



Holy Trinity Catholic Primary School



EYFS Continuous Provision Focus Areas – Skills Progression

Reading Area

	Start of Nursery Expectations End of Reception Expectations 		
Key Skills/ Knowledge	▪ Enjoy sharing books with an adult. ▪ Pay attention and respond to the pictures or the words. ▪ Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. *Begin to handle books with care and turn pages from right to left. ▪ Repeat words and phrases from familiar stories.	▪ Ask questions about the book, make comments and shares their own ideas. ▪ Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. ▪ Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing	▪ Engage in extended conversations about stories demonstrating understanding and learning new vocabulary. ▪ Develop play around favourite stories using props. * Retell familiar stories * Anticipate (where appropriate) key events in stories. *Begin to read some books independently
Enabling Environments	High-quality reading areas with carefully selected fiction and non-fiction texts that reflect the EYFS curriculum as well as the children's interests. Props and story sequencing cards for retelling familiar stories. Selection of decodable books for Reception children. Books in different areas of provision, such as nursery rhyme books in the music area, maths picture books in the maths area etc. Familiar logos alphabet display.		

Mark Making Area

	Start of Nursery Expectations End of Reception Expectations					
Key Skills/ Knowledge	▪ draw lines and circles using gross motor movements ▪ enjoy drawing ▪ add marks to their drawings and give them meaning ▪ make marks on their picture to represent their name	▪ use some of their print and letter knowledge in their early writing. ▪ distinguish between different marks they make ▪ write some or all of their name	▪ write some letters accurately ▪ link sounds to letters ▪ use some letters to communicate meaning ▪ form recognisable letters ▪ break the flow of speech into words ▪ show control in holding/using simple tools ▪ use a comfortable grip with good control when holding pens and pencils ▪ show a preference for a dominant hand ▪ draw and write using different materials, such as in sand, on paper or using technology	• enjoy mark making • show a preference for a dominant hand • use some letters to communicate meaning • write recognisable letters, most of which are correctly formed • form lower case and capital letters correctly • spell words by identifying the sounds and then writing the sound with letter/s	• recognise most, if not all, of the sounds expected for their age group • confidently write their name • segment and write CVC words confidently • write captions and labels independently • write simple sentences that can be read by themselves and others • write a simple sentence using a capital letter and full stop • develop their fine motor skills by using a range of tools competently, safely and confidently, such as pencils, scissors and paintbrushes	• developing a good handwriting style • hold a pencil effectively and use the tripod grip in most cases • showing accuracy and care when drawing • beginning to include narrative in their writing • use resources to support themselves when they write • beginning to write on a line • use phonic knowledge independently as they write • include some common exception words in their writing
Enabling Environments	A good range of pencils, pens, chalks etc. Mark-making trays, stencils, stamps, printing resources, paint dabbers, range of paper, whiteboards, blackboards, hole punches, writing provocations such as shopping lists etc. Name practice cards, phonics resources such as word mats,			Cards, invitations, postcards, notepads, shopping lists, diaries, envelopes of different sizes, old stamps, paper-lined trays/tables, rolls of paper, lower-case and upper-case magnetic letters, story stones, wooden letters, name cards, name lists, role play registers, sound mats, common exception words, number lines, blank books and templates for story writing, notebooks, CVC word cards, sentence strips and sentence writing visual prompts		

Maths Area

	Start of Nursery Expectations End of Reception Expectations					
Key Skills/ Knowledge	- Sort and match objects by colour - know finger rhymes with numbers up to 5 - recognise numbers of personal significance - notice changes of amounts in a group of up to three items - count numbers past 5 - count items up to 5	- recognise numerals up to 5 - know numbers identify how many are in a set - represent numbers using their fingers or by making marks or drawing pictures - compare quantities using language, such as 'more than' - make comparisons between objects relating to size, length, weight and capacity - talk about 2D and 3D shapes	- use positional language - build with shapes, selecting the shapes appropriately to build, such as flat surfaces or 3D shapes to match a roof - interested in patterns in their environment - create or extend a simple repeating pattern - notice and correct an error in a repeating pattern - talk about a sequence of events using 'first', 'next', 'then'	- recite some number names to 10 - know that numbers identify how many are in a set - represent numbers using their fingers, or by making marks or drawing pictures - match numeral and quantity - recognise numerals to 10 and beyond - count objects to 10 and beyond - compare numbers - say one more than and one less than a given number	- select, rotate and manipulate shapes to suit their activity - use positional language - describe shapes and their properties - compare objects based on height, weight, length or capacity - count confidently - subitise up to 10 - understand the composition of numbers to 10	- know their number bonds for numbers 0-5 and 0-10 - recognise a shape can have other shapes within it - explore and represent patterns within numbers up to 10, such as odds and evens, double facts and sharing - continue, copy and create simple and more complex repeating patterns - recognise a number when it's being represented in different ways
Enabling Environments	Jigsaws, sorting hoops, natural materials (for sorting, comparing and counting) number lines and number tracks,	Sand timers, five-frames, double-sided counters, maths games, number formation cards, items of different lengths	Scales and objects to use to compare weight, clock, calendar, tangrams, calculator, shape/model cards (for the children to	Number shapes, sorting hoops, natural materials (for sorting, comparing and counting) number lines and number	Sand timers, coins, playing cards, five-frames and ten-frames, double-sided counters, maths games, number formation	Scales and objects to use to compare weight, clocks, calendar, diaries, tangrams, calculator, addition and subtraction

	magnetic numbers, subitising picture cards, number books, threading materials, dice, number rhyme props	(for children to compare and measure using non-standard units or rulers) 2D and 3D shapes	copy) repeating pattern cards and accompanying resources	tracks, washing line, magnetic numbers, numeral cards, dot cards, pegboards, shapes (2D and 3D) number and information books, threading materials, jigsaws, interlocking cubes, counters, containers, dice, dominoes, clipboards, paper, pencils, whiteboards and pens	cards, items of different lengths (for children to compare and measure using non-standard units or rulers) numbered baskets and bowls, repeating pattern cards and accompanying resources	calculation cards, dice with addition, subtraction and equals symbols, part-whole models, hundred squares, shape/model cards
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Creative Area

	Start of Nursery Expectations End of Reception Expectations					
Key Skills/ Knowledge	• begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes • recognise colours and talks about changes when colours are mixed • drawings have some resemblance to people, objects	• form prints with simple objects – leaf, hand • use paints and brushes to make simple marks • use fingers, hands and other objects in paint to make marks • choose and stick different papers to layer	• joins objects together • create with a purpose in mind • experiments with colour and texture • use simple tools to shape, assemble and join materials – glue, paste, scissors, tape • create models using modelling	• use what they know about colour mixing for colours and use them with purpose • draw using shapes to represent objects • developing their fine motor skills to use a range of tools (such as paintbrushes, scissors, pens and	• return to and build on their previous learning • refine their ideas and represent them accurately • create collaboratively, sharing ideas, resources and skills • safely use appropriate tools and techniques to	• experiment with colour, design, texture, form and function • when sharing their creation, explain the process they have used • beginning to show accuracy with their drawing skills

	• choose colour for a purpose • draw around the outline of a shape • talk about what they are drawing • make simple marks based on own experiences	• can cut snips of paper	materials and media • Sort materials by colour	pencils) effectively and safely • use materials to create different textures • use a variety of effects to express their ideas and feelings in their creative work	shape, assemble and join materials they are using • manipulate materials to create their desired effect • adapt their work when necessary	• plan their projects and creative activities
Enabling Environments	Aprons, junk modelling materials, glue, sticky tape, masking tape, scissors, paper and card of different sizes and colours, cotton wool, ribbon, wool, paint and brushes of different sizes, stamps and stencils, easel, sponges, felt-tip pens, coloured pencils, wax crayons, stickers, paper and foam shapes, sequins, pipe cleaners, pom poms, googly eyes, pastels, chalks, paint dabbers, paint sticks, string, elastic, tin foil,					

Dough Area

	Start of Nursery Expectations			End of Reception Expectations
Key Skills/ Knowledge	• begins to use a rolling pin to roll dough/clay • uses hands to squash, bend, twist and stretch dough/clay • splits up dough using hands. • squashes dough with hands and fingers to shape it.	• begins to flatten dough with necessary pressure. • uses hands to flatten dough/clay. • tears dough/clay with fingers. • smooths dough in hands/fingers to shape it.	• uses rolling pin to roll dough/clay and flatten dough with necessary pressure. • uses hands to flatten, squash, bend, twist and stretch dough with necessary pressure. • uses cutters to cut out shapes in dough/clay. • rolls dough in hands to shape it.	
Enabling Environments	Play Dough, Muffin Tins, Metal Trays, Cookie Cutters, Rolling Pins, Dough Stampers, Bowls and Dishes	Extruders with patterned ends, Metal trays and tins in different sizes	Modelling clay, clay and clay tools, Clay boards, Water - (to be used to shape and mould clay) lollipop sticks	

Water Play

	Start of Nursery Expectations End of Reception Expectations					
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Key Skills/ Knowledge	• developing manipulation and control • explore different materials and tools • use simple equipment, such as cups and jugs • choose the right resources to carry out their own plan • use one-handed tools and equipment • repeat actions that have an effect	• explore and experiment with materials with different properties • use all their senses in hands-on exploration • talk about what they see • enjoy exploring how things work • talk about the differences between materials and the changes they notice	• investigate floating and sinking • pour water from one container to another • use language to compare capacity, such as full and empty • develop stories using small world equipment in the water tray	• enjoy exploring capacity – filling and emptying containers of different sizes • order two or three items by weight or capacity • use simple equipment, such as cups, bottles, jugs and funnels • pour water from one container to another	• use everyday language to talk about size, weight, and capacity to compare quantities and solve problems • handle tools, objects, construction and malleable materials safely and with increasing control • wash and dry their hands	• talk about what they observe • talk about why things happen and how things work • describe the different items and materials in the water, such as how it feels or what it smells like • investigate floating and sinking • follow simple rules to use the water tray safely
Enabling Environments	Containers with handles (beakers, jugs, pots and pans) Washing-up bowls Different-sized containers (jugs, funnels, buckets, saucepans, watering cans) scoops, ladles and other familiar kitchen utensils,	Side-handled containers, squeeze bottles, transparent containers, funnels, spoons, measuring cups, bowls, dishes, cauldrons, serving spoons, teaspoons, tablespoons, large/small pipettes, syringe, nail brush, water wheel,	Natural items (leaves, conkers, pinecones, sticks, acorns, pebbles, stones, driftwoods, bark, pumice stone) Small world resources (boats, ducks, frogs, people, pirates, sea creatures, tea set)	Funnels, jugs, plastic cups Floating and sinking objects Coloured water with droppers Sponges and cloths for squeezing Transparent containers for observing volume Simple water wheel toys	Pipettes, small spray bottles Ice play – melting, crushing, tools for breaking Food colouring mixing stations Boats and raft building from natural and junk materials Water pipes, connectors, and tubes	Tubes and guttering, role-play props (washing baby dolls, car wash, pet grooming) Submarines, divers, and bath bombs Small-scale science: warm vs cold water, floating eggs, oil & water, storytelling in water

	cloth, sponge, flannel fishing net					
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Sand Play

	Start of Nursery Expectations End of Reception Expectations →					
Key Skills/Knowledge	• develop manipulation and control of materials and tools • explore using different materials and tools • choose the right resources to carry out their ideas and plans • use one-handed tools and equipment	• explore materials with different properties, including natural materials • use all their senses in hands-on exploration • talk about what they see • enjoy exploring how things work? • talk about the differences between materials and the changes they notice • play with other children, extending and elaborating their play ideas	• make comparisons between objects relating to capacity and weight • make marks in the sand and give them meaning • mould and shape the sand to create different model • develop stories using small world toys in the sand • remember the rules of the sand area without an adult reminder	• Manipulate and use a range of tools to scoop sand and fill and containers. • Learn new vocabulary as they explore. For example, words associated with the movement of sand. • Make simple predictions from their experiences and test out ideas, making links to their surroundings. • Explore shape, structure, texture and form and experience changes in size, form, rigidity and texture.	• Use large and small-scale movements to create marks and imprints in the sand. • Write messages and form recognisable letters in the sand. • Practise following instructions and routines to keep themselves and others safe (washing hands after play, transporting equipment safely, putting things away on the shelf/in boxes).	• Practise, repeat, apply or rehearse skills and wallow in a particular experience without interruption to navigate their own sand fascinations. • Talk about what they are doing and express their own ideas. • Develop their independence to choose their own resources to carry out ideas and plans and select the most appropriate resources to achieve a desired goal or effect.
Enabling Environments	Sandpit Wet/dry sand brush, dustpan, large digging tools, buckets, spades, plastic containers with holes, sieves, colanders, containers of different sizes and	Funnels, selection of spoons and scoops, rakes, scrapers, pattern makers, paintbrushes, rollers, small world equipment, broom Natural materials	Measuring jugs and cylinders, beakers with wide and narrow openings, drainpipes, guttering, tubing, potato mashers, whisks, measuring spoons, balance	Dry sand with scoops, buckets, spades Natural materials: sticks, pinecones, stones, leaves Moulds and sifters, funnels, tubes and sieves Containers of various	Wet sand for modelling and castle building, builders' tools, measuring cups, jugs with labelled volumes, letter and number stones for digging and	Small world setups (construction site, dinosaur world, beach) Hidden treasure for digging (coins, bones, jewels) Storytelling sand trays (Goldilocks' cottage,

	shapes, sand moulds, ice cube moulds, saucepans, small world vehicles	(pebbles, sponges, corks, pebbles, pumice stones, shells, wooden discs, pinecones, bark)	scales, flag making resources	sizes (non-standard units for early measuring) Simple sieving and transferring tools	matching, shells and themed natural textures, measuring tape for sand pit distances	pirate treasure island) Science in sand – adding water, freezing, melting investigations
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Music Area

	Start of Nursery Expectations End of Reception Expectations →					
Key Skills/ Knowledge	• show interest in sounds, songs and rhymes • have some favourite songs • create sounds by banging, shaking, tapping or blowing • show an interest in musical instruments and the sounds they make • join in with songs and rhymes • enjoy singing some familiar songs • move to music	• tap out simple rhythms • enjoy exploring musical instruments	• explore how sounds can be changed • use one-handed tools and equipment to play instruments and make sounds	• Listen with increased attention to sound. • Listen for signs to know when to start and stop. • Remember and sing short songs with an awareness of the melodic shape. • Sing the pitch of a tone sung by another person ('pitch match') Play untuned percussion with increasing control.	• increasingly be able to use and remember sequences and patterns of movements related to music and rhythm. • Move 'in character' to the music. • Move expressively and energetically. • Create songs or improvise a song around one they know. • Share and perform songs. • Listen carefully to their music-making and value it.	• listen attentively, move to and talk about music. • Follow and respond to a leader. • learn how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. • Perform songs, rhymes, poems and stories with others, and –when appropriate – try to move in time with music. • Negotiate space and obstacles safely. • Choreograph their own dance moves.
Enabling Environments	Untuned percussion instruments: drum, triangle, claves, tambourine, castanets, maracas, woodblocks, egg shakers, cymbals Nursery rhyme books, posters and props Seasonal instruments, for example, sleigh			Music player and headphones (or tablets with music) CDs (or other accessible listening material) covering a whole range of musical eras, genres, and topics, e.g., classical, jazz, pop, rock, world music Paper		

	bells at Christmas Instruments related to a particular culture Instruments related to a special festival Posters of orchestral instruments Photos of different musical ensembles, e.g., orchestra, choir, pop group, jazz band	and pencils Costumes or masks related to a topic of interest Instruments from other countries, Word and action cards depicting different actions for each instrument
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Small World Play

	Start of Nursery Expectations End of Reception Expectations →					
Key Skills/Knowledge	• create stories using small world toys • create their own props to • support their role-play activities • notice what others do and imitate what is observed	• introduce a storyline or narrative into their play • play alongside others who are engaged in the same theme • respond to what others are saying and doing to develop and continue their play ideas • represent their own ideas, thoughts and feelings through role play	• take on different roles • use language to imagine and recreate roles and experiences in role-play activities • develop social phrases and use them in their play • Use new vocabulary in different contexts in their play • have a conversation when engaged with their teacher and peer • play cooperatively and take turns with others make use of props and materials when role playing characters	• create stories using small world toys • create their own props to support their role-play activities • notice what others do and imitate what is observed • introduce a storyline or narrative into their play • play alongside others who are engaged in the same theme	• respond to what others are saying and doing to develop and continue their play ideas • represent their own ideas, thoughts and feelings through role play • take on different roles	• use language to imagine and recreate roles and use new vocabulary in different contexts in their play • have a conversation when engaged with their teacher and peers • play cooperatively and take turns with others • make use of props and materials when role playing characters
Enabling Environments	Small and large construction bricks Floor mats, fabric, story books Cars and vehicles, such as boats, road, train track and road signs Familiar buildings and places, such as a farm, zoo, park and rockets Construction sets Dinosaurs Small world characters such as emergency service people Range of familiar animals, such as jungle animals, ocean animals, arctic animals Foliage, artificial flowers Doll's house, doll's			Farm animals and barns Houses and family figures Roadway mats and basic vehicles Forest animals and woodland scenes Basic dolls' house furniture and characters Story spoons/stones Community helper sets (police, doctors, firefighters) Mini playsets for common fairy tales Arctic or jungle small world themes Construction sets with mini diggers and cranes Fantasy sets (dragons, castles, fairies) Nursery rhyme story		

	house furniture, such as tables, chairs, beds, bath or cooker, Open-ended resources, such as shells, pine cones, twigs, stones, log slices, pebbles	sets Build-your-own scenes with blocks and loose parts Variety of maps and plans for children to use when constructing Drawing materials for children to enhance their play, for example to make flags, create roads and maps
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Construction

	Start of Nursery Expectations End of Reception Expectations →					
Key Skills/ Knowledge	• build with a range of resources • make comparisons between objects relating to size/weight/length/capacity • select shapes appropriately, such as flat surfaces for building, a triangular prism for a roof • combine shapes to make new ones, such as an arch • explore materials with different properties • construct with a variety of materials	• describe the colour, shape or texture of different construction materials • construct with a purpose in mind • use their imagination, do they consider what they can do with different materials • make a simple model which expresses their ideas	• make imaginative worlds with construction resources, such as a city with buildings • develop their own ideas and then decide which materials to use to express them • make their own choices plan their construction adapt their idea if necessary	• compose and decompose shapes and recognise that a shape can have other shapes within it • return to and build on their previous learning to refine ideas, developing their ability to represent them • create collaboratively, sharing ideas, resources and skills with their peers • share their creations with others	• explain the process they have used to build their model • make use of props and materials when role playing characters in narratives and stories • persevere and keep on trying when things are difficult • use construction materials safely and with control	• adapt their work when necessary • use their imagination to create and build • include their own interests in their projects • build a model with different parts to it • add details to their structures and models • plan their work • create a design before they construct • combine different resources to create a structure
Enabling Environments	Wooden blocks (variety of different shapes and sizes) Plastic building bricks Train track and trains Vehicles (cranes, diggers, cars), people figures Small world animals, dinosaurs, minibeasts and trees Tools Photos of different buildings Clipboards, plain paper, pencils and other drawing implements 3D shapes Non-fiction construction themed books Variety of construction kits Magnetic tiles Marble run Road tiles/mat Blocks with numbers or letters on Large cardboard boxes and empty packaging, rulers			Wooden unit blocks (varied shapes and sizes) Foam blocks Duplo or Mega Blocks Natural loose parts (stones, pinecones, wooden discs) cardboard	Simple tools: Masking tape, string, rubber bands Clipboards with pencils for drawing/building plans, rulers or measuring tapes (for	Picture cards of real buildings/bridges Challenge cards (e.g., 'Build a bridge that holds a car') Labelled construction vocabulary cards

		boxes/tubes, small world figures LEGO (classic size) Rulers, measuring tape, cardboard, tape, scissors	play-based measuring) recycled materials (bottle tops, tubes, boxes) Nuts and bolts	(e.g., 'arch,' 'beam,' 'pillar') Clipboards and site plans Toy construction vehicles
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Block Play

	Start of Nursery Expectations End of Reception Expectations →					
Key Skills/Knowledge	Prior learning (usually children aged 0-2 years) Stage 1: Applies to the very young child, under two years of age. Blocks are carried around, not used for construction. (Between 2 and 3 years) Stage 2 building begins. Children mostly make rows, either horizontal on the floor or vertical (stacking).	(From around 3 years) Stage 3: Bridging: two blocks with a space between them, connected by a third block.	Stage 4: Enclosures: four blocks placed to enclose a space.	(Between 3 and 4 years) Stage 5: When facility with blocks is acquired, patterns and symmetry can be observed.	(Between 4 and 5 years) Stage 6: Naming of structures, with names relating to function of building.	(from around 5 years) Stage 7: Buildings often represent actual structures children know from real life or stories. Strong impulse to dramatic play around the structures.
Enabling Environments	A range of blocks-different sizes and shapes and large floor space (ideally some opportunity for children to leave their models up for display), Role of the adult: using open-ended questions and supporting children to extend vocabulary by describing what they are doing and the creative choices they are making. Enhancements may include mathematical equipment such as tape measures, small world resources, loose parts, images of building/transport					

Role-Play

	Start of Nursery Expectations Reception Expectations			End of
Key Skills/Knowledge	* Use role-play props to represent experiences * Pretend in familiar scenarios *Talk about what they are doing *Learn new vocabulary *Begin to play with others and share resources	* Develop storylines in role-play * Create and adapt storylines *Use imagination to take on different roles *Use descriptive vocabulary *Ask questions in play *Play co-operatively with others	* Sustain conversations during collaborative play * Explain ideas using broad vocabulary * Show empathy towards others and resilience when solving problems * Create collaboratively * Use imagination to represent ideas and develop more elaborate storylines in play	
Enabling Environments	Adults as play partners to scaffold play, support collaborative play, narrate, pose questions and model new vocabulary. Permanent well-resourced domestic role-play with familiar kitchen/living room objects and appliances. Themed role-play, changed each half term that is meaningful and connects children's real-life experiences			

Developing Gross Motor and Proprioception Outdoors

	Start of Nursery Expectations End of Reception Expectations					
Key Skills/ Knowledge	• confidently climb on climbing equipment • kick a large ball	• balance on one foot • catch a large ball	• throw a ball with increasing accuracy • collaborate with others to manage	• enjoy moving freely • move with confidence in a range of ways, such	• run - negotiating space and avoiding obstacles	• jump off an object and land safely • show increasing control over an

	• able to draw lines and circles using gross motor movements • move with confidence in a range of ways, such as running, jumping, skipping and hopping • use alternate feet when climbing steps or when using climbing equipment • use large, wheeled toys – pushing feet onto floor to move.	• use large, wheeled toys including pedalling. • move in response to music and rhythm, such as beats played on a drum • choose different ways of moving	large items, such as planks or hollow blocks • use large-muscle movements to wave flags or make marks • use large, wheeled toys (tricycles) including pedalling with developing accuracy. • Walks backwards and sideways	as running, jumping, skipping and hopping • use alternate feet when climbing steps or when using climbing equipment • throw a ball with increasing accuracy • catch a large ball • use large, wheeled toys, such as bikes or scooters	• balance on one foot • able to draw lines and circles using gross motor movements • Catch a small ball • use large, wheeled toys, such as bikes or scooters developing accuracy – particularly on balance bikes	object when pushing, patting, throwing, catching or kicking • use large, wheeled toys, such as bikes or scooters with accuracy around obstacles including balance bikes. • develop and refine their ball skills to include batting and aiming towards targets
Enabling Environments	Selection of bikes, balance bikes and scooters, balls, coits, beanbags, tyres, bats, stilts for active play. Climbing frame with steps, wobbly bridge, pole and slide. Large blocks, planks and stepping stones for obstacle courses. Large buckets and watering cans, water butt, walk-in sand pit, variety of floor textures including concrete, soft pour, artificial grass, gravel, wood chip, large construction blocks, crates, den making materials, tunnels, rockers, ribbons, large dice and number tracks, spades, trowels, brushes, chunky chinks,					

Nature and Gardening

	Start of Nursery Expectations End of Reception Expectations 					
Key Skills/ Knowledge	• use senses to explore the outside environment such as; noticing the weather, touching soil, smelling herbs	• begin to care for plants with support from an adult. They can begin to water seedlings or help to plant bulbs.	• talk about the changing seasons and the effect on plants and animals • sort materials by features such as	• understand basic plants and what they need to survive.	• make predictions about what might happen next in a plants growth. • begin to record observations using	• children show a deep interest in the world around them and can notice changes over time.

	or listening to natural sounds. • begin to understand simple cause and effect, such as watering soil and noticing it becomes wet. • enjoy collecting natural items in buckets or baskets. • show curiosity about living things such as watching insects or observing plants.	• observe changes over times, noticing new leaves, shoots or flowers. • notice changes in weather and comment on the changing weather • show curiosity about insects and small creatures, often watching them closely.	size, colour or texture. • begin to ask simple questions about what they can see such as; 'why is this leaf brown?'	• talk about why plants need water, light and soil.	drawings, tally charts or simple notes. • explore life cycles through hands-on experiences such as by planting seeds or observing insects. • talk about the four seasons and what they notice about the changes around them, talk about their favourite times of year	
Enabling Environments	Gardening area with a range of plants and life-cycles to explore, magnifying glasses, collecting pots, baskets, soil, seeds, watering cans, leaves, stones, flowers, trowels, natural materials, sorting trays, pencils, clipboards, measuring tools, non-fiction books, plant labels, weather boxes for exploring different types of weather					

Mud Kitchen

	Start of Nursery Expectations End of Reception Expectations 					
Key Skills/ Knowledge	• explore mud, water and natural materials using their hands, showing curiosity about textures such as soft, gritty, sticky or smooth.	• experiment with adding water to dry materials and notice how texture changes. • children often transport materials between containers or areas, showing	• begin to make simple recipes, often sequencing their actions (first, I add water, then I stir). • use tools with increasing control, such as ladles,	• children will develop more complex imaginative scenarios, such as running a café, creating potions or preparing meals for	• use early measurement skills, comparing quantities and experimenting with ratios, for example; 'I need more water to make in runny.' • record their recipes and ideas using marks, drawings or symbols.	• explore how different materials behave when combined, showing

	• enjoy filling, emptying and stirring containers. Children will often repeat these actions. • begin simple pretend play such as 'making dinner' or 'mixing a cake.' Ideas are usually based on their own, familiar routines.	early problem-solving and exploration.	scoops and measuring cups. • engage in pretend play, taking on different roles. • explore how materials combine, noticing changes in texture, colour and consistency. • begin to compare quantities, using language such as, 'more, less, a little bit'.	characters in their play.		early scientific thinking. • children work together on shared ideas.
Enabling Environments	Mud, soil, water, bowls, spoons, ladles, muffin trays, pots, pans, herbs, petals, sticks, leaves, scoops, small buckets, measuring cups, seasonal natural ingredients such as leaves, pinecones, acorns, conkers, pumpkins etc. scales, jugs, clipboards, pencils, recipes/cookbooks					