

“What do we want our children at Bedford Nursery Schools to be able to understand, do and learn?” Know more, remember more, do more.

Curricular Intention 1: To be settled at nursery school and become a confident learner	
IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<ul style="list-style-type: none"> • Explore the nursery school provision, initially with key person support if required • Explore a wider range of activities • Engage in the nursery school routine (<i>time related vocabulary: soon/later</i>) • Develop a sense of self through identifying photos (on name cards, from nursery school activities) • Demonstrate consistent levels of wellbeing • Play alongside peers • Develop pretend play (<i>sorting / matching items – is there enough for everyone?</i>) • Communicate with peers and adults • Awareness of others and their feelings • Name and express feelings • Assess risks and develop a sense of responsibility • Demonstrate understanding of rules and boundaries • Respond positively to challenging activities • Persevere when difficulties arise • Children play /work collaboratively • Show pride in what they have done • Talk about and reflect on learning using learning journals and display materials 	<p>1st progression milestone:</p> <ul style="list-style-type: none"> • Separate confidently from their carer • Form a relationship with their key person • Begin to show involvement with some nursery school activities <p>2nd progression milestone:</p> <ul style="list-style-type: none"> • Take part in pretend play • Form relationships with friends • Independent involvement in nursery school activities deepens and lasts for longer periods of time • Wellbeing is high <p>3rd Progression milestone:</p> <ul style="list-style-type: none"> • Understand own feelings and those of others • Negotiate with friends • Manage own emotions and behaviour • Comment on nursery school activities and their learning <p>Final progression milestone:</p> <ul style="list-style-type: none"> • Be intrinsically motivated to explore and learn • Comment on what helps them to persevere • Comment on their thinking – develop metacognition
<p>Educational Programme: Personal, Social and Emotional Development</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	

Curricular Intention 2: To lay the foundations to become a confident communicator	
IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<ul style="list-style-type: none"> • Share personal space and develop trust in familiar people • Enjoy being with others – both adults and children • Develop their joint attention skills and attend to others • Communicate using alternative methods such as visuals – objects, photos, pictures, etc. – where necessary, e.g. for children with speech and language needs or English as an additional language • Tune in to others’ expressions and communication attempts • Name emotions and make links to their own experiences • Develop empathy – through adults modelling appropriate physical and verbal responses and explaining other children’s feelings. • Understand and use new vocabulary: e.g. action words, descriptive; pronouns • Process their thinking and express it, through the adult sensitively pausing and waiting and timing their responses. • Engage in role play with other children • Begin to explain their thinking using ‘because’, ‘and’, ‘or’. • Develop their critical thinking and meta-cognition through adults using open-ended questions, ‘wondering’ out loud, giving feedback and making suggestions, etc. • Talk and listen to each other and develop their ability to sustain a longer back-and-forth interaction. • Develop correct grammar and syntax through adults modelling, recasting and commentary 	<p>1st progression milestone:</p> <ul style="list-style-type: none"> • Use and understand non-verbal communication, including eye contact and facial expressions • Engage in joint attention and other social interactions with peers • Understand simple questions and instructions • Putting two to three words together <p>2nd progression milestone:</p> <ul style="list-style-type: none"> • Respond appropriately to spoken language to demonstrate understanding • Take turns in exchanges of behaviour, including verbal language • Put together short sentences of four to five words <p>3rd progression milestone:</p> <ul style="list-style-type: none"> • Apply new vocabulary in context • Listen carefully in a range of contexts • Use longer sentences to verbalise their understanding of experiences and learning • Continues a conversation with adults or peers <p>Final progression milestone:</p> <ul style="list-style-type: none"> • Initiate and sustain an extended conversation • Take account of what others say and contribute relevant ideas/experiences to group time discussions • Articulate their thinking including their ideas, plans and links to other learning and experiences

Educational Programme: Communication & Language

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

English as an additional language

Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important for you **to encourage families to use their home language for linguistic as well as cultural reasons**. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. Talk to parents about what language they speak at home, **try and learn a few key words and celebrate multilingualism in your setting**

Curricular Intention 3: To attend to their own self-care needs and understand healthy living

IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<ul style="list-style-type: none"> • Wash and dry hands when needed • Access the snack table (<i>sharing and distribution</i>) <p>Engage in outdoor play and physical activity:</p> <ul style="list-style-type: none"> • Develop postural & gross motor control through: (for example) accessing Jabadao mats; crawling; tummy time • Assess own risks and safety – reflect on “Is it safe?” • Engage with dressing up clothes/put on coat/apron • Pour drinks from jugs (<i>capacity</i>) • Begin to use the toilet with support • Understand importance of teeth cleaning • Pull up trousers / put on shoes • Use appropriate utensils at the snack table, eg round ended knife to spread butter • Develop co-ordination through climbing/ hanging on A-frames/climbing frame, balancing, wheeled toys • Noticing changes in their body as result of physical activity • Engage with cooking and tasting activities and express own preferences of food/drink (<i>size/weight comparisons -is there enough/too much? Sharing quantities</i>) • Identify healthy and unhealthy food • Understand their own dietary needs including staying hydrated • Understand importance of sun protection • Manages buttons and zips • Understand the importance of good hygiene (including nose-blowing and tissue disposal). • Develop spatial awareness, co-ordination and agility in outdoor games 	<p>1st Progression milestone:</p> <ul style="list-style-type: none"> • Wash hands independently • Drink from a cup and feed self • Bowel and bladder awareness <p>2nd Progression milestone:</p> <ul style="list-style-type: none"> • Follow snack routine • Engage in a range of physical play • Awareness of dangerous situations <p>3rd Progression milestone:</p> <ul style="list-style-type: none"> • Independently use the toilet • Practice good hygiene (hand washing, toilet flushing, nose blowing) • Access clothes independently appropriate to the climate • Demonstrate increasing skill in physical activities (co-ordination, spatial awareness, balance) <p>Final progression milestone:</p> <ul style="list-style-type: none"> • Change clothes independently • Articulation of danger/personal safety • Identify and explain healthy and unhealthy food and why keeping healthy is important • Engage with and demonstrate understanding of being active.

Educational Programme: Physical Development

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

Curricular Intention 4: To lay the foundations to become confident reader

IMPLEMENTATION Adults will scaffold learning and support children to:

- Develop awareness of rhymes and songs
- Show an interest in stories, books, rhymes or songs
- Handle books with care
- Develop an auditory memory for rhymes and songs
- Play with small world figures
- Engage with symbolic play through small world figures or role play, representing characters and assigning roles
- Notice print and logos in the environment & that print carries meaning
- Notice the features and details of books, eg cover, title, illustrations, direction of print
- Listening to core stories
- Engage with new vocabulary
- Develop phonological awareness through: tuning in to sounds; copying rhythms & body percussion; identify initial sounds, alliteration; syllables in names; rhyming words and patterns
- Engage with and respond to stories, pictures and characters, predicting what happens next
- Join in with some repeated refrains
- Make links with own experiences and the story
- Make up their own stories
- Begin to understand sequence and re-tell stories using *props*.
- Use story telling vocabulary- eg 'Once upon a time'
- Recognising and extending rhymes
- Identify initial sounds and match to some letters in name
- Familiar word and letter-sound recognition
- Oral blending and segmentation

IMPACT What skills and knowledge will the children be developing?

- 1st progression milestone:
- Take part in pretend play
 - Engage in social interactions with peers
 - Engage positively with books and stories
- 2nd progression milestone:
- Follow and remember a simple story or narrative
 - Join in with rhymes and copy actions
 - Develop a simple story in their play
 - Recognise name card with photo and print
- 3rd progression milestone:
- Express understanding about book content
 - Enjoy listening to longer stories
 - Take part in re-telling stories in their play or express story ideas through mark-making
 - Use new vocabulary in context
 - Positive, independent interactions with books
- Final progression milestone:**
- **Identify features and structure of stories and use them to tell their own story.**
 - **Explain reasoning for their favourite book.**
 - **Strong phonological awareness**
 - **Identify sounds in their name and notice in other words and environmental print**

For Reception children – see phonics progression

Educational Programme: Literacy

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

Curricular Intention 5: To lay the foundations to become confident writer	
IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<p><i>Engagement in physical activity as in Curricular Intention 2, to develop gross motor strength</i></p> <ul style="list-style-type: none"> • Mark-making with a range of resources, including large paintbrushes on vertical surfaces, paint on easel, chalks on floor • Squeezing, pinching, rolling, moulding playdough/clay (finger strength). Roll balls across the floor (hand-eye coordination). • Fine Motor: eg. open pegs, threading pipe-cleaners into colanders; threading pasta, puzzles • Engage with painting, refining grip on a range of paint brushes • Using small tools, eg use hole punch, developing scissor skills, use a hammer with nails at the woodwork bench • Incorporate mark-making into play, eg shopping lists, messages, maps, pictures • Make links between letter shapes in name and in environmental print • Use a developing pen grip through adult modelling (refer to progression pictures) • Make controlled marks which carry meaning • Use anti-clockwise movements and retrace vertical lines • Become familiar with language of directionality, eg up, down, round, in context of letter formation for name writing 	<p>1st progression milestone:</p> <ul style="list-style-type: none"> • Use muscles in hands and arms to make big movements • Bring together hand and eye movements to make contact with objects • Make and notice marks with fingers in different media including paint/flour/rice/shaving foam/sand <p>2nd progression milestone:</p> <ul style="list-style-type: none"> • Give meaning to their marks • Identify name card with photo and print • Demonstrate improving control with a range of fine motor resources <p>3rd progression milestone:</p> <ul style="list-style-type: none"> • Use tools with increasing precision • Identify name card (without photo) and make marks to represent name • Identify initial sounds and match to some letters in name <p>Final progression milestone:</p> <ul style="list-style-type: none"> • Use a developing correct pen grip with good control • Write some letters accurately from name or meaningful words. <p><i>For Reception children – see phonics progression</i></p>
<p>Educational Programme: Literacy</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	

Curricular Intention 6: To take care of their environment and begin to understand changes

IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<ul style="list-style-type: none"> • Engage appropriately with nursery school resources, learning associated vocabulary • Begin put things back where they belong • Notice signs of life in the environment – eg changes in trees, plant growth, minibeasts, birds • Begin to engage with environmentally friendly routines, such as recycling paper and turning off taps • Demonstrate care for living things, using real-life examples where possible • Notice changes in the weather and environment and link to different seasons • Observe changes through growth (including birth/death where appropriate) • Understand animal life cycles through first-hand experiences where possible –frogs, butterflies, chickens and associated vocabulary through non-fiction books • Experience and understand life cycles of trees, plants – eg growing their own sunflowers, broad beans • Pursue their own interests in the wider world using relevant non-fiction books, posters and the internet. • Explore the process of changes in materials, eg experiment with freezing/melting • Engage with a recipe/sequence card to create playdough/paint • Deepen awareness of ways to look after our planet • Begin to understand individual responsibility for looking after the environment 	<p>1st progression milestone:</p> <ul style="list-style-type: none"> • Look after resources at school • Notice living things in the environment <p>2nd progression milestone:</p> <ul style="list-style-type: none"> • Begin to notice changes in the environment • Begin to put resources back where they belong • Mix ‘ingredients’ including sand/water/flour/mud and experiment with different textures <p>3rd progression milestone:</p> <ul style="list-style-type: none"> • Explain understanding of life cycles using some correct vocabulary • Notice and understand seasonal change using some correct vocabulary • Follow a simple recipe card for playdough/paint mixing/cooking/mud kitchen • Demonstrate motivation to find out more information about their curiosities and interests related to the environment. • Take pride in the environment <p>Final progression milestone:</p> <ul style="list-style-type: none"> • Take responsibility for their immediate environment to prevent waste and take care of resources • Use new vocabulary to explain their observations and understanding related to the natural world • Explain the process of combining <i>ingredients/materials</i>, and how to affect change in outcome.

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

Curricular Intention 7: To understand that they are part of a diverse community within Bedford, England.

IMPLEMENTATION Adults will scaffold learning and support children to:

- Identify self in a mirror, taking notice of facial features
- Observe similarities and differences with others
- Notice different languages that are spoken
- Identify themselves as being in a particular key group
- Identify pictures of celebrations at home
- Engage with birthday celebrations at nursery school
- Learn and use the names of children in their key group
- Begin to use vocabulary to describe family events
- Share experiences of different countries
- Share experiences of people who help us
- Notice different clothes
- Listen to stories of different cultural and religious events, and begin to identify relevant artefacts
- Engage with community walks where possible
- Learn songs, explore instruments, listen to music relating to different cultures
- Prepare a range of different seasonal and cultural food
- Participate in a range of creative activities linked to cultural events
- Develop a rich vocabulary through adults modelling, commenting and providing a range of new and motivating experiences (such as visitors to the setting, curious artefacts, stories, non-fiction books and problem-solving)
- Make links to the past

IMPACT What skills and knowledge will the children be developing?

- 1st progression milestone
- Show an interest in pictures of themselves and other familiar people
- 2nd progression milestone
- Talk about people who are important to them
 - Talk about themselves in celebration pictures
- 3rd progression milestone
- Identify different cultural celebrations from stories, artefacts, resources.
 - Relate cultural events and stories to their own lives
 - Talk about differences and similarities with peers
- Final progression milestone
- **Talk about and use vocabulary associated with cultural events and stories**
 - **Talk about different cultures and celebrations in our community**
 - **Comment on people and features of the community**
 - **Comment on and observe differences between past and present**

Autumn/ Winter	Diwali, Harvest, Black history, bonfire night, Remembrance, Christmas
Spring	Chinese New Year, Easter
Summer	Eid, Carnival

Educational Programme: Understanding the world

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

Curricular Intention 8: To develop number sense	
IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<ul style="list-style-type: none"> • Use numbers as labels, eg 'I am three'. Identify the correct numeral with their age. • Listen to and join in with number rhymes, beginning to show quantities on fingers • Use number names within rhymes and songs • Engage in the counting sequence when playing games, eg hide and seek, 'What's the Time Mr Wolf' • Identify when they see two items without counting, eg two shoes, food at the snack table, flowers in the garden and any other natural objects • Recognise 3 natural items without needing to count, identifying the 2 and 1 within the 3 items, eg 'there are 2 caterpillars and 1 caterpillar. Three caterpillars altogether. • Engage with 'dot cards' to compare quantities & recognise when quantities change with a group of objects – 'there's one more'. • Engage with cardinality (the last number said denotes quantity) through subitising and counting where appropriate eg counting spoonfuls of flour, or claps/jumps (abstraction) • Explore 5 frames with counters and natural objects. • Label amounts using a 5 frame • Explore patterns on a ten frame & begin to identify doubling and halving 	<p>1st progression milestone:</p> <ul style="list-style-type: none"> • Engage with number rhymes <p>2nd progression milestone:</p> <ul style="list-style-type: none"> • Perceptual subitising to 3 (Recognise 3 items without counting) • Use fingers to represent amounts <p>3rd progression milestone:</p> <ul style="list-style-type: none"> • Match numeral to quantity • Recite stable number strings • Explore the composition of number using subitising knowledge, ie 5 consists of 1 & 4, 2 & 3, 1 & 1 & 1 & 1 & 1 <p>Final progression milestone:</p> <ul style="list-style-type: none"> • Identify quantity of objects on a five frame without counting (perceptual subitising) • Use 5 and ten frames to identify quantity • Begin to conceptually subitise – join parts together to label whole amounts • Apply mathematical knowledge to real life situations.
<p>Educational Programme: Mathematics:</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</p> <p>By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	

Curricular Intention 9: To develop a sense of space	
IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<ul style="list-style-type: none"> • Develop 'Bilateral control' - co-ordinate both sides of body at same time by moving limbs with control on each side of their body eg slow snow angels with arms and legs moving at the same time) • Cross 'midline'; eg ribbon sticks; 'this is the way we wash our face'. • Distinguish between different sizes (sorting and classifying) • Build a tower by stacking blocks (select shapes according to properties) • Fill containers with sand/water using hands and utensils, eg spoons, spades • Notice imprints in sand and experiment with recreating them, eg foot/handprints • Engage in practical activities to develop understanding of position and shape • Turn over empty / filled containers and observe the outcomes, eg a shape in the sand/ripples on the water • Notice the properties of dry and wet/damp sand. Notice differences in sand/water pouring through sieves/colanders. • Adults provide sensory experiences with accompanying vocabulary to support labelling of properties, eg rough/smooth, soft/jagged, long/short, edge, corner, side, straight, flat, 'curvy', 'sloping', 'sticking out', 'roof shaped' • Compare the amount of water/sand in different containers by pouring from one to another. • Develop vocabulary associated with capacity, eg full, empty, half-full, holds more, holds less. • Engage with construction resources, (eg including small unit blocks, large hollow blocks, polydrons) • Engage with and explore patterns through 2D shapes, pattern blocks, natural resources • Construct and engage with obstacle courses • Experiment with floating, sinking, absorption 	<p>1st progression milestone:</p> <ul style="list-style-type: none"> • Know where arms and legs are in space. • Begin to distinguish between properties (sorting and classifying) eg what 'is' and 'is not' • Begin to recognise patterns <p>2nd progression milestone:</p> <ul style="list-style-type: none"> • Experiment with consistencies of sand to make a sand castle • Recreate imprints observed in sand • Predict which containers hold the same/more/less sand/water • Demonstrate understanding of positional language: 'on top of', 'underneath', 'forwards' and 'backwards'. <p>3rd progression milestone:</p> <ul style="list-style-type: none"> • Rotate puzzle pieces of increasing complexity • Make an unbroken sandcastle • Fill a container with water without it overflowing • Create a repeating pattern • Develop understanding of positional language: 'in between', 'in front of', 'behind' <p>Final progression milestone:</p> <ul style="list-style-type: none"> • Explain how to make a sandcastle, identifying the properties of materials needed. • Describe a route, eg across an obstacle course, or a familiar route • Apply comparative language appropriately, eg heavy/light – full/empty, narrow/wide • Develop more complex constructions, combing composite shapes
<p>Educational Programme: Mathematics: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	

Curricular Intention 10: To develop skills and processes for self-expression, creating with a purpose in mind

Children at Bedford Nursery Schools will be encouraged to develop their creative interests and express their individuality, which may include, but not limited to the following opportunities:

IMPLEMENTATION Adults will scaffold learning and support children to:	IMPACT What skills and knowledge will the children be developing?
<p><i>Respond to a variety of artistic stimuli involving different techniques:</i></p> <ul style="list-style-type: none">• Explore different mark-making techniques through drawing• Explore colour mixing, paints, watercolours• Develop precision in brush strokes and painting techniques, including colour mixing• Explore transient art through natural resources, loose parts <p><i>Experiment with different media and tools, including methods of manipulating/joining materials which may include:</i></p> <ul style="list-style-type: none">• Clay/playdough: rolling pins, cutters, sculpting tools• Collage: recycled boxes, glue, hole-punch, treasury tags, elastic bands, Sellotape dispenser, split pins, scissors,• Woodwork: hammers, nails, (additional materials may include a saw, drill, screw driver, clamp).• Sewing: thread a large needle and use to secure beads <p><i>Respond to a variety of stimuli and develop creative expression through music, songs and dance:</i></p> <ul style="list-style-type: none">• Develop an auditory memory for rhymes and songs• Listen to and respond to a variety of musical stimuli through body movement/voice/instruments • Reflect on adult feedback to develop skills in artistic creations• Add details to their artistic creations	<p>1st progression milestone:</p> <ul style="list-style-type: none">• Show interest in combining materials• Respond to ‘musical’ stimuli (music, singing or instruments) <p>2nd progression milestone:</p> <ul style="list-style-type: none">• Give meaning to creations• Use their imagination and knowledge to create representations of imaginary and real-life experiences, people, objects, etc.• Engage with artistic opportunities in nursery school <p>3rd progression milestone:</p> <ul style="list-style-type: none">• Use tools to create changes in materials• Create songs, music, dances to express their ideas• Respond to feedback to develop their creative representations• Develop artistic expression through chosen media <p>Final progression milestone:</p> <ul style="list-style-type: none">• Decide on what they want to make, choose materials and safely combine using appropriate procedures• Create with a purpose in mind, using chosen forms of media, and demonstrate refinement in associated skills.• Describe detailed features of their creations.

Education Programme: Expressive Arts and Design:

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