers in maths: show children how to touch objects for one-to-one correspondence.	Encourage children to use their fingers to count. Use cards with finger symbols on, which children have to match to a collection of objects or to a numeral.	Be aware of any opportunities for children to use their fingers, eg, remind them during the day to count on their fingers. Play games using a colour mat: you name a colour & children have to tap it as quickly as possible.
Learning Conversations	Ask questions such as 'have you got your learning tools ready?'	Ask children questions such as 'Can you show me ways to make four (or any other numbers to ten) with your fingers?'	Ask question such as 'how can you move your fingers more quickly?' & 'which other activities involve using fingers?' (Link this to the use of musical instruments)

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Curriculum Sequencing: Sets

	Nursery	Reception 1	Reception 2
Learning Experiences	Read 'Monkey Puzzle' by Julia Donaldson & Axel Scheffler. Talk to children about the attributes the animals have in common with the monkey. Ask 'why does the butterfly think certain animals might be the money's mum?' Draw a cart with the animals' names on. Record children's ideas of how each animal is the same as and different from others.	Read 'Five Creatures' by Emily Jenkins. Carry out whole body sorts with children sorting themselves, probably best on a non-uniform day. Start with a small group: 'I have five children in front of me. Some have red tops (point to one side), some don't (point to the other side)'. This provides a large scale version of sorting. Ask the other children to check. Gradually introduce some multiple sets. Use dressing up clothes if children are wearing uniform.	Read 'Shoes, Shoes, Shoes' by Ann Morris. If children wear uniform, ask them to bring I their favourite shoes. Sit in a circle and ask children to each put one of their shoes in the centre. Ask them to come up with some ideas of how to sort the shoes into groups. Make a grid and use a realia graph (a 3D bar graph that uses real-life objects) to work out how many are in each category.
Continuous Provision	Provide small world animals for children and ask them to talk about how the animals are the same or different. Provide a variety of different objects at various stations for children to sort. Provide some that are already partially sorted so children have to add to the set.	Place groups between five & ten related objects, such as cuddly toys or plastic food, around the classroom. Ask children to sort them into two sets. Play 'What's my rule?': sort some objects from a collection & ask children to guess the rule. Ask them to make up their own rules.	Provide realia templates for children to sort objects, different areas of the classroom.
Outdoor Environment	Provide pictures of natural objects that children might find in the outdoor area. Ask them to find an object that matches the picture.	Provide objects for children to sort, eg, leaves, seeds & stones. Place coloured hoops, baskets, beanbags & balls in the area so children can find ways to sort them.	Chalk large grids onto the playground & ask children to sort the outdoor toys.
Purposeful Pedagogy	Provide objects related to children's lives for them to sort. This helps them make meaningful connections. (commercial objects can only be sorted in limited ways)	Help children realise that, although there may not necessarily be a right and wrong answer, they need to agree about the attribute by which the objects will be sorted. Make comments when you see sorting going on in the classroom, eg, identify those children who eat a packed lunch & those who eat a school dinner.	Explain to children how to use the graph. Show them how the column starts at the line (axis). Explain that only one shoe may be placed in each square. Explain that missing out squares makes it difficult to compare each column. Make labels for the categories as decided by children. If children are struggling, spend time looking at pictures of different shoes & talk about how they are the same but different. Take a photo of the graph.
Learning Conversations	Ask open-ended questions, eg, 'you remembered that monkey's mum and the elephant are big. Can you think of any other ways in which they may be the same?' 'Can you think of any other animals that are big?' 'Can you think of any other animals that are similar to the monkey?	Ask questions such as 'what else do you notice?' Give children time to explain how they have sorted the objects. Don't jump in with your ideas; they may surprise you.	Ask questions such as 'what could we do with shoes that have laces and Velcro?' 'Why do you think the trainer column is so much longer than the others?' & 'Do you think the shoes would be different if it was summer?'

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Curriculum Sequencing: Length

	Nursery	Reception 1	Reception 2
Learning Experiences	Read 'Twelve Snails to One Lizard' by Susan Hightower. (This includes imperial measures but can easily be changed when reading.) The story is a lovely introduction to measuring length. Ask children for ways in which they might measure objects in the classroom.	Read 'Super sand Castle Saturday' by Stuart J Murphy. (This includes imperial measures but can easily be changed when reading.) The story is a good introduction to non-standard measuring & the need for accuracy. Ask children questions such as ' Is a spoon the best way of measuring the moat?'	Read 'Goldilocks & the three Bears' (traditional). Ask children 'Why do you think Baby Bear's things were always the right size for Goldilocks? 'Do you think Daddy Bear's chair was too big for him?' 'Why do you think that?' Encourage children to see that what is right for one person may not be right for another. Make footprint rulers: draw an outline of each child' foot. Ask them to cut it out & write their name on it.
Continuous Provision	Encourage children to think about measuring in a range of areas, by asking questions such as 'who can make a tall sandcastle?' 'Who can make a long dough sausage?' 'Who can build the tallest tower?'. Make footprints in the sand & ask 'who has the longest feet?'	Make 'longer than/shorter than' charts that have photos on the left, a symbol for short or long in the middle & a box for children to draw another object on the right. Children find & draw objects that are shorter or longer than each photo.	Ask children to compare their footprint rulers, asking 'which is longer/shorter?'. Encourage children to go into the different areas & find things that are the same length as their footprint ruler.
Outdoor Environment	Use two skipping ropes to make a river. Ask children to make a bridge/dam across the river with different materials. Make the activity more challenging by making one end of the river wider.	Encourage children to measure using a variety of different methods. Ask them 'how many feet/hands/twigs/pencils/rulers does this measure?' Encourage children to come up with their own ideas. Refer back to the story: ask children if they think they have chosen the best tools for measuring.	Ask children what they can find outside that is the same length as their footprint ruler. Ask them to sort three objects: one shorter, one the same and one longer than their footprint ruler. Encourage children to look for objects that are the length of two (double) their footprint ruler.
Purposeful Pedagogy	Ensure children have lots of opportunities to compare length. Provide long & wide shapes. Children find height an easier concept to understand as all objects 'rise up' from a surface. When they start to lie things down to measure them. Encourage them to make sure all the objects are are being measured from the same starting point. Revisit comparisons using visual & verbal inputs to help children believe that the conclusion they have reached is fair.	Children often start with general descriptions, such as 'this is a tall book. This is a short book', rather than specific comparisons that involve counting or measuring. This involves children saying things like 'my book is two blocks taller than yours'. Use mathematical language to make children's comments more quantitative. Listen for evidence of understanding of the attributes of measurement & accuracy.	Ensure children are only isolating the attribute of length. Reflect on how you could use all areas of provision to include authentic opportunities for measuring length. Some of these opportunities will arise as children play, but reflecting on this in advance can help you to enhance provision. Take opportunities to comment on length in class, eg, 'Look, the blue truck is longer than the red one'. Ensure children measure end to end without gaps.
Learning Conversations	Ask questions such as 'Which is the longest?' 'How do you know?' 'Why do you think that?' 'How can we compare x & y?'	Make a line of cuddly toys & ask children questions such as 'Which one is the tallest?' 'Which one is the smallest?' 'Can we line them up in order?' 'How do you know it is right?' and 'How might we check?'	Encourage children to use more precise language related to length, eg, 'Does the truck seem just a little bit longer than your footprint ruler?'

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Curriculum Sequencing: Weight

	Nursery	Reception 1	Reception 2
Learning Experiences	Show children a variety of different objects. Ask them to say if they are heavy or light. Include large, light objects & small, heavy ones.	Read 'Balancing Act' by Ellen Stoll Walsh. Show children a variety of objects in pairs. Ask them to say which will be heavier. Use a pan balance-scale to check. On the pan balance-scale, show them two different objects that weigh the same. Ask them what it means when the scales do not tip either way.	Show children a variety of different weighing scales, demonstrating how they work. Pre-prepare some parcels: tell children they are birthday presents. Explain to children that when they send a parcel, it is weighed & the price depends on the weight. Pass the parcels around. Encourage children to predict the weight & then check using the different scales.
Continuous Provision	Provide different containers for children to fill in different areas. Ask them to think about which containers are heavy & which are light. Put sponges in the water area for children to see what happens to their weight when they get wet.	Working in pairs, children visit the different areas of the classroom & try to find objects that weigh the same as each other. Ask them to devise a way to keep a record of the things they have found.	Make two-egg cakes in small groups: place two eggs on one side of the scales. Children have to weigh out the same amount of each of the other ingredients – sugar, self-raising flour & butter.
Outdoor Environment	Place a variety of cuddly toys into bags. Ask children to take two at a time for a walk. Ask 'which toy is the heavier?' repeat this until they have tried all the cuddly toys & come to a decision about the heaviest toy.	Let children experiment with comparing the weights of a variety of items using outdoor bucket-scales. With one constant item in one of the buckets, ask them to find one heavier, one lighter & one object that weighs the same. Hang containers on elastic bands for children to experiment with how different objects stretch the bands.	Play 'How heavy is Teddy?' Place a teddy on one side of the scales. Ask children to find objects to ad to the other bucket to balance the scales, eg, ten conkers weigh the same as Teddy.
Purposeful Pedagogy	Ensure children have lots of opportunities to compare the weights of objects. Be aware of how you use comparative language in the classroom: expressing relationships between objects is important & much more difficult for children than naming concrete items. Keep in mind that for something to be described as heavy, it is being compared to something that is lighter. With this in mind, try to focus on comparisons rather than absolute descriptions when discussing weight.	When using a balance scale, children tend to focus on the fact that the heavier item goes down. Bring their attention also to the one that goes up & is lighter.	Make comments during the day about weights of objects. Give each child a ball of modelling clay of the same weight. Ask them to work with a partner to check the balls are the same weight on a pair of scales. Ask children to change the shape of their clay & discuss what they think will happen to the weight. Provide other scenarios, eg, making a worm with their clay. Use lots of questions & repeat with other items until children understand that an object's weight does not change when its shape changes.
Learning Conversations	Ask questions such as 'how do you know?' 'How can we compare?'	Ask children to hold the objects in their hands first & make predictions about their weight, before checking on a balance scale.	Ask children questions that emphasise the conservation of weight. With clay that is of equal weights, ask children to make a worm & ask 'Whose worm is the longest?', 'Whose worm is the heaviest?' & 'Why are they the same?'

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Curriculum Sequencing: Capacity

	Nursery	Reception 1	Reception 2
Learning Experiences	Capacity is a hard concept for children to grasp. Provide a range of different objects for them to explore, eg, teapots, buckets, spoons, scoops & ladles. Use nests of containers to generate discussions. Provide pouring media such as water, sand, lentils & discrete, countable objects such as conkers, blocks & beans.	Read Goldilocks & the Three Bears (traditional). Show children three bowls & ask 'Which one do you think belongs to which bear?' Use puffed rice to illustrate the varying capacity of each bowl. Ask children to come with ideas to check the different capacities of containers. Some children see that it is possible to put one bowl inside another. This demonstrates increased conceptual understanding.	Tell children they are toymakers. Choose some items from the small world equipment, eg, dinosaurs, & explain that they have to pack their toys into a container to sell. Show them a container & ask 'How many dinosaurs do you think it will hold?' Show them another container with a different capacity & label each with the quantity it holds.
Continuous Provision	Create a fill-and-empty centre with trays of beans with funnels, spoons, jugs etc. Change the pouring media regularly. Provide a water tray with a selection of containers beside it. Encourage children to select from the containers to experiment with pouring & piping water.	Explain to children that there are other containers belonging to the bears around the classroom: lunch boxes in the construction area; cups & water bottles in the water area. Ask them to work out which containers belong to which bears.	Provide children, working in pairs, with a variety of different containers & dinosaurs. Ask them to check & label how many dinosaurs each container can hold. Show children how to make a vertical cylinder with a base & challenge them to work in pairs to make their own that can contain ten dinosaurs.
Outdoor Environment	Set up a car wash: explain to the children that the sit-and-ride vehicles are dirty & need to be washed. Provide large containers of water & a variety of smaller containers & piping. Ask children to devise a way to get water to the car wash. Experiment with how many of each container of water will be needed to wash a vehicle.	Place boxes of different sizes in the outdoor area. These are the bears' treasure boxes. Children use objects in the outdoor area to check capacity.	Encourage children to make a cylinder & see what objects they can find in the outside area to fill it. Ask them to record their findings, eg, 12 pebbles, 10 conkers etc
Purposeful Pedagogy	Play with children: model the language of capacity by asking 'Is your container full?' & 'What happens when you pour water out?' Set a challenge for children: 'Which will be quicker: washing a vehicle with a bucket or a cup?' 'How many bottles did you need?' 'How many cups?'	Ensure children have a large variety of containers to explore. Give them lots of time for this activity; it could last for a week or longer, as the more children experiment, the more they will learn. Draw their attention to different shapes containing the same amount. This is the first step towards understanding conservation of volume.	Ask children how they decided on the size of their cylinder for ten. This activity could be expanded by encouraging children to make cylinders for numbers of dinosaurs up to 20: children choose a number from a bag and make a cylinder for that number of dinosaurs which are then displayed in a line. Ask children whether a cylinder was the most suitable shape to use for packing dinosaurs. Discuss which shape of container would be better.
Learning Conversations	Ask questions such as 'How many spoonsful of water are needed to fill the cup?' 'How many cups are needed to fill the bucket?' Also make comments on the weight of items.	Ask questions such as 'Why do you think that?' 'How could you check?' 'How are you going to work out which one holds the most?' 'These containers are the same size. How do you know they contain the same amount?'	Ask questions such as 'What do you think a cylinder for 20 dinosaurs would look like?'

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Curriculum Sequencing: Time

	Nursery	Reception 1	Reception 2
Learning Experiences	Play the 'Day & Night' game: ask children to think of things they do at night & during the day. Encourage them to mime some of them. Ask them to move around to music & when the music stops, say 'Night' or 'Day'. They then perform an action appropriate to the time of day. You could do this with a visual signal, eg, a picture of the sun or moon.	Create a comic strip of events that happen during the day. Explain to children you have muddled up the order & would like their help in putting it right.	Build time into daily routines. Talk about what day it is & what month it is. Provide a class birthday calendar. Use it to talk about age, next week, last week, today, last month etc
Continuous Provision	Place sand timers around the classroom. Initially do not show the children how to use them. Observe what they do with them & then explain they are measuring time.	Provide children with cards on which they draw their own routines or other things that they might add to the comic strip. Leave familiar books with simple timelines in the book corner. Encourage the children to retell the stories to each other.	Set up a variety of different timers (sand timers, digital timers etc) with challenges in different areas. How many spoonsful of sand can they pit into the container before the timer ends? Make these more challenging by asking children how long it would take to do something.
Outdoor Environment	Place sand timers in the outdoor area. Place beanbags in a hoop some distance from children & give them a bucket. Challenge them to see how many beanbags they can collect before the sand runs out. Create an obstacle course: challenge children to see how much of it they can complete before the sand runs out.	Set up a short trail through the outdoor area or school grounds. Time how long it takes children to complete it.	Make a chart for a week with a list of some typical activities in the outdoor area. Encourage children to write their name next to the activities they have done that day. Refer back to it at the end of the week. Use it to create conversations using the vocabulary of time.
Purposeful Pedagogy	Time is a difficult concept that includes two elements: 1. The time (of day, year etc) that something happens 2. The duration of an event. Be clear about which your activities are designed to promote. Children learn about time of day through discussing when things happen; they learn about duration by reflecting on how long things take to do. Children at this age tend to focus only on the present so make frequent reference to both the time of event & its duration during the day, eg, 'Now we are eating' 'Later we will play' 'This took a short time to do'	Use vocabulary relating to time as much as possible. There is a vast number of words and phrases associated with time, eg, (duration) how long, minute, second, hours, days, days, weeks; (time of event) now, this afternoon, at lunch time, at 1 o'clock, spring, summer, autumn, winter, later, earlier, immediately. Make a list of words & expressions about time & take opportunities to use them with children.	During stories, emphasise time phrases, eg, once upon a time, a long time ago, suddenly, in the blink of an eye.
Learning Conversations	Ask children about what they did at the weekend. Talk to them about events they might be anticipating, eg, their birthday or a visit from family/friends. Talk to children about how long it takes to do something.	Ask question such as (time event) 'What do you do first?' 'What happens after that?' 'What do you think comes next?' (duration) 'Which things can you do quickly/slowly?' 'How many minutes did this take?	Ask questions such as 'What would happen if you used a different timer?' 'What if you used a different container?' 'What might you change to do it even more quickly?'

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Curriculum Sequencing: 2D Shapes

	Nursery	Reception 1	Reception 2
Learning Experiences	Read 'Mouse Shapes' by Ellen Stoll Walsh. Talk to children about all the different shapes in the book. Ask them if they can see anything that is the same shape in the classroom. Point out the shapes of doors, windows etc	Read 'City Shapes' by Diana Murray. Take children on a walk in the local area & se which shapes they can spot. As they find the shapes, they could then tick them off on a checklist.	Read 'Grandfather Tang' by Ann Tompert. Encourage children to have a go at making some basic tangrams.
Continuous Provision	Using juggling scarves, encourage children to make shapes in the air. Provide different shape cutters in the modelling dough area. Also ask children to make shapes without cutters. Children can make shapes in the sand area with tools or their hands. Provide flat shapes for the children to explore.	Ask children to make shape bingo cards (with 6 boxes each) by drawing around shape templates. Play the game. Provide boards & flat shapes for children to make pictures.	Show children how to play 'Guess My Rule': place two or three shapes into two different circles. And ask children what your rule is. Provide equipment for them to play this with partners. Play 'Guess My Shape': hide shapes in bags, & ask children to put their hands in & feel the shape to identify it. Provide magnetic shape tiles.
Outdoor Environment	Provide large brushes & water for children to paint shapes on the wall or ground. Provide twigs to make shapes. Draw large shapes in chalk on the ground for children to walk around or jump in.	Tie a number of skipping ropes together to make a circle. Children stand inside & pull the rope up to waist level. Then ask them, using different numbers of children, to make different shapes. Ask children to make different shapes with their bodies.	Make courses of different shapes for children to ride around on sit-and-ride vehicles. Provide children with lengths of string & ask them to make different shapes with them.
Purposeful Pedagogy	Ensure children experience many different examples of shapes. Do not use common objects as children already have names for these. Instead use drawings or manipulatives. Encourage children's descriptions & add mathematical language relating to the shape's attributes. Encourage children to handle the shapes. Learning the attribute is more important at this stage than learning the name of the shape.	Tell children that squares are a type of rectangle because they have the same features. Encourage children to describe why a shape does not belong to a certain category. Show non-examples to focus children's attention on critical attributes, eg, a slice of pizza is not a triangle because it has a curved outer edge. Children learn more about shapes through guided play, with teachers interacting & asking questions.	Provide lots of books about shapes for children to look at or to read them. Encourage children to use programmable toys to make shapes on the ground.
Learning Conversations	Ask questions such as 'What can you see?' 'How do you know that it is a square?' 'What is the difference between these two shapes?' 'Can you see any other shapes like this one?'	Ask questions such as 'Do you think we could make a bigger square than the one you have?'	Ask questions such as 'How do you know?' 'Can you describe this shape to me?' 'These don't look the same. Can you explain to me how you know they are both triangles?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Mathematics

Curriculum Sequencing: 3D Shapes

	Nursery	Reception 1	Reception 2
Learning Experiences	Read 'Circle! Sphere!' by Grace Lin. Show children a bubble wand. Ask them to name the shape of the opening of the wand. Blow a bubble & ask them to name the shape that comes out.	Play 'Tower Challenge': explain to children that you want to build a block tower that is as tall as them. Deliberately build it with a small base so it is not very stable. Ask children how you might solve the problem & which might be the best bricks to use.	Share 'Cool Architecture: 50 fantastic facts for kids of all ages' by Simon Armstrong, 'Skyscrapers' by Libby Romero or 'Look at that Building!' by Scot Ritchie. Talk to children about all the different types of structures they see. Encourage them to point out any shapes they recognise.
Continuous Provision	Provide lots of different materials for children to build with, eg, cardboard boxes & blocks (avoid blocks that stick together). Provide 3D shapes & damp sand for children to make shape impressions.	Place blocks near the small world toys. Encourage children to build a town for the toys. Encourage children to build their own towers. Provide pictures of famous towers around the world for them to look at.	Provide magnetic tiles for children to turn 2D into 3D shapes. Set challenges for children, eg, ask them to build a bridge over a river. Provide non-fiction books about buildings to inspire children.
Outdoor Environment	Provide bubble mix in large trays & make some wands with openings of different shapes. Ask children to blow bubbles & to say what they notice about the shapes.	Encourage children to take part in Loose Parts Play by providing a variety of different equipment. (Play Scotland provides a useful toolkit for this at: www.playscotland.org) Ensure there is a variety of 3D shapes.	Encourage children to take part in Loose Parts Play by providing a variety of different equipment. Ask children to plan in advance what they intend to make & draw a picture of it. Ask them to come up with a list of materials they will use. Give children a purpose for the activity, eg, make a shelter for a sit-and-ride vehicle.
Purposeful Pedagogy	Ensure children experience many different examples of shapes. Do not use common objects as children already have names for these. Instead use drawings or manipulatives. Encourage children's descriptions & add mathematical language relating to the shape's attributes. Encourage children to handle the shapes. Learning the attribute is more important at this stage than learning the name of the shape.	Allow extended time for children to play & experiment with the 3D blocks. Encourage children to build constructions with an interior space & objects within them, eg, a bed for a teddy, or walls for a farm.	Encourage children to enclose an interior space by adding a roof or ceiling. Encourage them to plan ahead what the structure will be used for (link to D&T).
Learning Conversations	Tell children that the sides of 3D shapes are called faces. Ask children questions such as 'Which shapes can you see on the faces of these shapes?' Encourage children to count the faces.	Ask questions such as 'Which shapes do you think are the strongest?' 'Which shapes are you going to use for your tower?' 'Why?'	Ask questions such as 'Which shapes did you choose to use?' 'I wonder what would happen if..'

Mottram St Andrew Primary Academy Early Years Progression Framework. Mathematics

Curriculum Sequencing: Shapes Within Shapes

	Nursery	Reception 1	Reception 2
Learning Experiences	Read 'Mouse Shapes' by Ellen Stoll Walsh. Pick out some of the picture sin the book & ask children to describe which shapes they can see. Encourage children to use shapes to make their own versions of the pictures.	Read 'Colour Zoo' by Lois Ehlert. Encourage children to make pictures using shapes. Discuss the shapes that they have used.	Read 'Mooshka, A Quilt Story' by Julia Paschkis. Ask children what shapes they can see in the quilt. Ask them to identify ways in which the shapes have been arranged. Ask questions such as ' Can we join triangles together to make any other shapes?'
Continuous Provision	Provide foam shapes to stick down on paper. Provide paint to print shape pictures.	Provide simple tangram mats for children to use. Initially, make sure the mats are colour coded with corresponding colour tiles. Later, the tangram outline can be uncoloured so that children can devise their own combinations of shapes within the outline. Make sandwiches & cut them into a variety of shapes.	Provide small groups with a 'quilt block board' – a piece of card that can be entirely covered in shapes. Also provide a basket of shapes of different colours that, together, will cover the board. Children take turns to pick out a shape & discuss with the others where it will fit on the board.
Outdoor Environment	Encourage children to make mud pies & pizzas. Ask them to notice the shapes they make when they cut them up.	Hide pieces of shapes in the outdoor area, one colour per shape. Encourage children to find al, the pieces of the same colour & see what shapes they can make.	If any children have traditional quilts in their home, ask their families if it's possible for them to bring them into school. Display them on washing lines & discuss the shapes children see. Alternatively, mark a large block board on the ground & ask children to create a quilt using natural materials.
Purposeful Pedagogy	Children will initially use single shapes that don't combine into a bigger shape. Encourage them to begin joining shapes together to make a picture. This activity helps children to learn the properties of shapes & to work creatively.	Making pictures with shapes involves children rotating, combining & changing sizes of shapes. This will prepare them to find shapes inside other shapes. Children will initially use single shapes that do not combine into a bigger shape. They will then move onto combining shapes to make a picture.	Listen to the language children use & encourage them to use words that describe the attributes of the shapes. Point out shapes that could be made with other shapes, eg, 'There is a square on the pattern block. Which other shapes could we use to make a square?'
Learning Conversations	Ask children questions such as 'Which shapes have you chosen?' encourage children to talk about the shape and its attributes rather than its colour.	Talk to children about their pictures. Comment on any rotations they have made & if they have used the same shape but in different sizes. Use correct mathematical terminology.	Show children 'The Quiltmaker's Gift' by Jeff Brumbeau. This contains pictures of many kinds of quilt patterns. Ask children questions such as 'Which shapes can you see?' 'Which pattern do you like best & why?' 'Which shapes fit together well?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Mathematics

Curriculum Sequencing: Spatial Relationships

	Nursery	Reception 1	Reception 2
Learning Experiences	Read 'Rosie's walk' by Pat Hutchins. Draw children's attention to the positional words in the story & what is happening in the pictures. Work with children to create a simple map of the story. In the following days, provide map-making equipment in different areas for children to use.	Display a simple amp of the outdoor area. Tell children that a teddy is coming to visit & you have to show him how to negotiate the outdoor area. Display symbols & the words: *over, under, through, around, out, past, into* & *across.* Create a story about Teddy using the symbols & words. Read 'A Lion in the Night' by Pamela Allen. Encourage children to point out when they hear positional & directional language.	Read 'Tangram Cat' by Maranke Rinck & Martijn van Linden. Use a tangram board & pieces to create the animals from the story. Encourage children to join in. Deliberately put some of the pieces in the wrong places.
Continuous Provision	Encourage children to make obstacle courses for small world characters in different areas of the classroom. Encourage them to describe to the other children how to negotiate the obstacle course. Encourage block building: it is crucial for the development of spatial relationships.	Encourage children. Working in pairs, to create scenes in different areas of the classroom. Give them a set of vocabulary cards (using the words above). Taking turns, children turn over a card & give their partner an instruction, eg, 'Go *through* the forest' 'Go *under* the bridge' You may have to model this activity first.	Create a puzzle area for children with tangrams & pattern block puzzles. Give children challenges, eg, set out a six-pointed star & a variety of pattern blocks. Ask children how many different ways they can find to make the stars with different shapes.
Outdoor Environment	Create an obstacle course for children to negotiate. Talk to children about how they will be able to navigate the course. Model position words & encourage the children to shout them out with you.	Encourage children to use the vocabulary cards to give directions in the outdoor area.	Ask children to hide an object & then give instructions to a partner on how to find it. Leave map-making equipment outside & ask children to draw a map with the object marked on to give to their partner.
Purposeful Pedagogy	Take photos of the obstacle course from different positions & discuss how it looks different from each viewpoint. Use opportunities that arise during the day to use mathematical vocabulary, eg, 'Let's put away the blocks on the shelf' Make sure your spatial language is rich & precise; children's language will become more specific as a result. Help children whose language is not well developed to draw pictures	Spend lots of time discussing positional & directional aspects with children. Provide lots of books such as: 'We're Going on a Bear Hunt' by Michael Rosen 'Last Stop on Market Street' by Matt de la Pena 'Little Red Riding Hood' (traditional) 'Cat Up, Cat Down' by Catherine Hantov 'In-Between Things' by Priscilla Tey 'A Parade of Elephants' by Kevin Henkes 'Into the Outdoors' by Susan Gal.	Provide, initially, colour coded tangrams & then some with only the shape patterns, without colour. For those children who are finding it easy, provide tangrams that only have the outside shape. Be aware of gender disparities: sometimes boys have had more experience with using blocks & construction toys than girls.
Learning Conversations	Ask questions such as 'Where is it?' 'Can you describe to me how to get there?' 'Which way do I go around your obstacle course?'	Ask questions such as 'How are you going to get past that obstacle?' 'How did you decide which card to use?'	Ask questions such as 'Which of the shapes can you use instead of the hexagon?' 'Where is the blue shape?' 'What is different about the way the trapezoids are placed?' 'Which directions were helpful for finding the object?' 'Did you change your words to help your partner find the object?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Mathematics

Curriculum Sequencing: Data

	Nursery	Reception 1	Reception 2
Learning Experiences	Show children a tray of fruit from snack time. Explain that the cook is sad because too much fruit is going to waste. Talk to children about how to solve the problem. Discuss which are their favourite fruits & ask them to choose them from the tray. Create a realia graph, on which each child puts their piece of fruit. Analyse the graph & ask 'What might we ask the cook to order more & less of?'	Read 'Hannah's Collections' by Marthe Jocelyn. Ask children if they have any collections at home. Show them some objects you have collected & explain to them that, like Hannah, you need to sort them out & need their help. Ensure your objects have about five different categories & ask children for suggestions for sorting them. First create a realia graph then a pictogram.	Read 'The Best Food in the Forest' by Mi-Ae Lee. Encourage children to talk about their favourite foods. Listen to children's responses & think of ways to decide which foods are the most popular.
Continuous Provision	Ask children to sort objects in the classroom. Offer a grid for placing objects in when children want to organise their results.	Leave a variety of different collections for children to sort in each area. Provide realia grids in case children want to use them. Encourage children to make their own collections. Provide bowls, baskets & & boxes for them to store them in.	Mix up manageable numbers of objects in different areas. Explain to children that some things have been mixed up or lost & you need their help to sort them out. Provide grids for children to produce realia graphs or pictograms.
Outdoor Environment	Encourage children to collect & sort items in the outdoor area. Ask them how they have sorted the objects.	Make a large realia grid outside. Use it to classify different objects such as bikes, trikes, push-along toys, leaves, twigs, stones, shells, etc. encourage children to choose their own categories for sorting.	Ask children to conduct surveys in the outdoor area, such as 'Which toys do the children in our class prefer?' 'Which type of vehicle passes the school most often?' 'What types of leaves can you see?'
Purposeful Pedagogy	When children have chosen sorting criteria, acknowledge & repeat their ideas. Resist the temptation to jump in with alternative ideas as this will hinder their thought processes.	Think about which daily routines could be displayed using a graph, eg, weather data could be collected over a month. Often the use of data in school is focused on collecting & sorting. The analysis of the data is often missed or done superficially. Research has shown that spending more time on the analysis has greater impact on children's mathematical development.	Take opportunities when children are sorting to model to them ways of quantifying, eg, if there are five leaves in a group, demonstrate how five Multilink cubes can represent the leaves. Joined together, the cubes form the basis for a bar graph.
Learning Conversations	Ask questions such as 'Which fruit is most people's favourite?' 'Which is the least favourite?' (Ensure children realise this is about analysing the data, not a popularity contest). 'Do most children prefer apples or oranges?'	Ask questions such as 'How does the graph help us answer our questions?' 'What are the differences between a realia graph & a pictogram?' 'What can you tell me about the graphs?'	Ask questions such as 'What is the difference between a bar graph & a pictogram?' 'Why is it important to use labels?' 'On the bar graph, which has the most and which has the least?'

Specific Area 3

Understanding the World

Threshold Concept: History History is the story of earlier events and the passing of time.	**Threshold Concept: Geography** Geography is the study of places
• Investigating & interpreting the past: things that happened in the past are represented in a number of ways • Building an overview of the past (world history): in Early Years, children make sense of their won and their family's history • Understanding chronology: children begin to explore the passage of time in familiar scenarios: seasons, birthdays, local festivals, familiar routines & stories • Communicating historically: certain words & phrases can be used to express historical understanding	• Investigating places: this involves children learning to describe where places are & what they notice about them • Investigating patterns: this involves children noticing spatial relationships • Communicating geographically: this involves children developing knowledge representations, such as maps, & learning to use geographical terminology
Threshold Concept: Ecology Ecology teaches us how to look after the natural world	**Threshold Concept: Design & Technology** Design & Technology teaches us how to make products
• Custodians of the planet: we need to learn about nature & how it sustains us so we can appreciate the importance of looking after it	• Mastering practical skills: children need to experiment with a range of techniques to improve their practical skills • Designing & making: children come up with some design ideas (think), test them out (make), evaluate (break) and improve (repeat) • Taking inspiration from products: children are encouraged to be curious about how products are made, taking them apart & rebuilding

Specific Area 3

Understanding the World

Threshold Concept: Science Science involves observing the world to see how nature works
• Scientific enquiry: is the process • Biology is finding out about the basic needs of humans, plants & animals • Chemistry is finding out about the observable properties of materials • Physics is finding out about the seasons & the factors that affect how objects move
Vocabulary: after, before, first, I think…because, last week, new, old, second, today, tomorrow, yesterday, beach, church, cinema, desert, globe, hill, map, mosque, mountain, railway, rainforest, river, road, supermarket, animals, community, empathy, environment, natural, plants, responsibility, take care, architecture, break, design, join, make, materials, measure, properties, repeat, speed, stability, test, think, describe, check, explain, hypothesise, observe, predict, pull, push, seasons, weather

Mottram St Andrew Primary Academy Early Years Progression Framework. Understanding the World

Curriculum Sequencing: History

	Nursery	Reception 1	Reception 2
Learning Experiences	Re-read familiar books to children so that they can begin to predict what comes next in the story.	Read 'The Growing Story' by Ruth Krauss. Link it to the study of the seasons. Ask children how they know things are growing & to find ways to record this.	Create a festival timeline. Decide which festivals you are going to look at across the school year. Ensure these reflect cultural diversity.
Continuous Provision	Ensure that there are objects in the home corner that reflect the cultural diversity of the class.	Provide simple, pictorial construction plans for children to follow in the construction area. Create an old & new collection of toys. Ask children to sort them using their own attributes for sorting.	Provide costumes to reflect the festivals. Provide cooking opportunities for simple dishes relating to the festivals, with simple step-by-step instructions. Listen to music for each festival.
Outdoor Environment	Encourage children to make obstacle courses & describe the order in which the obstacles have to be approached. Make collections of natural objects, keep them & ask children to describe what is happening to them over time, eg, leaves are drying out.	Provide pots, soil & seeds & recipe cards with pictorial representations of how to plant the seeds. Ask children to find ways to measure growth. Compare pictures of old gardening tools with new. Ask children what they notice about them.	Provide opportunities for children to put things in order of time, eg, if it is summer, put pine cones from Autumn at the atrt of a timeline (labelled 'past') & daisies & green leaves now (labelled 'present').
Purposeful Pedagogy	Establish routines so children have an understanding of how their days progress. Display a daily schedule to help children become aware of the present, recent past & near future events. Use concrete representations such as books, artwork & music to make children aware of the distant past and far future. Ensure reading books are set in both the past & the present.	Display a daily schedule with events that can be moved around. Encourage children to help you get the sequences in the right order. Show a picture from the day before. Ask children what they can remember from the activity. This allows them to revisit, remember & consolidate learning (retrieval practice). Give children their own schedule boards & ask them to plan which areas of the classroom they are going to visit first, second, etc. Ensure reading books are set in the distant past, present & future.	As the timeline of festivals progresses, refer to it regularly. Use time-related vocabulary to ask children about which was the first festival, the last festival etc. talk about the origins of the festivals in the past & how they have changed or developed over time.
Learning Conversations	Encourage children to reflect on similarities & differences, eg, in a story, look at the clothes a character is wearing. Discuss whether the clothes worn are the sort f things people wear nowadays. Introduce them to terms such as *yesterday, today* & *tomorrow*.	Ask questions such as 'What did you do first today?' 'What are you going to do later?' 'What comes next?'	Use expressions like 'once upon a time', 'then and now', 'a long time ago' and 'when you grow up'. For children who may be new to the school or area, ask questions about before they moved here & where they lived previously. Encourage them to bring photos & describe them to others.

Mottram St Andrew Primary Academy Early Years Progression Framework. Understanding the World

Curriculum Sequencing: Geography

	Nursery	Reception 1	Reception 2
Learning Experiences	Take children out for frequent walks in the local area. Find locations that are familiar to them & you. Talk about the locations, eg, 'I am going to pop into the supermarket tonight on my way home to buy…' and 'Do you come to this chapel?'	Provide children with maps & photos of their local area. Encourage them to talk about what they see. Encourage children to talk about family members who may live in different countries or holidays they have been on.	Provide frequent opportunities to look at globes, aerial photos & maps with children. Use them to initiate discussions about where they live, where other family members live & where they have been on holiday. Encourage children to talk about the physical geography, weather & food.
Continuous Provision	Provide maps of the continuous provision areas & encourage children to draw on them where they go. Create simple maps that show children where equipment goes, eg, where on a table the pencils or the books go. Ask children to put them in the right place.	Use simple maps of the local area to children to use with small world characters, or on which to build structures with blocks. Use construction toys to create a model of their house or school.	Provide materials for children to create different environments, such as a desert in the sand area. Provide a variety of non-fiction books with photos of different environments for them to explore. Provide a toy & explain that the toy doesn't know anything about where the school is. Ask them to describe the area to the toy.
Outdoor Environment	Encourage children to make rivers & mountains from sand & mud. Ask them to build a town/shelter with large blocks or natural materials.	Provide maps of the outdoor environment. Encourage children to hide objects for each other & show the location on the map. They could also use directional language to help a partner find the object.	Design a photo orienteering activity in the outdoor area. Take photos of certain areas & hide an object there. Children have to look at the phot, run to the place & record the object that is hidden there. Show children a map of the whole activity.
Purposeful Pedagogy	The local area offers endless learning opportunities. Identify the wider experiences you are going to give children in advance. This maximises the opportunity to give children, who may have little local knowledge, a good grasp of their surroundings.	Listen to children talking in order to find out which environments they are familiar with & talking about. Provide resources to introduce children to less familiar environments. Mottram is rural so we may need to introduce more city environments.	Maximise opportunities for children to talk about similarities & differences between places & the people who live there. As the UK population becomes more culturally & linguistically diverse, Early Years staff have a role to play in teaching children to be interested in, rather than judgemental about, each other.
Learning Conversations	Listen carefully to children. Give them time to talk about their homes, where they live & what they do there. Maximise opportunities for children from other countries, or with family from other countries, to talk about what it is like there. Use questions such as 'What do you think it would be like in..?' 'What might be the same/different?'	Use 'I wonder' scenarios with children, eg 'I wonder who might live here', 'I wonder what the weather is like in this place', 'I wonder what kind of food is eaten here'.	Show children photos of familiar landmarks in the local area & the same type of landmarks in other areas. Ask 'What do you notice?' 'What is the same or different?' 'Can you explain why?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Understanding the World

Curriculum Sequencing: Ecology

	Nursery	Reception 1	Reception 2
Learning Experiences	Read 'Somebody Swallowed Stanley' by Sarah Roberts. Maximise opportunities to immerse children in nature. Take them out every day & encourage them to explore, looking under rocks & leaves to see hat lives there.	Read 'Grandpa's Garden' by Stella Fry. Take children out every day & encourage them to use their senses, eg, show them how to make 'deer ears' by cupping their hands behind their ears, and ask 'What can you hear?' Encourage children to use 'splatter vision' – looking around, side to side, up & down, eyes sweeping around. Ask 'What can you smell?' etc	Read 'Greta & the Giants' by Zoe Tucker. Take children out for frequent walks. Ask 'What natural things do you see?' 'What dangers to the environment do you see?'
Continuous Provision	Use recycled materials in continuous provision areas. Plastic bottles can become skittles or be cut up to become ball catchers. Encourage children to make things that will move in the wind – windmills, streamers, chimes.	Provide a range of natural materials for children to use indoors. They can use these to make impressions in dough etc	Provide photos of things that are good or bad for the environment. Ask children to sort them. Talk about people who work to save the environment & encourage role play in these endeavours.
Outdoor Environment	Make fat-ball bird feeders. Hang these up in the outdoor environment. Provide bird-watching books & binoculars. Provide tools for digging & looking for worms.	Encourage children to plant, label, water & weed the outdoor area.	Make a wormery. Leave books around for children to discover why worms are important.
Purposeful Pedagogy	Explain to children that we are all on a mission to save our planet. Some environmental concerns are too huge for early Years children to comprehend & as a result they think they have nothing to contribute. Break it down to small things that they can do, eg, turning off taps, putting litter in a bin.	Talk to children about taking responsibility. Encourage them to take care of both their indoor and outdoor environments, eg, by putting tops on pens, tidying away and putting things in their right place. Show children the impact of plastic on animals (National Geographic has some photos). Ask them what they think about the photos & what they can do to help.	Ask children. Working in small groups, to come up with a list of things they could be responsible for. Discuss the various ideas as a class. Discuss a local environment problem (the state of the wild garden in school?) or one that is currently in the news. Talk to children about it & listen to their views.
Learning Conversations	Encourage children to notice things in the environment. Ask them which plants/animals they can see etc. use the correct names for these & use retrieval practice to ensure children remember them.	Ask children how it makes them feel when others don't take care of things in the classroom. Talk to them about what empathy means.	Ask children some big questions such as 'Where does our food come from?' 'Is it local?' 'Why is it important to have lots of different plants & animals?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Understanding the World

Curriculum Sequencing: Design & Technology

	Nursery	Reception 1	Reception 2
Learning Experiences	Read 'The Little Engine That Could' by Watty Piper. Talk to children about how the train pulls the cars. Encourage children to play with trains in the classroom & explore how the train carriages are attached to each other.	Read 'Iggy Peck' by Andrea Beaty. Ask children about tall towers they know of. Provide non-fiction books of pictures with tall buildings & ask children what they notice about them. Challenge children to build a tall building using lots of different materials.	Read 'Roller Coaster' by Maria Frazee. Ask children if they have ever been on a roller coaster & if not, whether or not they think they would like it. Ask them what they think makes the roller coaster go fast. Show children a marble run & ask them which parts of the run they think the marble will go fastest.
Continuous Provision	Provide equipment such as pipe cleaners, paper clips, elastic bands & paper strips so that children can experiment with joining materials. Encourage children to make a train by joining things together. Encourage them to see how long they can make their train.	Encourage children to build towers with lots of different materials. Ask 'Who can make the tallest building?' Provide a wide range of building materials: boxes, cartons, cardboard tubes, plastic cups, art straws. Provide connectors: tape, glue, elastic bands & wire. Provide tools: scissors & pliers.	Encourage children to play with ramps & balls. Ask them how they think they can change the ramps to make the balls go faster. Give children a challenge: 'Who can design a marble run with cardboard tubes to make the marbles run at different speeds?'
Outdoor Environment	Encourage children to find ways of joining things together to make a train outside. Ask them to explain how they have joined things together.	Go on a walk to investigate buildings nearby & ask children what they notice about how they are built & the shapes they can see.	Provide planks, balls & cars for children to experiment with.
Purposeful Pedagogy	Provide a wide range of materials and display the attractively so children can see al, the choices available to them. Show children that each item has a specific place. Experimenting allows children to learn about the properties of materials & the capabilities of tools through play. The end-product is not as important as the process.	Encourage children to think about what kind of building they will make and to draw their ideas. Allow them to build their towers to test out their ideas. In doing this, they will find out if the buildings stand up, and what they can change to make the buildings better or stronger. Encourage children to describe their building to others: how they designed them initially & what they changed to improve it.	Encourage children to do lots of exploring before starting activities as the greater their knowledge of materials, the more creative they will be. encourage children to design, test out & tweak their products. Ask them if their finished products were suitable for their purpose. Leave the resources out for children to tweak & refine their designs. Read 'How to Design the World's Best Roller Coaster in 10 Simple Steps' by Paul Mason. Discuss the book with the children.
Learning Conversations	Ask questions such as 'What did you think would happen if..?' 'What did you notice about?'	Ask children which tower is the tallest & how they know. Encourage them to find a way of measuring. Talk to children about some of the strange materials Iggy used to make his towers. Ask them if they think anyone can actually build them up & make them stand up.	Ask questions such as 'What do you notice makes the marbles go faster or slower?' 'What might happen if you…?' 'If the marble doesn't stay on your run, what might you change?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Understanding the World

Promoting Scientific Enquiry

	Background	Purposeful Pedagogy
Observing	To ability to **observe** accurately is crucial in science. Young children pay attention with all their senses. Their observational skills increase as they gradually start to move from simple to complex: they note more details & start to make connections. As their confidence & vocabulary increase they become more verbal. Children **classify** objects according to attributes (a maths skill) & use this skill in science to help them predict & draw conclusions.	Children need objects & events to observe & a safe place to do this in. Create a sensory rich environment both indoors & outdoors. Think about materials that will engage all the senses. Choose materials that are: rough, knobbly, smooth, smelly, sweet, sour etc. Provide tools for children to use: magnifying glasses, cameras, microscopes etc. Provide scientific vocabulary for children to use. Begin by using simple labelling words, eg, big, blue, before moving onto other, less obvious qualities, eg, cold, dry. Provide lots of objects for children to sort & classify. Go on nature walks to collect objects. Draw attention to similarities & differences in objects & movements. At snack time, provide foods that are different in look, taste or texture.
Predicting	**Predicting** involves using prior knowledge to anticipate what will happen. Predicting helps young children think about what they already know in new ways. The more children engage in predictive thinking, they better they get at it.	Remind children of previous experiences. Help them to remember what they observed before, by asking them if they think it might happen again. Ask children to say what they think & why. This gives you a wider insight into what they are thinking. Encourage children to check out their predictions. Ask questions such as 'How can we be sure?' Encourage children to ask 'What if?' 'Why?' and 'How?' questions. Respond to questions from children – you don't have to know the answer, just share their curiosity. Use sophisticated scientific vocabulary, eg, questioning, predicting, & hypothesising.
Checking	Children are naturally curious & want to find out how & why something works or doesn't work. They generate ideas & then experiment to **check** whether their ideas were valid. I this way, they learn to reflect upon their assumptions.	Guide children who have been using trial & error to a more systematic approach. Do not start off with showing them what to do as children need to have played with the materials to gain some background knowledge before they can predict.
Recording	**Recording** in Early Years may take many forms: drawing, taking photos, using their emerging abilities to work with data, or verbal or written reports.	Encourage children to draw what they see. This is a scientific, rather than a creative art opportunity. Non-verbal recording can be valuable for some, including children whose first language is not English. However, the aim is to try to furnish children with a rich, scientific vocabulary as soon as possible. Explain to children the importance of recording so they can check results again or compare their results to someone else's.
Concluding	**Concluding** involves children looking at what worked & what didn't, comparing what happened to what they thought would happen.	Encourage children to talk about their results in relation to their prediction or their hypothesis. Encourage them to use the correct vocabulary. Allow children to compare their results with others in small groups. Call children's attention to things that contradict their hypothesis if they don't notice it themselves. Your role is not to give facts, but to promote a spirit of scientific enquiry.
Communicating	**Communicating** ideas encourages children to use the language of cause & effect. Communication is an important science skill & highlights the integration of science & literacy skills.	Communicating findings from scientific experiences has been found to be undervalued in the Early Years. The very act of talking makes children more observant. Just being able to describe their findings cab be a significant event for pre-school children. As with recording, provide a variety of opportunities for children to share their scientific discoveries.

Mottram St Andrew Primary Academy Early Years Progression Framework. Understanding the World

Curriculum Sequencing: Biology

	Nursery	Reception 1	Reception 2
Learning Experiences	To introduce plants to children, ask them to draw a plant & then discuss what they know about plants. Provide examples of plants that may differ from children's concept of a plant.	Make some small cardboard squares in different colours: green, white, red, brown & black. Sprinkle the squares over an open area of grass. On the command 'Go', children pick up the squares as quickly as possible. Stop about halfway through & ask which colours they have & if any were easier to find than others. Repeat on surfaces of different colours. This is a good introduction to camouflage.	Read 'The Tiny Seed' by Eric Carle. Ask children what they know about seeds & what sees need to make them grow.
Continuous Provision	Provide non-fiction books about plants. Often children will not class trees, vegetables or weeds as plants, so point out that they are. Show some plants that grow in water, not soil.	Show children 'Masters of Disguise: Camouflaging Creatures & Magnificent Mimics' by Marc Martin & any other books you have about camouflage. Ask children to choose an object & find a good place to hide it in the classroom.	Plant sunflower seeds in containers & water them. Ask children to recall the order you did things & write an instruction card. Following on from children's initial discussions about what seeds need to grow, provide the seeds with different conditions: sunlight & water. Sunlight without water, and darkness. Observe what happens to the seeds.
Outdoor Environment	Take children on a plant treasure hunt to see what they can find & what they notice.	Ask children to hide objects in the outdoor are for a partner to find. Ask them to explain why they chose that particular hiding place.	Give children an instruction card with words & pictures for planting sunflowers. Provide equipment: a container (which can be decorated), cotton wool & some sunflower seeds. Ask children to follow the instructions & water them. Leave them in a safe place, reminding children to water them every day.
Purposeful Pedagogy	Talk to children about plants, including trees & grasses. Many children will have the misconception that plants only grow in pots, indoors. Ask children what they notice about each plant. Ask children to draw another plant & ask them to note how their drawings have changed as a result of their observations. Give children lots of opportunities to see different types of plants. Only after repeated experiences & discrepancies between their predictions & what they see, do children adjust their thinking.	Talk to children about camouflage & why they think animals use it. (Twinkl have some good camouflage resources). As a contrast to camouflage, show children some animals that are brilliantly coloured to scare off predators, such as coral snakes or poison dart frogs.	Give children lots of time to discuss & explain their predictions for what will happen to plants in different conditions. Listen to what children say to correct any misconceptions. Remind children to water their pants every couple of days & encourage them to chart the progress of their plants by taking photos or drawing pictures. Children can build frames to support their sunflowers. Place some celery in a glass containing water & food colouring. Let them see that water is absorbed by the roots of a plant, not its leaves.
Learning Conversations	Ask questions such as 'What do you notice?' 'What makes you say that?'	Ask questions such as 'Where do you think these animals might live?' 'Why do you think a polar bear is white?'	Ask questions such as 'What do plants need to grow?' 'What do seeds need to germinate?' 'Do you think all of the plants will grow?' 'Which plants do you think won't grow? Why?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Understanding the World

Curriculum Sequencing: Chemistry

	Nursery	Reception 1	Reception 2
Learning Experiences	Show children some ice shapes you have prepared in advance. Ask them what they know about ice.	Read 'Alan's Big Scary Teeth' by Jarvis. Discuss with children how to keep teeth healthy. Show children some hard boiled eggs. Explain that the shell is like our teeth. Put one egg each into a glass of coffee, tea, fizzy drink, vinegar & water. Ask children what they think will happen to them. Protect another egg in toothpaste & put it in tea or coffee. Leave for three days & observe what happens.	Explore dissolving & mixing. Demonstrate dissolving sugar in water & ask children what they think has happened to the sugar. Dilute some squash with water & ask what they think has happened. Show children tow beakers of water. Tell them you are going to put a sugar cube in one & a rock in the other & stir them up. Ask them what they think will happen.
Continuous Provision	Provide moulds for children to make their own ice shapes. They can add food colouring, hide a small world character inside or make an egg-shaped one with a dinosaur inside. Freeze the shapes & ask children how long they think it will take for their shapes to melt.	Provide non-fiction texts so children can look at animals' teeth. Provide props for them to role paly being dentists. Make a giant mouth out of recycled materials & teeth out of the bottom of milk bottles. Make marks on the teeth for children to brush off. Take out some of the teeth to talk about losing milk teeth.	Provide jam jars with lids. Explain to the children that they are going to add some water to their jar & then some oil. What do they think will happen? What might they do to mix them up? Encourage them to try out their predictions. Encourage children to make mixtures in different areas.
Outdoor Environment	Provide moulds for children to make ice shapes containing some natural materials. Ad a piece of string to them before they are frozen. Once they are frozen, ask children to hang them up in different places in the outdoor area. Ask them to make & explain predictions about which one will melt first.	Make marks on walls with paint & encourage children to brush them off. Stick play dough around the bottom of Mega Bloks & give children string to try & get the dough off.	Ask children what they can mix with water in the outdoor area. Ask them to explain what they discovered.
Purposeful Pedagogy	Ask children what they have discovered about the rate that ice melts. Explain how you are going to add something different to each of the ice shapes to see if this affects the speed at which they melt. Add an equal quantity of salt, turmeric, bicarbonate of soda & cayenne pepper to each shape, labelling each one & leaving one ice shape as a control. Ask children to predict what might happen, then observe. Take photos as the shapes melt.	Plan for & systematically use scientific words that children will use. Use images in fiction & non-fiction texts to introduce, discuss & reinforce topical vocabulary that is relevant to children's own investigations. After carrying out investigations (such as the egg experiment above) ask children what they notice & what they have concluded.	Bring children together (perhaps in small groups) to find out what they have discovered about mixtures. Listen carefully & ask lots of questions, such as 'What did you discover about oil & water?' give children the option of adding some salt, sugar, liquid soap or mustard powder to their jars of oil & water. Ask them to watch carefully to see what happens. To end with a bang, show children the 'fireworks in a jar' experiment: www.youtube.com/watch?v=JgNOuNh00kg
Learning Conversations	Ask questions such as 'Which one did you think would melt fastest?' 'Were your predictions correct?' 'What makes ice melt faster?'	Ask questions such as 'Why do we need to clean our teeth?' 'Which drinks are not good for teeth & therefore we should only have occasionally?' 'If we do have sugary drink, what might we do to protect our teeth?'	Ask questions such as 'What do you think will happen?' 'Why do you think that?' 'What happens when..?' 'Were your predictions correct?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Understanding the World

Curriculum Sequencing: Physics

	Nursery	Reception 1	Reception 2
Learning Experiences	Ensure children have had lots of opportunities to play with containers in the water tray before embarking on this activity: Read 'Mr Gumpy's' Outing' by John Burningham. Talk to children about why the boat turned over & what they think makes things sink. Encourage children to share their ideas.	Read 'Push & Pull! Learn About Magnets' by Julia Vogel. Discuss with children what they know about magnets. Many may have magnets on their fridges. Ask them which things magnets attract.	This activity is best started on a sunny day & can go on for over a week. Ask children what they notice about their shadows. Take photos & draw around shadows. Take them out on an overcast day. What do they notice? What are their predictions about shadows? After the initial activities, read 'Moonbear's Shadow' by Frank Asch.
Continuous Provision	Encourage children to test out their hypotheses about what makes things sink in the water tray. Provide a variety of different containers & objects for children to experiment with. Ensure there are some small objects that will sink & large ones that will float.	Provide a variety of magnets. Encourage children to test out different things around the classroom, asking them to record three magnetic & three non-magnetic items. Show them a magnet maze: on a simple road map attach a paper clip to a card car. Show how to move the car by moving a magnet underneath. Ask them to make their own.	Encourage children to make & test out their predictions about shadows. Provide torches for them to experiment with making shadows of objects: project a light onto a white sheet for them to make shadow characters with their bodies.
Outdoor Environment	Draw an outline of a boat on the ground outside. Ask children to predict how many people can fit in the boat. Encourage them to try out their ideas.	Provide magnets for children to test materials in the outdoors. Attach paper clips to small items & place them in a large bucket. Ask children to fish them out with a magnetic fishing rod.	Ask children to investigate shadows makes by things outside.
Purposeful Pedagogy	Bring children together to discuss their findings. Encourage the development of children's scientific enquiry skills by reminding them of their predictions & comparing them to what they found out. Encourage all children to share what they have noticed. Summarise by saying 'So our hypothesis was..' 'We checked it by..' and 'We found out that..' show children rocks of three different sizes & three foam balls of different sizes. Ask them to predict which will float, which will sink & to explain why.	Bring children together to discuss their findings. Encourage the development of children's scientific enquiry skills by reminding them of their predictions & comparing them to what they found out. Model how to present their findings: 'We predicted that..' 'We experimented by..' 'We found out that..' and 'So we think..' Ask children to share their recordings. Show children a gold ring & ask them if they think it is magnetic (they may think all things made of metals are magnetic)	The theories children contribute don't have to be scientifically sound. What's important is helping them to think about their experiences & challenging them to construct explanations based on their existing knowledge. It will take many experiences for children to develop conceptual understanding of a topic of study. These activities promote their scientific enquiry skills & increase their natural curiosity. Grasp every opportunity to introduce & reinforce scientific vocabulary.
Learning Conversations	Use questions & comments such as 'Let's check our ideas' 'How can we be sure?' 'What else might you check?' If children use simple language, model scientific vocabulary.	Ask questions such as 'How did you decide which items you were going to test?' 'What have you concluded about magnets?'	Ask questions such as 'What happens if I turn out the light?' 'What do you need to make a shadow?' 'Do all things make shadows?' 'Can you make the shadow of the toy bigger or smaller?'

Specific Area 4

Expressive Arts & Design

<table>
<tr><td>Threshold Concept: Cultural Awareness – Visual Arts
Visual arts are a valuable form of exploration</td><td>Threshold Concept: Cultural Awareness - Music
Music promotes cultural awareness, expression, creativity & well-being</td></tr>
<tr><td>We should:
Value process over product
Encourage self-expression
Encourage children to appreciate as well as create artworks</td><td>It involves:
Hearing & listening
Vocalising & singing
Moving & dancing
Exploring & playing</td></tr>
<tr><td>Threshold Concept: Cultural Awareness - Dancing
Dancing develops physical fitness, cultural awareness, self-expression & creativity.</td><td rowspan="2">Threshold Concept: Cultural Awareness – Playing
Playing & pretending supports early physical, emotional, social & academic development. There is a continuum from unstructured to structured play.</td></tr>
<tr><td>It involves:
Experimenting with different ways of moving
Exploring what the body can do
Using a range of stimuli
Exploring with props</td></tr>
<tr><td colspan="2">Vocabulary: artist, collage, colour, comment, draw, feelings, materials, mixing, observe, paint, print, sculpt, technique, tools, beat, dynamics, instrument, genre, melodic shape, melody, pitch, rhythm, structure, tempo, texture, timbre, angry, dance, expression, feelings, happy, music, sad, stimulus, character, conflict resolution, play, pretend, role, rules, self-regulation</td></tr>
</table>

Mottram St Andrew Primary Academy Early Years Progression Framework. Expressive Arts & Design

Curriculum Sequencing: Visual Arts

	Nursery	Reception 1	Reception 2
Learning Experiences	Read 'The Noisy Paint Box: The Colours & Sounds of Kandinsky's Abstract Art' by Barb Rosenstock. Show children some of Wassily Kandinsky's paintings & discuss what they notice.	Read 'Through Georgia's Eyes' by Rachel Victoria Rodriguez. Explore the colours in the book & discuss children's ideas. Show children some of Georgia O'Keefe's paintings & ask them what they notice.	Read 'Meet Barbara Hepworth' by Laura Carlin. Ask children what they notice about her work.
Continuous Provision	Provide paper plates, coloured paper cut into squares, a variety of media, paint, crayons, oil pastels etc. Encourage children to make their own pictures.	Provide large, brightly coloured, cardboard flowers to act as a base for children's own interpretations of flowers. Provide a variety of other materials such as card, scissors, tissue paper, glue & scrap paper in a variety of colours. Encourage children to create their own flower. Provide modelling clay for children who might want to reproduce the skulls seen in the book.	Provide clay & modelling tools for children to make their own creations.
Outdoor Environment	Show children Kandinsky's '*Sign with Accompaniment'* painting. Ask them about the shapes & the colours they can see. Provide card strips, art straws, twigs etc to make straight line compositions. Provide large pieces of paper, large brushes & paints for children to make their own large painting.	Encourage children to look at the natural world & try to see it as Georgia would. Encourage them to use the environment to inspire their own paintings.	Encourage children to make their own sculptures using natural objects they find outside.
Purposeful Pedagogy	Set up a permanent art area as this demonstrates to children that this subject is important. Provide a wide range of easily accessible materials. Introduce different materials gradually so children don't become overwhelmed. Let children explore freely rather than focusing on producing perfect work.	Ask children to compare the work of each new artist you introduce with the work of ones already explored. Ask them to find similarities & differences. Create artworks alongside children as they are more likely to experiment with different materials if they see you using them. Model techniques & make suggestions as you go. Encourage children to talk about their artworks (processes as well as product).	Encourage children to describe things in detail because as their language becomes more complex, so do their representations. Talk to children about the feelings they have when looking at sculptures. (Many say Barbara Hepworth's sculptures are calming). Display children's artwork. Ask them to describe their own and others' work.
Learning Conversations	Ask questions such as 'How did you decide which colours to use?' 'Which other shapes might you use to make a painting inspired by Kandinsky?'	Ask questions such as 'What do you like about this painting?' Make statements such as 'I saw you taking a lot of different coloured paint to your table.' This encourages children to talk about what they were doing & encourages much more discussion than saying 'Tell me what you have painted'.	Ask questions such as 'How did you make your shape?' 'What did you do next?' 'How did you change your piece?' 'Which equipment did you use?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Expressive Arts & Design

Curriculum Sequencing: Music

	Nursery	Reception 1	Reception 2
Learning Experiences	Play listening games with the children. Say 'I wonder what we will hear if we are quiet'. Sing lots of songs with children. Use songs that changes from quiet to loud. This website www.minuteoflistening.org provides a variety of different sounds for children to listen to.	Sing with children at different times of the day. Vary the type of song to include nursery rhymes, traditional songs & songs for special occasions. Share songs from the different cultures in your class. (They may be surprised to hear that the tune for 'Happy Birthday' is used in many different languages).	Read 'We're Going on a Bear Hunt' by Michael Rosen. Explain you are going to play some music & you want them to imagine they are going on a bear hunt themselves. Ask them to think about what they might be doing as the music changes. Play 'In the Hall of the Mountain King' by Grieg www.youtube.com/watch?v=klpHh6DKWc
Continuous Provision	Provide noise making materials, such as instruments, timers, metronomes & wind up clocks. Encourage children to make & describe the sounds.	Provide opportunities for children to listen to a variety of different genres of music at listening stations. Provide instruments that children can use to play along with the music.	Encourage children to make some music to go with their favourite story, eg, in The Gruffalo, what kind of sound might they make for the different animals? Ask questions such as 'Would the mouse be quiet & soft?'
Outdoor Environment	Encourage children to listen to sounds outside. Place wind chimes & other materials that will produce sound in the outdoor area.	Create an outdoor stage with music, on which children can dance and perform	Play 'In the Hall of the Mountain King' by Grieg & encourage children to act out a story that matches the music.
Purposeful Pedagogy	When reading stories, use your voice in different ways: use different voice for characters; make the sounds that people, animals & machines make as you act out different scenarios. Comment on the sounds the children make when they are playing.	Provide a wide variety of genres of music to children. Think carefully about how you can widen children's cultural capital by ensuring they hear music from around the world & from different eras. Start with instrumental music so children are not distracted by the language. Ask children what their favourite piece of music is & create a class playlist.	Play an instrument to children if you are able. If not, ask another member of staff or parent. Ask the children who play brass instruments to play to the class. Visit Fallibroome & listen to their orchestra if they have one. Try to maximise opportunities for them to hear live music.
Learning Conversations	Ask questions such as 'What kind of sound is that?'	Ask questions such as 'What do you like about this piece of music?' 'How does this music make you feel?'	Ask questions such as 'Why did you pick that sound?' 'What kind of sound are you making?' 'Did the music make you feel scared?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Expressive Arts & Design

Curriculum Sequencing: Dancing

	Nursery	Reception 1	Reception 2
Learning Experiences	Read 'Doing the Animal Bop' by Jan Omerod. Encourage children to move around like the different animals. Take the opportunity to introduce children to new vocabulary, such as 'flounce'.	Read 'Giraffes Can't Dance' by Giles Andreae. Encourage children to move like the different animals. Play the music for the different genres of dance mentioned in the book. Encourage children to move to the rhythm.	Teach children a basic African dance, such as the clock dance. Use coloured cones as the numbers on the clock & practise without music at first. (Any cultural dance could be used here. Be guided by the children in the class) www.youtube.com/watch?v=MKWqS2ByEFY
Continuous Provision	Encourage children to move in different ways as they go from one area to another.	Show children videos of the different genres of dance mentioned in the book. Provide props for them to use.	Encourage children to work in small groups to practise their African dance. Encourage them to make their own rhythm with drums.
Outdoor Environment	Offer a variety of different equipment, and a variety of different spaces to encourage children to experiment with moving.	Provide a dance stage area & music outside.	Create an outdoor performance area with music. Children can use props if they would like to.
Purposeful Pedagogy	Point out the different ways that children move around the room, eg, 'I see you moving very quietly on your tiptoes, Lucy'.	Comment on how children's movement is different according to the genre of music being played. Talk to children about why that might be. explore with them which music is fast, slow, loud, quiet, etc	Encourage children to make up their own movements in addition to the ones they have been shown. Ask them what they might do with their hands, arms, heads, etc. provide videos & pictures of other cultural dances, eg, samba, flamenco, Chinese dragon dance, morris dancing, the haka. Encourage children to have a go at these. Read 'How do You Dance?' by Thyra Heder & encourage children to dance in any way they like.
Learning Conversations	Talk to children about the ways in which they like to move with questions such as 'Which is your favourite way of moving?' Talking to children about their creative movements makes them more conscious of and deliberate in their movements.	Ask children which dances they prefer & why.	Talk to children about how the dances make them feel. Ask 'Which ones are your favourites & why?'

Mottram St Andrew Primary Academy Early Years Progression Framework. Expressive Arts & Design

Curriculum Sequencing: Playing & Pretending

	Nursery	Reception 1	Reception 2
Learning Experiences	Read lots of books with children & encourage them to act out the characters in the books.	Talk about the different types of jobs people do. Model acting out the roles of some of these jobs. (Ensure no gender or other stereotypes are promoted.)	Visit places in the local area to provide children with experiences to imitate, eg, a supermarket, fire station or library.
Continuous Provision	Provide a variety of objects for children to use in pretend play. (Often children use a basic object that is easy to handle, like a block, to represent another object, eg, a phone.)	Provide props for a variety of different scenarios, eg, doctors' clothes, stethoscopes, syringes; builders' tools & equipment; chefs' hats & cooking utensils. Place the items in easily accessible boxes for children to use. Do not set up the area; allow children to decide what to play with.	Provide large objects that children may have to move together so they have to collaborate, eg, boards, boxes, blankets, benches.
Outdoor Environment	Use tents or fabric to create small areas outside where children can take part in pretend play.	Provide large outdoor equipment for children to use together. Large boxes are fantastic for this.	Provide bikes, tractors, lorries etc which children can use as buses, trains, planes etc. provide cooking utensils in the mud kitchen.
Purposeful Pedagogy	Join in with children, initially copying their actions. Children may start off communicating with gestures rather than words. Adults tend to be more flexible than children so provide ideal early play partners. Wait for signals to show that you are welcome. Use simple props yourself, eg, pretend to make a phone call using a block.	Help children to create pretend scenarios with two or more peers. With adult guidance & support they can begin to create more complex storylines including different characters & roles.	Teach children conflict-resolution techniques. Often conflicts arise in dramatic play when two or more children want a specific role or prop or want to take the storyline in different directions. Give children some scenarios to work through.
Learning Conversations	Introduce suggestions during play, but only if children are ready for them, eg, 'Do you think we should add another brick to the tower?'	Ask questions such as 'What might happen if we..?' 'How could we change our game to allow Elena to play too?'	Say things like 'So, Alice, Bethan & Arla all want to be the doctor. How can we solve this problem?' Encourage children to consider different scenarios in which they can all have a role. Share the poem 'You were the mother last time' by John Foster to provide a suggestion on how to solve the problem of both wanting the same role.