




<p>Skill <b>Understanding the World</b></p> 	<p>At Walbrook Nursery our children acquire many skills through the process of developing and moving towards an end goal. We pride ourselves on facilitating their learning through enriching and exciting experiences to ensure that these skills will be embedded to a deep level so that they can be transferred across all academic subjects in years to come.</p> <p>These statements show progress of learning in the seventeen areas of the Early Years curriculum across the period of time the children are within our setting.</p>
<p>Past and Present</p>	<p>I can name who lives in my house.          With support, I am starting to talk about home and familiar environments.          I am starting to talk about what I have done at nursery on that day.          In a simple short comment, I am starting to say what I am going to play with in nursery. "With the cars."          With support I can look at nursery photos and say what is happening in the photo.</p> <p style="text-align: center;"></p> <p>With support, I am beginning to talk about family members.          I am starting to talk about what I will play with using longer sentences. E.g., "I want to play fire fighters."          With support I can recall events from a trip or celebration day using photos as prompts.</p> <p style="text-align: center;"></p> <p>I can talk about events of importance e.g., going to the doctors, my birthday.          I am beginning to make sense of my family history.          I can talk about the sequence of past nursery events. E.g., the caterpillars made cocoons and then turned into butterflies. We went on the bus, and we saw the animals.</p>
<p>People, Culture and Communities</p>	<p>I know the names of my close family members.          I am beginning to use teachers' names but may use one name more than others.          I am beginning to learn a small group of children's' names.          I show interest in a few well-known jobs e.g., police officer, fire fighter, bus driver.          With support I can role-play a simple story line for different job roles.          With support I can recognise a few differences between myself and others.          I am beginning to understand that people celebrate in different ways.          I am beginning to show an interest in images from around the world.</p>



I use a range of teachers' names most of the time.  
 I know a range of children's names and will use them when interacting.  
 I am starting to use some vocabulary that is specific to job roles and occupations.  
 I am becoming increasingly aware of differences and similarities between myself and others and with support can talk about these in more detail.  
 I am becoming increasingly aware of festivals that are celebrated by different cultures and religions.  
 I show an interest and ask simple questions/ make simple comments about images from around the world.



I talk about people within my family and community e.g., their occupations and appearance.  
 I recognise that people are different and conduct their lives in different ways e.g., beliefs, abilities, family structure.  
 I talk positively about the differences and similarities between myself and other people.  
 I show respect for different cultures and religions by embracing festival events.

The Natural World

I use all my senses to explore natural materials.  
 I point out what I see using simple vocabulary.  
 I am learning the names of unfamiliar natural objects.  
 I show an interest in how things work. (E.g., how items roll/ how flaps open and close/ how the microwave works/ how water flushes a boat down the pipe.)  
 I recognise simple changes in my environment e.g., a tree losing its leaves/ apples falling from the tree.  
 With support, I am starting to show respect for our environment by beginning to tidy up (we choose it we use it we put it away).



I can make a simple observation by naming the object and stating what I can see.  
 I am beginning to talk about objects based on my senses including the use of adjectives e.g., hard, sticky, spiky, spicy, heavy.  
 I am beginning to speak about my observations of how things work.  
 I am beginning to use clear simple sentences about what I have observed regarding changes in the environment.  
 I am starting to show an understanding of how we care for plants and animals.  
 I can show understanding of the choose it, use it and put it away rule and follow with adult support.  
 I am beginning to support the adults with ensuring resources are cared for by being 'voices of concern.'  
 With support I can recognise the changes that are made to ingredients when cooking.



I can make observations using words to describe what I see, hear, smell, touch or taste.



	<p>I use a range of vocabulary to describe my observations.</p> <p>I am starting to make predictions for my investigations and say what happened.</p> <p>I can talk with confidence about changes to the environment and animals.</p> <p>I can explain with support why we tidy up and care for our nursery and our world.</p> <p>I am starting to predict what will happen to ingredients when cooking.</p>
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