Scale Point 1
Shows Curiosity and interest by exploring their surroundings

When building igloos from sugar cubes, D persevered, returning to the activity throughout the day until he had made one that he was happy with!

Scale Point 1
Shows Curiosity and interest by exploring their surroundings

Having harvested our radishes, E decided to go and get the magnifying glass to take a closer look at the roots.

N and J were intrigued by how tall the plants had got and looked closely at the stems and leaves to see how they were standing up.
Knowledge and Understanding of the World

Scale Point 1
Shows Curiosity and interest by exploring their surroundings

W was an explorer. He spent a session in the woods and was using the binoculars properly. He was using them to look at the different plants and flowers. He was also extremely keen to discover different types of insects!
Knowledge and Understanding of the World

Scale Point 2
Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.

E - 'This balloon makes a noise!'

Elizabeth said:
‘Grandad has a greenhouse. It’s smelly with manure.’

Nye said:
‘It is very dark when the fireworks go off!’
Knowledge and Understanding of the World

Scale Point 2
Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.

2. “Sometimes when it snows it is cold and windy.”

Snowy
Knowledge and Understanding of the World

Scale Point 2
**Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.**

Use a half sheet of A4 paper to make colourful drawings of seeds and name them.

2. “I always eat these lemons. They are spikey to taste.”

Date: 12th May

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Provisional 1.5/3

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Provisional 1.5/3
Knowledge and Understanding of the World

Scale Point 2
Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.

F looked the feel of the fish ~ 'They feel really smooth.' He enjoyed handling all of the different fish.
Knowledge and Understanding of the World

Scale Point 3
Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques.

N noticed that our broad bean plants had all of a sudden grown flowers and grabbed me to come and take a look. He smelled the plant and felt the flowers. He then said he thought the plant looked much prettier with the white flowers on it.

Scale Point 3
Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques.

C is often found in the gluing and sticking area using glue, sellotape and scissors to make different creations whether a mask a paper person or even a bag!
Knowledge and Understanding of the World

Scale Point 3
Identifies obvious similarities and differences when exploring and observing.
Constructs in a purposeful way, using simple tools and techniques

Observation/Evidence

The children dressed up as fairy tale characters. They had been looking at books about castles.

Summer (centre) wanted to make a castle like the one in the book. She used the construction kits and afterwards toured about her castle.

Date: ________________

“Just like the one in the book! It’s got a big tower!”
Knowledge and Understanding of the World

Scale Point 3
Identifies obvious similarities and differences when exploring and observing.
Constructs in a purposeful way, using simple tools and techniques

After our visit to the park S, E and J tried to make a replica with the small world toys. They even found a green piece of material we didn’t know we had!

Scale Point 3
Identifies obvious similarities and differences when exploring and observing.
Constructs in a purposeful way, using simple tools and techniques

L made an aeroplane for the children to go on their holidays. He even made little seats so that they would be more comfortable. Everyone looks really satisfied L!
K, T and I made a bedroom. They made shelves, a bunk bed and a cupboard. I spent a long time placing the ‘furniture’ in a purposeful way.

Later K wanted to make a shape like a letter. She made lots of different ones using building blocks. This is her ‘U’ shape.
Knowledge and Understanding of the World

Scale Point 4
Investigates objects, materials and living things by using all the senses as appropriate, identifies some features and talks about those features they like and dislike

E held a new chick, talking about how it felt and what it sounded like. She was engaged for a long time—stroking the chick and making positive comments.
‘I love the chick, it’s so soft and cuddly!’

Scale Point 4
Investigates objects, materials and living things by using all the senses as appropriate, identifies some features and talks about those features they like and dislike

B loved the chocolate but said it felt warm and sticky.—‘if you get too much your mouth feels dry!’
Scale Point 4

Investigates objects, materials and living things by using all the senses as appropriate, identifies some features and talks about those features they like and dislike

On our table of interesting things we have an old wasps nest. L has shown an absolute fascination for this and is still returning to it to have another look. He has used the magnifying glass to look closely and has found some dead wasps still in the cells. He questioned why they are there and we went to the library to find a book with pictures to explain. He then went back to the wasps nest and tried to poke out one of the wasps (after being reassured several times that they were definitely dead and it was safe to do so). He succeeded and wanted to explain to anyone who was passing that this was out of a wasps nest, just like in his book.
Knowledge and Understanding of the World

Scale Point 4
Investigates objects, materials and living things by using all the senses as appropriate, identifies some features and talks about those features they like and dislike

L saw a butterfly outside and came into the classroom and replicated it using the correct colours she concentrated hard talking to herself to get the right shape and colours.
Knowledge and Understanding of the World

Scale Point 5
Asks questions about why things happen and how things work, looks closely at similarities, differences, patterns and change

‘Look I can see tiles and bricks like the 3rd little pig’s house,’ D said. ‘Do you think that we will find a straw house?’

D was the first one to spot the thatched roof. ‘There’s one!’ he said.

Scale Point 5
Asks questions about why things happen and how things work, looks closely at similarities, differences, patterns and change

C spent such a long time planting his seeds in the soil tray. He came to check to see if they had grown. Not yet C! C then went to get a watering can to water them.
Knowledge and Understanding of the World

Scale Point 5
Asks questions about why things happen and how things work, looks closely at similarities, differences, patterns and change

Observation/Evidence

We had a block of ice. We touched it with bare hands and rubber gloves. Oliver (top picture) was able to talk about the change of feeling to his skin when he put the gloves on.

We asked Oliver about the ice and how it might change if we left it overnight.

Oliver was excited the next day to see if the ice had “gone away & was water.”
Knowledge and Understanding of the World

Scale Point 5
Asks questions about why things happen and how things work, looks closely at similarities, differences, patterns and change

N loves cookery club. He made pizza dough and noticed how the ingredients changed as he mixed them together.

T was asked to find places where she could hear the tick of a clock louder and quieter. She spent a long time on it and said that it sounded really loud in this object.

T “Everytime I add more water the colour goes pale. Let’s not add any more, it will stay blue!”
Knowledge and Understanding of the World

Scale Point 5
Asks questions about why things happen and how things work, looks closely at similarities, differences, patterns and change

W noticed that the tarmac looked a different colour under the parasol and was able to say that was because that circle bit was dry because the parasol had stopped the rain getting to it and that was why it was a circle the same shape as the parasol top.

The boys were dying damp white cotton squares with food colouring and watching the colours as they mixed together forming new colours. They worked out that the fabric was soaking up the colours. T said “Look at the round, spiky patterns we’ve made!”
Knowledge and Understanding of the World

Scale Point 6
Finds out about past and present events in own life, and in those of family members and other people they know, begins to know about own culture and beliefs and those of other people.

M’s dad was getting married so we had a wedding at the church next door. Everyone was part of the wedding party and the vicar was there to give his blessing. In our ‘wedding’ M was the groom!

L was a bridesmaid at our foundation unit ‘wedding’. N was the mother of the bride.
Knowledge and Understanding of the World

Scale Point 6
Finds out about past and present events in own life, and in those of family members and other people they know, begins to know about own culture and beliefs and those of other people.

Sunny

6. Kate knew the things she does on a sunny day on a weekend.

- paddling pool.
- go horse riding.
Knowledge and Understanding of the World

Scale Point 6
Finds out about past and present events in own life, and in those of family members and other people they know, begins to know about own culture and beliefs and those of other people.

We had a class trip to the Victorian Christmas Judge’s Lodgings Lancaster. The children came dressed as Victorians. The next day C was able to recall a great deal of information about the trip. “The children in Victorian times only got one toy in their stockings! They got oranges and coal too.”

D & D had to sit on the top table for Tudor day as they are on the student council. “We would have been very rich if we were sat here in those days wouldn’t we?”
Knowledge and Understanding of the World

Scale Point 6
Finds out about past and present events in own life, and in those of family members and other people they know, begins to know about own culture and beliefs and those of other people.

S enjoyed celebrating her birthday in church. She was keen to help light the altar candles.

S couldn’t wait to sing our Christmas performance songs in church. “I love going to church, I go every Sunday with my mummy.”

Scale Point 6
Finds out about past and present events in own life, and in those of family members and other people they know, begins to know about own culture and beliefs and those of other people.

W could tell me all about Egyptians and mummies after his visit to the museum.
Knowledge and Understanding of the World

Scale Point 6
Finds out about past and present events in own life, and in those of family members and other people they know, begins to know about own culture and beliefs and those of other people.

N designed a mendhi pattern on a hand template and then transferred it to her hand using brown paint.
Knowledge and Understanding of the World

Scale Point 7
Finds out about and identifies the uses of everyday technology, uses information and communication technology and programmable toys to support his/her learning.

The children had to programme the bee-bot to follow a road-way the they had built working out how many steps to programme in.

J programmed the bee-bot so that it would reach the treasure. He was very successful and got to eat the chocolate coin!
Knowledge and Understanding of the World

Scale Point 7
Finds out about and identifies the uses of everyday technology, uses information and communication technology and programmable toys to support his/her learning.

A decided to load the 2paint program and drew a princess picture of her friend Kaydee. She added the name and then said, “I should have typed it!”

A worked out how to control her mini bug. By the end of the session she could reverse, turn and rotate the bug. She manoeuvred it around the cones.

Here we are ready to record our song for the Christmas Cd—Hambleton Hits! We were singing Happy Birthday Jesus. A was desperate to use the microphone because she has one on her keyboard at home.
Knowledge and Understanding of the World

Scale Point 7
Finds out about and identifies the uses of everyday technology, uses information and communication technology and programmable toys to support his/her learning.

On our visit to the local garage as part of our topic on Journeys G. was given the position of “official photographer”.

She took a series of photos which were then used by the whole class for different areas of the curriculum.

This was the first time C. had used a camera. She was very interested and quick to pick up the ideas.

C spent a lot of time experimenting with the camera. She learned how to view her photos, choose and delete the ones she rejected.

She was allowed to print 4 (with help) from the 56 she took and add them to a class display.
Knowledge and Understanding of the World

Scale Point 7
Finds out about and identifies the uses of everyday technology, uses information and communication technology and programmable toys to support his/her learning.

All of the above examples demonstrate children independently using ICT to enhance and develop their learning.
Knowledge and Understanding of the World

Scale Point 8
Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary

J made a windscreen wiper to clean the outside drawing board of rain drops. He adapted his model so that it would lie flat against the perspex and the edge would clean properly.

L used bolts to make a W she had to work out where to place them to enable the shape to be made.

I used several bolts and screws to make a centipede

J used different bricks and shapes to make sails and a funnel on his boat
Knowledge and Understanding of the World

Scale Point 8
Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary

E made a musical instrument during a focused activity. She had made a drum after being shown how. She needed a ‘beater’ to make a good sound.

T was building a throne. She talked about why it must be strong to sit on. She adapted it until it was sturdy.

N made a guitar but he wanted to add a paper cup to make another sound.
Knowledge and Understanding of the World

Scale Point 9
The child communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.

<table>
<thead>
<tr>
<th>Literacy (Carpent time up to 10 min) (other time taken with child initiated activity)</th>
<th>Numeracy</th>
<th>Continuous Provision</th>
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<tbody>
<tr>
<td>See Literacy Plan Eiser</td>
<td>Big Talk (Monday)</td>
<td><strong>Isabel talked about being part of brownies and how she was walking with them as well as us on walking day.</strong></td>
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<td>See Literacy Plan Eiser</td>
<td>Writing in sand - exploring shapes and words</td>
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<td>See Literacy Plan Eiser</td>
<td>Writing (any format) TA to help with spelling, explanation how we can write our own names to make it more interesting point, send, play dough, 3d boards, chalk, etc</td>
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<td>See Literacy Plan Eiser</td>
<td>Jolly Phonics - CD Read on Computer</td>
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<td>See Literacy Plan Eiser</td>
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<td>Toy Shop - dressing up/money/ shopping lists</td>
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<td>Sand - magnets and magnetic letters</td>
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<td>Reading Corner - Listening Centre/ Rainbow Fish Books</td>
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<td>Painting - magnetic and non-magnetic items</td>
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<td>Playdough - Letter Cutters</td>
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<td>Craft Area - Shiny paper/Blue Paper/Cellphone (Fish theme)</td>
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<td>Lego/Clothespin</td>
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<td>Interactive Whiteboard - Fish counting activity</td>
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<td>Writing Area - Fish Book, fish board, paper, eraser/eraser/diaries</td>
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<td>Science Area - Magnets - magnetic and non-magnetic objects</td>
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<td>Phonics Area -</td>
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<td>Computer - Colour and fill picture of a Fish</td>
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<tr>
<td>See area plans for more ideas</td>
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