



The teaching of Early Years and Foundation Stage

Our school vision:

At Culgaith C of E School we believe that we are all uniquely created individual parts of one body. Our school is a place where we value the character of every child and strive for all to be ambitious for themselves and their world.

"Our school vision encompasses our ambitions as a school. We strive to celebrate the unique qualities of all of our students and promote ambition for all. Our vision is inspired by Psalm 139:14: "You are fearfully and wonderfully made" and by 1 Corinthians 12:12 - "Many parts but one body."

The distinctive nature of our vision highlights the value we give to our school culture and diversity and affirms our belief that by allowing each pupil to flourish, we can grow together and prepare our pupils as active global citizens.

Our distinctly Christian ethos enables us to weave our Christian values into the fabric of the school, providing ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.

Through our core Christian values we aim to provide our pupils with the key skills to lead successful, fulfilled lives.

Early Years at Culgaith

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

(The Statutory Framework for the Early Years Foundation Stage- DFE March 2021)

The Characteristics of Effective Learning

When planning and guiding children's activities we are aware of the different ways in which children learn and reflect these in or practice. The three characteristics of effective learning are:

- Playing and Exploring- engagement
- Active Learning-Motivation
- Creating and Thinking Critically-Thinking.

These characteristics underpin learning and development across all areas and support our children to remain effective and motivated learners.

Curriculum:

Our Curriculum is:

- tailored to individual needs of Culgaith children
- developed by our staff's expert knowledge and understanding of the children we teach
- drawn from children's interests in order to achieve learning outcomes
- flexible and responsive so that plans can be changed or adapted to follow the interests of the children and respond to external events
- informed by on-going assessment;
- grounded in the Early Years Foundation Stage (EYFS) framework.
- Daily Phonics, Maths and English are taught

Assessment is record on 'Tapestry' and in personalised files that follow the children into KS1 and KS2.

Continuous Provision

At Culgaith we aim to ensure:

- A clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the EY curriculum.
- An environment that facilitates independence, curiosity and hands on play-based learning.
- Provision that enables children to explore recent learning, practice new skills and follow their own interests.
- Staff enhance Continuous Provision through planning and consideration
- Carefully chosen and organised high quality resources and experiences that are always available for children to access independently across every area of their learning.
- Clearly labelled and or carefully organised resources for children to access independently.

Outdoor Environment

We are incredibly lucky to have access to our amazing wild area and play paddock.

Children are each given their own red outdoor suit and jacket which allows them to access the outdoors in all weathers and to feel free to explore without fear of mess! The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development.

Children are encouraged to find and use equipment and resources independently and these are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space. Children are able to free flow between indoor and outdoor areas whilst remaining in ratio following statutory guidance for the EYFS.

When planning for outdoor learning we continue the philosophy of our indoor planning, making sure children are able to:

- Follow their own interests
- Extend their learning
- Develop Health and wellbeing (PD, PSED) understanding nature and growing opportunities

All children have opportunities to explore the outdoor learning environment. Focused teaching occurs outdoors and indoors and children have opportunities to interact with all members of staff and children from the whole mixed age class.

Welfare and Safeguarding

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

(The Statutory Framework for the Early Years Foundation Stage- DFE March 2021)

We are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. At Culgaith we have an amazing, nurturing, family atmosphere that allows children to feel cared for, safe and valued as individuals.

We follow the safeguarding and welfare requirements detailed in the EYFS Statutory Guidance:

- Promote the welfare of children ensuring they are healthy, safe and secure and their individual needs are met
- Prevent the spread of infection and take appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives quality learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of our setting and to meet the needs of all children.
- A school risk assessment is in place to review the health and safety arrangements on a regular basis.
- Risk assessments are carried out when children go on a school visit -see our Educational Visits Policy
- Children enjoy daily fruit at snack stop and are encouraged to drink water throughout the day
- Free school lunch is available to children in Reception
- Transition is carefully planned for the children from Home to Nursery-Nursery to Reception and Reception to Year 1 (see separate section on transition)

Inclusion:

We value the diversity of individuals and do not discriminate against children or their families. All children are treated equally regardless of race, religion or abilities and all children have an equal chance of success.

We believe that all of our children matter and our curriculum is inclusive for all. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and set realistic yet challenging expectations that meet the needs of all individual children, boys, girls, children with special educational needs and disabilities, gifted and talented children, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- combatting stereotypical views about people from different cultural, ethnic, religious and cultural backgrounds.
- promoting respect for ethnic and linguistic diversity
- encouraging children from different backgrounds to share activities
- combatting stereotypical views of what boys and girls can do
- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Fine Motor Skills and phonics progress

Each child has an 'baseline assessment' on entry to Reception. This includes the statutory online standard government assessments. The assessments range from phonics and maths to fine and gross motor skills assessment.

We have lots of activities including 'doh gym' (using playdoh to strengthen fingers), threading activities and colouring sheets to help the children progress with their fine motor skills. Fine motor activities are carefully planned each morning to ensure progression.

As well as planning individually for the next steps of the children and making sure EYFS children have ample time to develop child initiated ideas, we plan a balanced range of topic based learning opportunities linked to our KS1 curriculum planning. This gives the whole class a sense of unity and a common aim to support learning. We have a 2 year planning cycle to make sure that we cover areas of learning in a thorough and engaging way for all learners. We also create topic webs and activity plans.

Phonics, English and Mathematics sessions are also separately planned, differentiated to meet children's needs and take place daily. We follow the Busy Ants scheme for mathematics, the Culgaith English Long-Term Plan and are currently using the 'Rocket Phonics' scheme (see English Policy for further details).

Tapestry, Learning Journal Books & "Creations"

Tapestry is the online learning journal that captures the children's learning experiences through photographs and videos. It allows learning that takes place at home to be shared by parents, and is used as a way of showing a broader picture of a child's development. We understand that we do not need to keep vast quantities of evidence and that our staff are the best sources of information as to how a child is progressing. We therefore tend to capture "wow" moments defined as moments of "significant achievement". We also know children and parents love looking at and sharing photos of events in their lives at home and school. We feel this supports links between home and school and is beneficial in multiple ways including self-reflection and language development. We take photos if we feel it is not impairing the practitioner's ability to be present in the moment with the children.

We display lots of the children's work on our display boards. This can be work done in lessons or independently. This is a great way to celebrate and reflect the value of all the learning happening everywhere.

Most children produce lots of "creations" while at school, this might be a model in the 'Come and Make', a "list" at the writing table or a phonics sound practice sheet. We like to send the majority of these home so

that children can talk about them and celebrate them in the moment when they have most value. We do collect some physical copies or original pieces of children's work for their Learning Journal Books. These are again based on significant achievement such as writing the initial sound of their name independently.

Organisation of Activities and Learning

Child directed: The classroom's continuous provision and outdoor area is set up in a way for children to carry out meaningful experiences to support their learning. Children are encouraged to seek resources to support them to be independent learners. This may be through using the displays in the classroom such as phonic sounds, letter formation charts and numberblocks cards or by selecting their own resources such as Numicon, conkers, scales or a number line to support their number development. Adults in the room interact with children or observe them to plan next steps during these child led moments to extend and develop their learning.

Adult directed: These activities cover a range of the curriculum subjects throughout the day. Every morning Phonics, English and Maths focus activities take place either indoors or outdoors. These activities may lead on from a whole class input or may be taught in the moment with small groups. Adults may also model techniques and ideas to encourage children's independent learning in the continuous provision. At other times the adult led activities are from the other areas of the curriculum. This could be an Understanding of the World activity where children are collecting signs of Autumn or RE activity where children are responding to a key question such as "What is special to me?" by drawing, painting or making a model.

As adults we are also carefully planning the learning environment for the children so it may be that we leave resources set out in a certain way or set up a problem for children to solve, there might be an "invitation to play" such as some natural objects in a basket linked to our topic or some art materials with some pictures. These may be accessed independently but are part of our enhanced provision and are carefully thought out by adults either as part of a longer term plan or in the moment with the intention of furthering learning.

Having mixed age provision allows for a range of different learning levels and styles to be experienced. It allows children to experience positive role models either by watching and being guided by them or by becoming one. This progression links very much with our class ethos that every child is valued and heard. We are so lucky to live and work in the amazing environment at Culgaith C E School and this is reflected in our warm caring and nurturing approach to all our children and families. We have great relationships with our families and are always open for any questions and support as needed to ensure our children are happy and learning.

Observation, Assessment and Planning

At Culgaith we believe that observation should be used to assess and also to understand our children. We use a series of age related check points to assess whether children are on track towards meeting their ELGs at the end of their reception year. These checkpoints are based on the OPAL (Observation of Play and Learning) system. They give us the flexibility to be involved in children's play and learning to support their needs.

- For every child starting Nursery and Reception, we complete a "Baseline" assessment in their first 2 weeks of school.
- Reception children are simultaneously assessed against the statutory Baseline assessment.
- Each child is then assessed at the end of every half term, to monitor their progress.
- Next steps will then be planned for children based on this information.
- We discuss children's development and next steps as a team and with parents.
- There is then a 2 month review to evaluate plans for the child.
- We collect any significant evidence through observing the children in their play and their interaction with adult initiated tasks, this is put on Tapestry to share a picture of the Child's learning journey.
- More formal assessments (if necessary) are always carried out in familiar settings when the child feels comfortable and wherever possible in a play-based scenario.
- We also use Birth to Five, Development Matters, we are also able to ask for the support of our SENDCO and other specialist advisers as needed.
- Assessment data is input into our EYFS tracking on Scholarpack so that children's progress can be monitored at various whole school checkpoints throughout the year.
- Children's progress is discussed with the Head Teacher during Pupil Progress meetings.

At the end of EYFS

The national expectation is for children to achieve a 'Good Level of Development' (GLD). At the end of EYFS GLD is when a child achieves 'expected' within all strands within the prime areas of learning as well as all strands within literacy and maths.

However, every child is unique. Some will exceed this expectation, while others may still be working towards it. Our aim is for all children to progress to their full potential and at least make good progress from their relative starting points.

Transition and Settling in

From Home to Nursery-Nursery - Reception

Our aim is to ensure children have a smooth transition from Home to Nursery and Nursery to Reception. Important induction information is shared with families, and staff find out about the needs and interests of the children that will help them to settle well into nursery or reception. We have an 'All About Me' Booklet that is shared with Home. In the early days and weeks, we put even more frequent photos and observations on Tapestry to reassure parents that children are adjusting to their new setting.

As a smaller setting we are really lucky to be able to adopt a personalised approach to starting school or nursery. We understand that every child is different and has different starting points and experiences. We work with families and the child's own previous experiences and settle them in a way that meets their needs. We feel this approach works best for the children and are lucky that our community ethos allows for this individualised approach.

Reception - Year 1

We appreciate we are fortunate to be able to keep our children for longer in Culgaith and although they are in the same classroom and with the same adults, we do prepare children for the transition carefully. This is embedded in our class ethos and culture. Children learn as they progress through Early Years that there are different expectations for different year groups and they grow to understand this naturally. Having a mixed age setting means we can again take things at a pace that is right for each child. Some children will respond better to the gradual introduction of more formal work and adult directed time as the Summer Term of Reception progresses. Other children will need longer and benefit from extended access to the continuous provision with more structured and adult initiated challenges and personal accountability for their learning. We find as the adults know the children so well we are able to avoid the usual dip that can occur when moving from EYFS to Key Stage One, which gives our children a great advantage.

EYFS Development Matters 2020 Statements:

The 2020 Development Matters is the updated Non-Statutory Guidance for the Foundation Stage, published in September 2020. Divided into three age bands - birth to three, 3 to 4 and reception - we use this guidance to support our planning and assessment in early years settings.

EYFS Development Matters 2020 Statements:

Reception

Personal, Social and Emotional Development
• See themselves as a valuable individual.
• Build constructive and respectful relationships.
• Express their feelings and consider the feelings of others.
• Show resilience and perseverance in the face of challenge.
• Identify and moderate their own feelings socially and emotionally.
• Think about the perspectives of others.
• Manage their own needs. - Personal hygiene
• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

Reception

Physical Development
• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
• Progress towards a more fluent style of moving, with developing control and grace.
• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
• Combine different movements with ease and fluency.
• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility.
• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
• Develop the foundations of a handwriting style which is fast, accurate and efficient.
• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

Communication and Language
• Understand how to listen carefully and why listening is important.
• Learn new vocabulary.
• Use new vocabulary through the day.
• Ask questions to find out more and to check they understand what has been said to them.
• Articulate their ideas and thoughts in well-formed sentences.
• Connect one idea or action to another using a range of connectives.
• Describe events in some detail.
• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
• Develop social phrases.
• Engage in story times.
• Listen to and talk about stories to build familiarity and understanding.
• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
• Use new vocabulary in different contexts.
• Listen carefully to rhymes and songs, paying attention to how they sound.
• Learn rhymes, poems and songs.
• Engage in non-fiction books.
• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Mathematics
Count objects, actions and sounds.
Subitise.
Link the number symbol (numeral) with its cardinal number value.
Count beyond ten.
Compare numbers.
Understand the 'one more than/one less than' relationship between consecutive numbers.
Explore the composition of numbers to 10.
Automatically recall number bonds for numbers 0-5 and some to 10.
Select, rotate and manipulate shapes to develop spatial reasoning skills.
Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can.
Continue, copy and create repeating patterns.
Compare length, weight and capacity.

Literacy
Read individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Read some letter groups that each represent one sound and say sounds for them.
Read a few common exception words matched to the school's phonic programme.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Form lower-case and capital letters correctly.
Spell words by identifying the sounds and then writing the sound with letter/s.
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.

Expressive Arts and Design
- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills.
Listen attentively, move to and talk about music, expressing their feelings and responses.
Watch and talk about dance and performance art, expressing their feelings and responses.
Sing in a group or on their own, increasingly matching the pitch and following the melody.

Understanding the World
Talk about members of their immediate family and community.
Name and describe people who are familiar to them.
Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past.
Draw information from a simple map.
Understand that some places are special to members of their community.
Recognise that people have different beliefs and celebrate special times in different ways.
Recognise some similarities and differences between life in this country and life in other countries.
Explore the natural world around them.
Describe what they see, hear and feel whilst outside.
Recognise some environments that are different to the one in which they live.
Understand the effect of changing seasons on the natural world around them.

- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

3 to 4 year olds:

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Literacy

- 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
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

3 to 4 year olds:

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.

- Begin to make sense of their own life-story and family's history.

- Show interest in different occupations.

- Explore how things work.

- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

- Explore and talk about different forces they can feel.

- Talk about the differences between materials and changes they notice.

- Continue developing positive attitudes about the differences between people.

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.