

Curriculum Goal: Explore familiar and unfamiliar roles and experiences

Working towards curriculum ambition: To be able to talk about my experiences, to be able to act out my experiences in a variety of ways and to be able to record my experiences in a variety of ways.

Communication

- I can listen to and enjoy rhythmic patterns in rhymes and stories.
- I can try to join in with actions or vocalisations when listening to rhymes and stories using makaton
- I can select familiar objects by name.
- I can identify familiar objects from a group.
- I can copy familiar expressions
- I can use different types of everyday words
- I can begin to put 2 words together
- I can begin to ask simple questions
- I can begin to talk to others about things which are not present
- I can recognise and respond to familiar sounds.
- I can show interest in play with sounds, songs and rhymes.
- I can understand who, what and where in simple questions
- I can use language to share my feelings.
- I can use language to share my experiences.
- I can use language to share my thoughts.
- I can learn new words rapidly and begin to use them in communication.
- I can use longer sentences.
- I can listen to familiar stories with increasing attention and recall.
- I can join in with repeated refrains.
- I can use makaton to retell key parts of stories, poems and instructions

Things adults can do:

- Engage in role play and imaginary play scenarios and model listening behaviours.
- Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language
- Invite parents and members of wider communities to story-telling opportunities.
- Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences.
- Introduce and repeat new words in a range of contexts and encourage children to use them in their own talk
- Encourage children to develop narratives in their play.
- Value children's contributions and use them to inform and shape the direction of discussions.
- Encourage opportunities for conversations between small groups of children.
- Ask parents to record and share songs and rhymes that have meaning to them, their family and community.
- Talk to children about their friends, their families, and why they are important.
- Encourage children to talk about their own home and community life, and to find out about other children's experiences.
- Encourage children to develop positive relationships with community members who visit the setting.
- Share stories about people from the past who have an influence on the present.

- I can anticipate key events and phrases in rhymes and stories.
- I can begin to understand why and how questions.
- I can begin to use more complex sentences to link my thoughts.
- I can use language to recall my past experiences.
- I can retell a simple past event in the correct order.
- I can use talk to explain what is happening.
- I can anticipate what might happen next.
- I can question why things happen.
- I can give an explanation of what is happening.
- I can begin to use a range of tenses.
- I can use language I hear around me in my community and culture.
- I can talk extensively about things which are particularly important to me.
- I can build vocabulary that reflects my experiences.
- I can use talk during imaginative play.

Literacy

- I can show interest and anticipate books and rhymes.
- I can begin to have favourite books and rhymes
- I can begin to join in with actions and sounds in familiar songs and books.
- I know the marks I make are of value.
- I enjoy the experience of making marks.
- I have favourite stories, rhymes, songs, poems and jingles.
- I can repeat and use actions from familiar stories including makaton
- I can repeat familiar phrases from familiar stories.
- I can fill in missing words and phrases in known rhymes, stories and games.
- I can begin to recognise familiar logos.
- I enjoy rhythmic and musical activity and songs.

- Encourage children to share their feelings and talk about why they respond to experiences in particular ways.
- Help children and parents to see the ways in which their cultures and beliefs are similar.
- Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.
- Arouse awareness of features of the environment in the setting and immediate local area.
- Use conversation with children to extend their vocabulary to help them talk about their observations and to ask questions.
- Ensure adults know and use the widest vocabulary using the correct terms.
- Help children to notice and discuss patterns around them.
- Examine change over time.
- Use appropriate words, to help children make distinctions in their observations.
- Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.
- Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.
- Encourage the use of words that help children to express opinions.
- Pose carefully framed open-ended questions and prompts.
- Encourage children to notice changes in movement and sound.
- Introduce new skills and techniques
- Draw attention to children's choice and use of: materials, tools and techniques, experimentation with colour, design, texture, form and function.

- I can join in with familiar songs and nursery rhymes.
- I can distinguish between the different marks I make.
- I enjoy drawing and writing on paper, on screen and on different textures.
- I can listen to and join in with stories and poems one to one and in small groups.
- I can join in with repeated refrains.
- I can anticipate key events and phrases in rhymes and stories.
- I can begin to show an understanding of the way stories are structured.
- I can begin to tell my own stories.
- I can talk about events and characters in stories.
- I can suggest how a story might end.
- I can show interest in illustrations and words in books and the environment.
- I can recognise familiar words and signs such as my own name and logos
- I can look at and enjoy print in books independently.
- I know that print carries meaning and is read from left to right, top to bottom.
- I can handle books and touch screen technology carefully and the correct way.
- I can begin to develop phonological and phonemic awareness.
- I can show awareness of rhyme and alliteration.
- I can recognise rhythm in spoken words, songs, poems and rhymes.
- I can clap or tap the syllables in words during sound play.
- I can hear and say the initial sound in words.
- I can make up stories, play scenarios, and drawings in response to my experiences.
- I can sometimes give meaning to my drawings and paintings.
- I can ascribe meaning to signs, symbols and words that I see in different places, including the ones I make myself.

- Use individual, small group, and large group discussion to regularly engage children in explaining work in progress.
- Recognise the importance of drawing in providing a bridge between imaginary play and writing, and that all are key forms of communication and tools for thinking.
- Ensure children have opportunities to experience the world outside the setting,
- Support children's development of imaginary worlds by encouraging new experiences, inventiveness, empathy and new possibilities.
- Share a diverse range of text, image-based and oral stories to stimulate imaginative responses.
- Support children to gain confidence in their own way of representing and sharing ideas.
- Be aware of the link between children's imaginative play and how they develop a narrative structure.
- Recognise and promote children's agency in expressing their unique and subjective viewpoint through the arts.
- Support children in communicating through their bodies by responding to, and sometimes joining in with their expressive movement linked to their imaginative ideas.
- Introduce descriptive language to support children within the context of their own imaginative experiences.
- Celebrate children's imaginative ideas and creations by sharing them.

- I can include mark making and early writing in my play.
- I can imitate adults writing from left to right.
- I can attempt to write my own name or other names and words.
- I can show interest in the letters on a keyboard.
- I can identify the initial letter of my name and other familiar words on a keyboard.
- I can write recognisable letters, most of which are correctly formed.
- I can spell words by identifying phonemes in them and representing them.
- I can write simple phrases and sentences that can be read by others.
- I can say a phoneme for each letter in the alphabet and at least 10 digraphs
- I can read words consistent with the phonic knowledge I have.

The World

- I can show curiosity about people
- I can show interest in stories about people, animals or objects which are familiar to me.
- I can show interest in photographs of myself and familiar people and objects
- I enjoy stories about people and nature.
- I can explore new and familiar experiences in nature.
- I can match parts of objects that fit together.
- I can talk about who is in my family.
- I can talk about pets I have.
- I can show understanding of my family and cultural background in my imaginative play.
- I can begin to name my friends.
- I can recognise similarities and differences between me and people I know.
- I can notice some details about objects in the environment.
- I can talk about plants, animals and natural objects I see.

- I can play with small world objects to recreate known experiences.
- I can show interest in the lives of people who are familiar to me.
- I can talk about and join in with family customs and routines.
- I can talk about significant events in my experience.
- I can talk about special times and events for my family and friends.
- I can talk about different occupations.
- I can talk about things that make me different.
- I can talk about similarities and differences in our families and friends.
- I can make comments and ask questions about where I live.
- I can make comments and ask questions about the world.
- I can talk about why things happen.
- I can talk about how things work.
- I can talk about how things change over time.
- I can talk about the lives of people around me.
- I can talk about people's role in society.
- I can talk about the difference between the past and now.
- I can talk about my immediate environment.
- I can talk about similarities and differences in religions and what they celebrate.
- I can talk about similarities and differences in cultures.
- I can talk about similarities and differences between where I live and other countries.

Creative

- I can explore and experiment with an increasing range of media and movement.
- I can move to sounds and music while playing instruments.
- I can copy movements I have observed

- I can sing or vocalise while listening to music.
- I can sing while playing musical instruments.
- I can show interest in the effects of my actions on different materials.
- I can express myself through physical actions and sound.
- I can pretend that one object represents another.
- I can create sound effects and movements.
- I can join in with singing songs
- I can create sounds in different ways
- I can experiment with musical instruments and ways of playing them.
- I can experiment with ways of enclosing a space.
- I can experiment with ways of creating shapes.
- I can experiment with ways to represent actions, sounds and objects.
- I can explore colour, including combining colours.
- I can use 3D and 2D structures to explore materials and to express ideas.
- I can use everyday materials to explore, understand and represent my ideas, interests and fascinations.
- I can begin to make believe by pretending.
- I can begin to describe sounds and music imaginatively.
- I can create rhythmic sounds and movements.
- I can explore how sounds and movements can be changed.
- I can explore moving in a range of ways.
- I enjoy joining in with moving, dancing and ring games.
- I can sing a range of familiar songs.
- I can tap out a simple repeated rhythm.

- I can show an understanding of how to create and use sounds.
- I can continue to explore colour and how colour can be changed.
- I can show an understanding of how to use lines to enclose a space.
- I can begin to use drawing to represent actions and objects based on imagination, observation and experience.
- I can use a variety of construction materials.
- I can use a range of tools for a purpose.
- I can use movement and sounds to express experiences, expertise, ideas and feelings.
- I can experiment and create movements to music, stories and ideas.
- I can sing to myself and make up songs.
- I can create sounds, movement and drawings to accompany stories.
- I can notice what others do, copying what I have seen, adding variations.
- I can engage in imaginative play based on my own ideas or first-hand experiences.
- I can use available resources to create props or create imaginary ones to support play.
- I can play alongside other children who are engaged in the same theme.
- I can share my creations and explain how I created it.
- I can use props and materials when role playing.
- I can invent, adapt and recount narratives and stories with my peers and my teacher.
- I can sing a range of well-known nursery rhymes and songs.
- I can perform songs, rhymes, poems and stories with others.
- I can try to move in time to music.

Links to Statutory Framework:

CL

- *Listening, attention and understanding*
- *Speaking*

L

- *Reading*
- *Writing*

UW

- *Past and present*
- *People, culture and communities*
- *The natural world*

EAD

- *Creating with materials*
- *Being imaginative and Expressive*