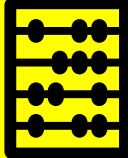


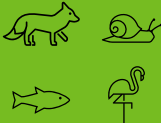
Communication and Language										
Key concepts		Step 1 – noticing and naming			Step 2 – comparing and wondering			Step 3 – predicting and reasoning		
Language and thinking development		The first step of learning is when children are noticing things in the world around them and learning their names. Adults should continually help children to 'notice' things about the natural world by drawing their attention to them and provide the words we use to name. Noticing and naming continues into adulthood.			Children continue to build their vocabulary by noticing and naming. When they are working at the next step, they should be encouraged to make comparisons – what is the same, and what is different? How are they different? Use comparative language – smaller, heavier. Comparing continues into adulthood.			When children are ready, they will be working at the third step of learning – where they begin to wonder why things are the way they are. They will then take this further and begin to reason – proposing their own theories, using 'because' to answer questions.		
Key prompts for high-quality interactions and sustained shared thinking:		<i>What can you see?</i>	<i>What can you hear?</i>	<i>What is it called?</i>	<i>What is the same?</i>	<i>How is this one different?</i>	<i>I wonder why...</i>	<i>What do you think will happen?</i>	<i>Why do you think that?</i>	<i>What clues do you have?</i>
Vocabulary and language		Children build vocabulary to name and describe the world around them.			Children use vocabulary to describe, compare and explain their experiences.			Children choose and use vocabulary to explain ideas, communicate meaning and reason about their experiences.		
		Words help us name people, objects and actions	Books, songs, rhymes and conversations Introduce new words.	Stories introduce new and interesting words	Some words are linked to specific experiences, topics and interests	Questions can help us learn new words and meanings.	Words help us describe what we know and understand.	Vocabulary helps us explain ideas and experiences.	Vocabulary can be used to predict, explain and reason.	
		New words help us talk about the world around us.	Words can describe what we see, hear and do.	Words help us talk about the past, present and future	New vocabulary helps us explain ideas and experiences.	Words help us describe people, objects and events in more detail.	Different words can describe feelings and emotions.	Different topics have their own vocabulary.	Vocabulary can help us ask more detailed questions.	
Listening and understanding		Children listen to spoken language and begin to understand what others are communicating.			Children use what they hear to understand, remember and make sense of information			Children use spoken information to explain, predict, discuss and develop understanding		
		Listening helps us learn about the world around us.	Listening helps us understand what people are communicating.	Information can be remembered and recalled.	Instructions can contain more than one piece of information.	Important information can be identified.	Listening helps us understand different viewpoints.	Questions can be used to clarify understanding.	Information can be used to answer questions.	
		Familiar instructions can be followed.	Sounds, words and sentences carry meaning.	Spoken language can describe people, objects and events.	Questions can help us understand more	We can remember and talk about what we have experienced.	Reasons can be given to explain ideas and opinions.	Information can be used to explain ideas.	Understanding spoken information helps us solve problems and make decisions.	
Communication and interaction		Children explore ways of communicating with others using sounds, words, actions and gestures.			Children take part in conversations, noticing how people share and respond to ideas.			Children use spoken language to share ideas, explain their thinking and communicate with others.		
		Communication helps us share wants, needs and interests.	People communicate with each other.	People take turns to listen and respond in conversations.	Different questions can help us find out information.	People can talk about things that have happened, are happening, or might happen.	Different viewpoints can be discussed and considered.	We can explain our thinking.	experiences and ideas can be described in sequence.	
		People communicate using words, sounds, signs, actions and facial expressions.	Communication involves listening and responding.	Different words can be used to describe the same thing.	We can build on what someone else has said.	People may communicate in different ways.	Stories, experiences and information can be retold and discussed	Language can be used to explain, predict and solve problems.	Ideas can be explained using reasons.	

Understanding Myself and Others (Personal, Social and Emotional Development)

Key ideas		Step 1 – noticing and naming			Step 2 – comparing and wondering			Step 3 – predicting and reasoning		
Language and thinking development		The first step of learning is when children are noticing things in the world around them and learning their names. Adults should continually help children to 'notice' things about the natural world by drawing their attention to them and provide the words we use to name. Noticing and naming continues into adulthood.			Children continue to build their vocabulary by noticing and naming. When they are working at the next step, they should be encouraged to make comparisons – what is the same, and what is different? How are they different? Use comparative language – smaller, heavier. Comparing and wondering continues into adulthood.			When children are ready, they will be working at the third step of learning – where they begin to wonder why things are the way they are. They will then take this further and begin to reason – proposing their own theories, using 'because' to answer questions.		
Key prompts for high-quality interactions and sustained shared thinking:		<i>What can you see?</i>	<i>What can you hear?</i>	<i>What is it called?</i>	<i>What is the same?</i>	<i>How is this one different?</i>	<i>I wonder why...</i>	<i>What do you think will happen?</i>	<i>Why do you think that?</i>	<i>What clues do you have?</i>
Identity		Children notice and name the things that make them who they are. Discioon focuses on helping children recognise themselves as unique individuals with bodies, brains and feelings.			Children compare themselves with others, noticing similarities, differences and changes.			Children use what they know about themselves and others to explain, predict and reason. Discussion helps children understand that identity develops over time.		
		I have a body.	I experience different feelings.		People can have similar and different feelings.	Bodies and brains are similar in many ways but everyone is unique.	I am growing and changing.	My brain helps me to solve problems and make decisions.	My experiences help me learn and change.	Everyone is special.
		I have a brain.	I notice what I like and dislike.		Families can be similar and different.	People belong to different groups.	People change as they get older.	People may feel differently because different things have happened to them.	Sometimes people make different choices to each other.	What I do now can help me learn and grow.
Connection		Children notice and name the ways they connect with other people, such as smiling, waving, and speaking. Discussion focuses on communication, relationships and feelings.			Children compare different ways people communicate, connect and build relationships. Discussion encourages children to wonder how feelings, actions and communication affect themselves and others.			Children use what they know about building relationships and connecting with other people to solve problems and explain why someone else might be feeling the way they are and what they could do to change this if needed.		
		Someone who is crying is probably feeling sad.	Smiling at someone is a friendly thing to do.		People can show feelings in different ways.	People can use words, faces and actions to communicate.	Friends may like different games and need different things.	People can choose to help someone who needs it.	Talking and listening can help people solve problems.	My actions can help someone feel included.
		Adults can help me when I ask them.	Playing together can help me make friends.		Some people like to play together and some like quiet time.	Relationships can change as people get to know each other.	Different people can help us in different ways.	If people listen to each other, they can understand each other better.	Being thoughtful means considering what someone else needs.	Kind choices can make relationships stronger.
Contribution		Children notice and name the ways they can make a positive difference such as different ways to follow the rules and help someone else.			Children compare different ways to help themselves and other people. They compare different choices and the impact they have had.			Children use what they know about rules and choices to explain, predict and reason. Discussion helps children to understand that their actions have consequences for themselves and others, and that everyone can help.		
		I can help other people.	Rules help us know what to do.		Some choices help people and some choices do not.	Different places can have different rules.	People can help in different ways.	If I follow a rule, it can help keep people safe.	My choices can change what happens next.	Everyone can make a positive difference.
		Rules help us take turns.	Being gentle means looking after something.		Helping can look different at home, school and in the community.	People may need help with different things at different times.	Rules can change as people grow and take more responsibility.	If I think before I act, I can make a safer choice.	I can explain why someone might need help.	Working together can help make things better for everyone.

Literacy									
Key concepts	Step 1 – noticing and naming			Step 2 – comparing and wondering			Step 3 – predicting and reasoning		
Language and thinking development	The first step of learning is when children are noticing things in the world around them and learning their names. Adults should continually help children to 'notice' things about the natural world by drawing their attention to them and provide the words we use to name. Noticing and naming continues into adulthood.			Children continue to build their vocabulary by noticing and naming. When they are working at the next step, they should be encouraged to make comparisons – what is the same, and what is different? How are they different? Use comparative language – smaller, heavier. Comparing continues into adulthood.			When children are ready, they will be working at the third step of learning – where they begin to wonder why things are the way they are. They will then take this further and begin to reason – proposing their own theories, using 'because' to answer questions.		
Key prompts for high-quality interactions and sustained shared thinking:	<i>What can you see?</i>	<i>What can you hear?</i>	<i>What is it called?</i>	<i>What is the same?</i>	<i>How is this one different?</i>	<i>I wonder why...</i>	<i>What do you think will happen?</i>	<i>Why do you think that?</i>	<i>What clues do you have?</i>
Understanding stories and texts		Children build the vocabulary of stories, language and texts. They notice and name people, objects, actions and events in stories, rhymes, songs and conversations.		Children develop their understanding of characters, events, feelings and ideas and how they are connected.			Children use their understanding of language, stories and texts to predict, explain, discuss and interpret meaning, drawing on clues and evidence to justify their ideas.		
		Stories contain people, objects and events which can be named.	Stories and experiences can be talked about.	Questions can be answered using information that has been heard.	Characters may think, feel and behave in different ways.	Events in stories happen in a sequence.	Clues can help us predict what might happen next.	Different texts can help us learn different things	Important details can be remembered and recalled.
		Stories can remind us of things that happen in our own lives.	Pictures can show us what is happening in a story.	Stories and texts help us learn about people, places and experiences.	Different stories and texts can share similarities and differences.	Information texts tell us about real people, places, animals and things	Stories can be discussed, retold and explained.	Stories can help us understand people, places and experiences.	Information can be used to answer questions and explain ideas.
Books and print		Children notice and name books, print and symbols in the world around them.		Children compare books, print and symbols, noticing similarities, differences, features and purposes.			Children use books, prints and symbols to predict, explain, and communicate their ideas.		
		Books can be shared and enjoyed.	Favourite books can be chosen and revisited.	Some books tell stories, and some provide information.	Print can be found in different places.	Books have features such as covers, pages and titles.	A title gives information about a text.	Information books and storybooks are often organised differently.	Information can be found by using features of a text.
		Books contain pictures.	Print can be seen in books and in the environment.	Print carries meaning.	Familiar symbols and logos can be recognised.	Print can be used for different purposes.	Illustrators create the pictures in a text.	Authors create the words in a text.	Books can help us learn about the world.
Word reading		Children notice and respond to sounds, songs, rhymes and words in spoken language.		Children compare sounds and words, noticing patterns and beginning to understand how spoken words are made up of sounds.			Children use their understanding of sounds and letters to read words, phrases and simple sentences.		
		Sounds can be heard all around us.	Songs, rhymes and repeated phrases can be remembered and repeated.	Some words rhyme.	Words can be broken into smaller parts (e.g. syllables).	Sounds can be blended to make words.	Letters and groups of letters represent sounds.	Words are made up of individual sounds.	Reading helps us find out what words mean.
		Listening helps us notice sounds.	Sounds can be made by voices, objects and instruments	Words begin with the same sound.	Words can be broken into individual sounds.	Sounds in words can be identified.	Some words cannot be sounded out and need to be read by sight.	Words can be read blending sounds together.	Words in English are read from left to right.
Writing		Children build the vocabulary of marks, symbols and meaning. They notice and make marks and begin to recognise that marks and symbols can represent ideas, objects and experiences.		Children compare marks, symbols, drawings and writing, noticing similarities, differences and different ways meaning can be communicated.			Children use their understanding of marks, letters and words to communicate ideas, information and experiences through writing.		
		Marks can be made in different ways.	Marks can be discussed and shared.	Writing is different from drawing.	Writing can be used for different purposes.	Letters can be used to represent sounds in words.	Words can be combined to make phrases and sentences.	Letters are formed in a consistent way.	Words are separated by spaces.
		Different tools make different marks.	Marks can be made on different surfaces.	Marks can represent ideas, objects and experiences	Writing can help us remember things.	Writing can be used to communicate a message.	Letters can be used to represent sounds in words	Sentences end with a full stop.	Words can be broken into sounds for writing.

Mathematical Development									
Key ideas	Step 1 – noticing and naming			Step 2 – comparing and wondering			Step 3 – predicting and reasoning		
Language and thinking development	The first step of learning is when children are noticing things in the world around them and learning their names. Adults should continually help children to 'notice' things about the natural world by drawing their attention to them and provide the words we use to name. Noticing and naming continues into adulthood.			Children continue to build their vocabulary by noticing and naming. When they are working at the next step, they should be encouraged to make comparisons – what is the same, and what is different? How are they different? Use comparative language – smaller, heavier. Comparing and wondering continues into adulthood.			When children are ready, they will be working at the third step of learning – where they begin to wonder why things are the way they are. They will then take this further and begin to reason – proposing their own theories, using 'because' to answer questions.		
Key prompts for high-quality interactions and sustained shared thinking:	<i>What can you see?</i>	<i>What can you hear?</i>	<i>What is it called?</i>	<i>What is the same?</i>	<i>How is this one different?</i>	<i>I wonder why...</i>	<i>What do you think will happen?</i>	<i>Why do you think that?</i>	<i>What clues do you have?</i>
Number		Children notice and quantities in their environment and learn to name them.		Children compare quantities and explore relationships between numbers.			Children use their understanding of number relationships to predict, explain and solve problems. They begin to justify their thinking using mathematical language.		
		Objects can be counted.	Counting tells us how many there are.	Each item counted is given one number name (one to one correspondence)..	The last number counted tells us how many objects there are (cardinal principle).	Quantities can be compared.	Knowing the parts of a number helps us find the whole.	Numerals can be used to represent and compare quantities	Numbers can be partitioned and recombined in different ways.
		Numbers can describe quantity.	Number words can be heard in songs, stories and daily routines.	Numbers can be made in different ways e.g. number bonds.	Some small quantities can be recognised without counting.	Objects and quantities can be grouped and separated into parts.	Numbers can be used to compare quantities	Understanding how numbers are made, helps us solve problems.	Different pairs of numbers can make the same whole.
Numerical patterns		Children notice and name patterns, sequences and changes in the world around them.		Children compare patterns and sequences, noticing what stay the same and what changes.			Children use patterns and sequences to predict what comes next and explain their thinking		
		Patterns can be found in everyday life.	Some things are the same and can be matched together.	Patterns can be copied and continued.	Number sequences follow patterns.	The same number of objects can be arranged in different ways.	Numbers have a one more, one less relationship	Number can be recited forwards, and backwards.	Numbers can be put in order from smallest to largest.
		Objects can be sorted into groups.	Numbers follow a sequence.	Numbers can be recited in order.	Numbers increase as we count forward.	Some groups have more and some have fewer.	We can explain how we know a pattern can continue	Quantities can be shared equally.	Even numbers can be shared into equal groups, and odd numbers can't be shared equally.
Shape, space and measure		Children notice and name shapes, spaces and positions in their environment.		Children compare shapes, spaces and measures, noticing similarities, differences and relationships.			Children use their understanding of shape, space and measure to predict, explain and solve problems.		
		Shapes can be seen in everyday objects.	Shapes have names.	Objects can be measured and compared by size, length, height and weight.	Containers can hold different amounts.	Position and direction can be used to compare locations.	The properties of shapes help us identify and sort them	Measuring helps us compare and solve problems.	Position and direction help us explain movement and location.
		The same shapes can be different sizes.	Objects can feel heavy or light.	Events can take different amounts of time.	Objects can be moved, turned and rearranged.	Shapes can be found in everyday objects.	Shapes can be combined and separated to make new shapes.	Common shapes can be recognised by their features and properties.	Objects can be compared, ordered and grouped by their size, shape or attributes.

Understanding the World									
Key ideas	Step 1 – noticing and naming			Step 2 – comparing and wondering			Step 3 – predicting and reasoning		
Language and thinking development	The first step of learning is when children are noticing things in the world around them and learning their names. Adults should continually help children to 'notice' things about the natural world by drawing their attention to them and provide the words we use to name. Noticing and naming continues into adulthood.			Children continue to build their vocabulary by noticing and naming. When they are working at the next step, they should be encouraged to make comparisons – what is the same, and what is different? How are they different? Use comparative language – smaller, heavier. Comparing and wondering continues into adulthood.			When children are ready, they will be working at the third step of learning – where they begin to wonder why things are the way they are. They will then take this further and begin to reason – proposing their own theories, using 'because' to answer questions.		
Key prompts for high-quality interactions and sustained shared thinking:	<i>What can you see?</i>	<i>What can you hear?</i>	<i>What is it called?</i>	<i>What is the same?</i>	<i>How is this one different?</i>	<i>I wonder why...</i>	<i>What do you think will happen?</i>	<i>Why do you think that?</i>	<i>What clues do you have?</i>
Land, sea and sky		Children notice and name features of the world around them. Discussion focuses on what they can see, hear, and experience in the environment.		Children compare places, weather and natural features. Discussion focuses on similarities, differences and patterns over time.			Children use what they know and what they can observe to predict, explain and reason about changes in weather, seasons, and the world around them.		
		Land, water, and sky can be seen all around us.	There are different types of weather.	Land can look different in different places.	The sky can look different depending on the weather.	The sky looks different in the day and at night.	Seasons cause changes in plants, animals, and weather.	Weather can change how places look.	Wind can move objects such as leaves and clouds.
		The sun, moon and stars can be seen in the sky.	We need different clothes for different weathers.	The weather changes.	Water can be found in different places.	The Sun and moon give us light.	Water freezes into ice when it is cold.	Earth is the planet where people, plants and animals live.	People can care for the natural environment.
Plants		Children notice and name different plants and plant parts. Discussion focuses on what things are called, building vocabulary.		Children compare plants and plant parts. Discussion focuses on similarities, differences, and patterns. Consider colour, size, health, age, texture, scent.			Children use what they know and what they can observe to predict, explain and reason about how plants grow, change and survive.		
		Plants are living things.	There are different kinds of plants and trees.	Plants can be different shapes, colours and sizes.	Plants grow and change over time.	Plants need water to stay healthy.	People can care for plants and the places where they grow.	Flowers can grow into fruits and seeds.	Plants need water and light to grow.
		Plants can be touched, smelled and observed.	Some plants have flowers.	Fruits and vegetables come from plants and trees.	Seeds and bulbs can grow into new plants.	Some plants can be harmful if touched or eaten.	Different plants have different needs.	Different seasons bring changes to trees and plants.	People grow plants for food for animals and humans.
Animals		Children notice and name different animals and their body parts. Discussion focuses on what animals are called and what can be observed.		Children compare animals and notice similarities, differences and patterns. Discussion focuses on appearance, behaviour and where animals live, encouraging curiosity and questions.			Children use what they know and what they can observe to predict, explain and reason about how animals live, grow and meet their needs.		
		Animals are living things.	There are different kinds of animals.	Animals can be grouped according to their features.	Different animals move in different ways.	Different animals eat different food.	Animals need food, water and shelter to survive.	People can help care for and protect animals and their habitats.	A habitat is a place where an animal lives.
		Animals have different body parts.	Animals move and make sounds.	Animals live in different places.	Adult and baby animals can look different.	Animals have different coverings, such as fur, feathers or scales	Animals grow and change over time.	Animals need the right environment to survive.	Animals and plants depend on one another.
People and communities		Children notice and name people who are important to them – family, friends, and key adults.		Children compare themselves to others and notice similarities and differences between people, families, and communities.			Children use what they know and what they can observe to explain how people live, grow, help one another, and contribute to communities.		
		People can help one another.	People have parties and celebrations.	People have lots of similarities and differences.	Different people celebrate different events	People use technology for different purposes.	People choose technology to help achieve a purpose.	People celebrate important events, beliefs and traditions	Communities are made up of lots of different people.
		People have names.	People do different jobs.	Different jobs help people in different ways.	People live in different homes and in different families.	People change and grow over time.	People contribute to communities in different ways.	Photos and stories help us to learn about people in the past.	Some things about life have changed over a long time.
Places		Children notice and name familiar places in their immediate environment. Discussion focuses on recognising, identifying, and talking about places that are important to them.		Children compare places and begin to notice similarities and differences. Discussion encourages children to talk about experiences, observations and patterns they notice in the environments they encounter in real life and through stories.			Children use their observations and experiences to explain why places are like they are, and how they meet people's needs.		
		We live in homes.	People visit different places.	Places can look different from one another and have different features.	Places can be represented using objects, pictures and maps.	Places can be near or far away.	Some places are important to different people and communities.	Maps can be used to find out about places.	We can use maps to follow a route from one place to another.
		Some places are special to people.	We travel between places by walking or using a vehicle.	Different places have different purposes.	People can live in different places.	Some places are natural and some are made by people.	Photos and stories can help us find out about places in the past.	People can move from where they were born to new places, homes or countries.	Places change over time.

Key ideas		Step 1 – noticing and naming			Step 2 – comparing and wondering			Step 3 – predicting and reasoning		
Language and thinking development		The first step of learning is when children are noticing things in the world around them and learning their names. Adults should continually help children to ‘notice’ things about the natural world by drawing their attention to them and provide the words we use to name. Noticing and naming continues into adulthood.			Children continue to build their vocabulary by noticing and naming. When they are working at the next step, they should be encouraged to make comparisons – what is the same, and what is different? How are they different? Use comparative language – smaller, heavier. Comparing and wondering continues into adulthood.			When children are ready, they will be working at the third step of learning – where they begin to wonder why things are the way they are. They will then take this further and begin to reason – proposing their own theories, using ‘because’ to answer questions.		
Key prompts for high-quality interactions and sustained shared thinking:		<i>What can you see?</i>	<i>What can you hear?</i>	<i>What is it called?</i>	<i>What is the same?</i>	<i>How is this one different?</i>	<i>I wonder why...</i>	<i>What do you think will happen?</i>	<i>Why do you think that?</i>	<i>What clues do you have?</i>
Creating with materials		Children explore materials and tools, noticing their features and learning their names.			Children compare materials, tools and creative processes, noticing similarities, differences and possibilities.			Children choose materials, tools and techniques for a purpose and explain their choices.		
		Things can be different colours.	Materials can be changed by squeezing, pressing, poking and rolling.	Different colours can be mixed to make new colours.	Patterns are created by repeating colours, shapes and lines.	Different tools create different effects.	Materials can be chosen for a particular purpose.	Tools can be chosen for a specific task.	Colours can communicate different feelings and ideas.	
		Materials can look and feel different.	Materials can be used to make models and structures.	Objects can be changed by cutting tearing and folding.	Different materials can be used to make 3d creations.	Materials can be shaped and changed.	Some materials are more suitable for certain purposes than others.		Colours can be chosen for a particular purpose.	
		Marks can be made in different ways.	People create pictures, models and artwork.	Materials can be joined in different ways.	Materials can be rough, smooth, soft or hard.	Lines can be straight or curved.	Creations can communicate ideas and experiences.	Creations can be adapted and improved.	Lines and shapes can represent real or imagined objects.	
Music and sound		Children notice, name and explore sounds in the world around them.			Children compare sounds and music, noticing similarities, differences and patterns.			Children choose and combine sounds and musical ideas for a purpose and explain their choices.		
		Music can be listened to and enjoyed.	Sounds can be made using voices, bodies and objects (including instruments).	Instruments can be made in different ways and make different sounds.	Sounds can be loud or quiet.	Sounds can be fast or slow.	Music can be high or low.	Instruments can be used together to create music.	Music can communicate feelings and ideas.	
		Songs and rhymes can be remembered and repeated.	Sounds can be heard all around us.	Musical patterns can be repeated.	Different music can inspire different movements.	Music can have a regular pulse.	Different types of music can create different moods.	Instruments can be played in different ways.	Music can be created and performed for an audience.	
Role-play, storytelling and performance		Children notice and imitate people, actions and experiences through pretend play.			Children compare and develop ideas through pretend play, stories and role-play.			Children create and develop roles, stories and performances for a purpose.		
		Toys and objects can represent real things.	Songs, rhymes and stories can be acted out.	Stories can be retold through play.	Different people can take on different roles.	Stories contain characters, events and settings.	Stories can be created, adapted and changed	Performances can be shared with an audience.	Voices, movements and expressions can help portray a character.	
		Voices and actions can be copied.	People can pretend to be someone or something else.	People can perform for others.	Characters can be real or imaginary.	Props can be used to represent different things.	Stories can be created from imagination and experience.	Props can be used to represent different things.	Actions and voices can help show a character.	