

**St Charles' Catholic Primary School**  
**Early Years**  
**Understanding the World**  
**The Natural World Curriculum**  
**Nursery**

**St Charles' Catholic Primary School**  
**Nursery Understanding the World Curriculum Overview**

Our Understanding the World curriculum has been developed to compliment our Literacy curriculum to create over arching themes that engage and embed learning.

The curriculum builds on prior knowledge so that children remember more.

Through our RE curriculum -Come and See children explore the Catholic and other faiths complementing the learning in our curriculum.

Understanding the World curriculum is greatly enhanced though our school forest school provision.

Children are exposed to real-life experience for example when learning about lifecycles we enage the children with living eggs (chicks) and butterfly gardens.

Progressive continous provision curriculum planning that builds on children's interest .

Reflective planning following children's interests and using minute by minute formative ongoing assessments to plan opportunities for children to achieve their next steps in learning.

Termly summative assessments that inform planning.

Technology is used to engage and support children's learning in all areas of the curriculum

Whole school events such as STEM week. Involvement in our Parish community and school trips linked to our themes to engage the children in their learning and increase cultural capital.

**Characteristics of Learning**  
Our provision promotes engagement, motivation and thinking.

**Parents as Partners**  
We include parents in their child's The World learning through including them when learning about families and inviting them in to school to share their experiences as well as online learning journals.

**Enabling Environments**  
Carefully planned organised and engaging environments to support independent learning through play.



Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

***Statutory Framework***

	Understanding the World The Natural World	
Long Term Plan	Nursery	Reception
Autumn 1	Autumn and Plants How do trees change in autumn?  Science Plants and Seasons	Change Why is it cold outside?  Science Plants and Seasons
Autumn 2	Textures What can my hands feel?  Science Materials	Materials What's the problem with a chocolate spoon?  Science Materials
Spring 1	Winter Bears What do bears do in winter?  Science Seasons and Animals Including Humans	Winter Cave Where have all the bats gone?  Science Seasons and Animals Including Humans
Spring 2	Growing How does a chicken change?  Science Animals Including Humans, Seasons and Plants	Spring and Plants How do butterflies change?  Science Animals Including Humans, Seasons and Plants
Summer 1	How Things Work Which objects make noise?  Science Materials and Working Scientifically	Patterns How does the moon make a pattern?  Science Materials and Working Scientifically
Summer 2	Potions and Motions How can you make rice dance?  Science Working Scientifically	I am a scientist! Can a car float?  Science Working Scientifically

## The Natural World Curriculum

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. It is not used to limit our curriculum to specific objectives.

Prior Learning	Nursery Birth to 5 Matters	Reception Birth to 5 and ELG
<b>Birth to 3 Years</b> <b>The Natural World</b> Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.	<b>3-4 Year Olds</b> <b>The Natural World</b> 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. 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.	<b>Children in Reception:</b> <b>The Natural World</b> 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.  <b>ELG: The Natural World Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

## Autumn 1 Nursery – Autumn and Plants

### How do trees change in autumn?

Prior Learning	Nursery Birth to 5 Matters	Future learning - Reception Birth to 5 and ELG
<b>Range 1-4</b> <b>The Natural World</b> Explore and respond to different natural phenomena in their setting and on trips.	<b>Range 4-5</b> <b>The World</b> Use all their senses in hands on exploration of natural materials. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice	<b>Range 6</b> <b>The Natural World</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.  <b>ELG: The Natural World Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
Key Knowledge		What would this knowledge look like?
Autumn is a time of change in the natural environment. The weather becomes colder and there is more chance of rain and wind. Clothing has to be changed so that we can stay warm. Trees change as leaves change colours and fall off.		<ul style="list-style-type: none"> <li>▪ Can name the season as autumn</li> <li>▪ Can describe some different types of weather</li> <li>▪ Can talk about clothes that keep them warm</li> <li>▪ Can describe the change in trees</li> <li>▪ Can talk about the colours of leaves in autumn</li> </ul>

Key Skills		What will these skills look like?	
<ul style="list-style-type: none"> <li>Make observations of leaves, plants and trees</li> <li>Make observations and talk about the weather</li> <li>Investigate colour changes in leaves</li> </ul>		<ul style="list-style-type: none"> <li>Can talk about what trees and plants look like when playing outside</li> <li>Can talk about different types of weather that they observe and through songs, role-play and matching activities</li> <li>Can talk about and use art to explore the changes in leaves</li> <li>Can colour match leaves</li> </ul>	
Vocabulary	Resources/Equipment	Suggested Visits / Visitors	
Weather Season Autumn Summer Tree Plant Flower Colours Leaf Leaves Green Brown Orange Red Wind Rain Hat Gloves Umbrella Coat Warm Cold	Magnifying glasses Leaves Autumn clothing and accessories Autumn small world	Forest School Nature Walk	

## Autumn 2 Nursery – Textures

### How can I use my hands to feel?

Prior Learning	Nursery Birth to 5 Matters	Future learning - Reception Birth to 5 and ELG
<b>Range 1-4</b> <b>The Natural World</b> Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.	<b>Range 4-5</b> <b>The Natural World</b> 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. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	<b>Range6</b> <b>The Natural World</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.  <b>ELG: The Natural World Children at the expected level of development will:</b> - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Key Knowledge		What would this knowledge look like?
The sense of touch allows us to feel different textures. We use our hands to feel different textures. Materials can for example feel hard, soft, furry, bumpy, sticky, lumpy and smooth. There are different types of materials such as wood, plastic and metal. Some materials can be changed e.g. stretched and bent whilst others cannot.		<ul style="list-style-type: none"> <li>▪ Can name the sense of touch</li> <li>▪ Can understand that hands are used to feel</li> <li>▪ Can name different textures such as soft and hard</li> <li>▪ Can name some simple materials such as wood</li> </ul>



Key Skills		What will these skills look like?	
<ul style="list-style-type: none"> <li>▪ To use the sense of touch to feel different materials and objects</li> <li>▪ To investigate how different materials feel</li> <li>▪ To investigate and sort objects into textures</li> <li>▪ To investigate and sort objects into simple materials</li> </ul>		<ul style="list-style-type: none"> <li>▪ Can notice and talk about differences in the objects that they touch in practical experiences</li> <li>▪ Can talk about what different materials feel like e.g. material squares</li> <li>▪ Can sort and match objects into different textures for example hard and soft</li> <li>▪ Can sort and match objects into the materials that they are made from e.g. sorting objects into wood and plastic groups</li> </ul>	
Vocabulary	Resources/Equipment	Suggested Visits / Visitors	
Feel Hands Sense Object Material Wood Plastic Metal Touch Hard Soft Furry Spiky Sticky Smooth Rough Bumpy Lumpy	Range of household objects Material squares Objects that can be sorted into categories e.g. wood, plastic and metal.		

## Spring 1 Nursery – Winter Bears

### What do bears do in winter?

Prior Learning	Nursery Birth to 5 Matters	Future learning - Reception Birth to 5 and ELG
<b>Range 1-4</b> <b>The Natural World</b> Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.	<b>Range 4-5</b> <b>The Natural World</b> Use all their senses in hands on exploration of natural materials. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice.	<b>Range 6</b> <b>The Natural World</b> Explore the natural world around them. 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.  <b>ELG: The Natural World Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
Key Knowledge		What would this knowledge look like?
Winter is a time of change in the natural environment. Trees and plants are bare. The weather becomes colder and there is more chance of snow. Clothing has to be changed so that we can stay warm. Cold weather changes natural properties e.g. water into ice Animals change their behaviour in winters to survive the cold conditions. Bears collect food and hibernate so that they can survive the winter.		<ul style="list-style-type: none"> <li>▪ Can name the season as winter</li> <li>▪ Can describe the changes in weather in winter</li> <li>▪ Can talk about clothes that keep them warm</li> <li>▪ Can describe the changes in the natural environment</li> <li>▪ Can talk about how animals change their behaviour in the winter</li> <li>▪ Can describe how bears hibernate for the winter</li> </ul>

Key Skills		What will these skills look like?	
<ul style="list-style-type: none"> <li>Make observations of leaves, plants and trees</li> <li>Make observations of how animals adapt to the winter through the use of photos and the natural world.</li> <li>Make observations and talk about the weather</li> <li>Investigate water and ice</li> </ul>		<ul style="list-style-type: none"> <li>Can talk about and use art to share what trees and plants look like in winter</li> <li>Can talk about different types of weather that they experience through discussions, songs, art and role-play</li> <li>Can talk about different animals behaviours in the winter whilst using small world resources</li> <li>Can describe changes in water and ice when exploring practically</li> </ul>	
Vocabulary	Resources/Equipment	Suggested Visits / Visitors	
Weather Season Autumn Summer Winter Tree Wind Rain Snow Ice Hat Gloves Coat Warm Cold Freezing Melting Hibernate Bear	Magnifying glasses Fake Snow Animal figures Ice Winter clothing and accessories Winter small world	Forest School Nature Walk	

## Spring 2 Nursery – Growing

### How does a chicken change?

Prior Learning	Nursery Birth to 5 Matters	Future learning - Reception Birth to 5 and ELG
<b>Range 1-4</b> <b>The Natural World</b> Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.	<b>Range 4-5</b> <b>The Natural World</b> Use all their senses in hands on exploration of natural materials. Talk about what they see, using a wide vocabulary. Explore how things work. 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. Talk about the differences between materials and changes they notice.	<b>Range 6</b> <b>ELG: The Natural World Children at the expected level of development will:</b> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Key Knowledge		What would this knowledge look like?
Spring is a time of change in the natural environment. Trees plants and flowers change and start to grow and bloom. The weather becomes warmer. Animals change and grow just like humans. The lifecycle of chicks from egg, to hatching, to chick and adult chicken.		<ul style="list-style-type: none"> <li>▪ Can name the season as spring</li> <li>▪ Can describe the changes in weather in spring</li> <li>▪ Can describe the changes in the natural environment</li> <li>▪ Can talk about how trees, plants and flowers start to change and grow in spring</li> <li>▪ Can describe how chickens change and grow through the lifecycle of a chick</li> </ul>

Key Skills		What will these skills look like?	
<ul style="list-style-type: none"> <li>Make observations of trees, plants and flowers</li> <li>Make observations and talk about the weather</li> <li>Make observations of the lifecycle of a chicken through Living Eggs in class</li> </ul>		<ul style="list-style-type: none"> <li>Can talk about and use art to share what trees and plants look like in spring</li> <li>Can talk about the changes and different types of weather in spring that they experience and notice in books and pictures</li> <li>Can describe the changes in a chicken's lifecycle through real life experience of living eggs and small world activities</li> </ul>	
Vocabulary	Resources/Equipment	Suggested Visits / Visitors	
Weather Season Autumn Summer Winter Spring Tree Plant Flower Change Grow Growing Different Wind Rain Snow Sun Sunny Warm Cold Heat Chicken Chick Egg Hatch Hatching	Magnifying glasses Plants/flowers to observe Animal figures/Small world Seeds Living Eggs Flower Shop role play	Living Eggs Summer Farm Visit	

## Summer 1 Nursery – How Things Work

### Which objects make noise?

Prior Learning	Nursery Birth to 5 Matters	Future learning - Reception Birth to 5 and ELG
<b>Range 1-4</b> <b>The Natural World</b> Repeat actions that have an effect. Explore materials with different properties.	<b>Range 4-5</b> <b>The Natural World</b> 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. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	<b>Range 6</b> <b>ELG: The Natural World Children at the expected level of development will:</b> - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Key Knowledge		What would this knowledge look like?
People use objects for different purposes for example a fork is used to pick up food Objects are made from different materials and may have many parts Some objects make noise when they are touched or moved Some objects use electricity We hear noise with our sense of hearing through our ears Instruments can be made to create noise There are a range of different instruments some of which use electricity		<ul style="list-style-type: none"> <li>▪ Can name different objects and what they are used for</li> <li>▪ Can talk about different parts of object and name some simple materials such as wood</li> <li>▪ Can describe what materials feel like such as soft or hard</li> <li>▪ To understand that if they move or touch some objects they make noises</li> <li>▪ To understand that they use their ears to hear noises</li> <li>▪ To be able to use and name some musical instruments</li> <li>▪ To understand that some objects use batteries and electricity to work</li> </ul>

Key Skills		What will these skills look like?	
<ul style="list-style-type: none"> <li>▪ To investigate how a range of objects are used</li> <li>▪ To observe the parts that objects are made from</li> <li>▪ To investigate how objects, make sounds</li> <li>▪ To create their own instruments that make sounds</li> </ul>		<ul style="list-style-type: none"> <li>▪ Can match objects to their purpose</li> <li>▪ Can talk about parts of objects and what the texture feels like in practical experiences</li> <li>▪ Can move and touch objects to create sounds</li> <li>▪ Can experiment to create their own instruments</li> </ul>	
Vocabulary	Resources/Equipment	Suggested Visits / Visitors	
Object Use Material Wood Plastic Metal Part Move Noise Touch Electricity Batteries Sense Hear Hearing Ears Instrument Keyboard Guitar Drum Shaker Bells	Range of household objects Mystery unusual objects Loose parts of old technology Range of musical instruments Musical/Band/Stage Role-play	Musician	

## Summer 2 Nursery – Potions and Motions

### How can you make rice dance?

Prior Learning	Nursery Birth to 5 Matters	Future learning - Reception Birth to 5 and ELG
<b>Range 1-4</b> <b>The Natural World</b> Repeat actions that have an effect. Explore materials with different properties.	<b>Range 4-5</b> <b>The Natural World</b> 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. Explore how things work. 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.	<b>Range 6</b> <b>The Natural World</b> Explore the natural world around them.  <b>ELG: The Natural World Children at the expected level of development will:</b> - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Key Knowledge		What would this knowledge look like?
Experiments are carried out in science by scientist. Predictions are clever guesses about what you think might happen. Materials and ingredients can be combined to create reactions in experiments: <a href="https://buggyandbuddy.com/baking-soda-and-vinegar-science-dancing-rice/">https://buggyandbuddy.com/baking-soda-and-vinegar-science-dancing-rice/</a> <a href="https://www.pre-kpages.com/science-kids-exploring-ramps-friction/">https://www.pre-kpages.com/science-kids-exploring-ramps-friction/</a> <a href="https://www.funathomewithkids.com/2014/08/how-to-get-best-baking-soda-and-vinegar.html">https://www.funathomewithkids.com/2014/08/how-to-get-best-baking-soda-and-vinegar.html</a>		<ul style="list-style-type: none"> <li>▪ Understand that a scientist is a job</li> <li>▪ Can use the word experiment appropriately</li> <li>▪ To understand what a prediction is</li> <li>▪ To understand that combining some materials or ingredients result in changes</li> </ul>



Key Skills		What will these skills look like?	
<ul style="list-style-type: none"> <li>▪ To make their own predictions</li> <li>▪ To carry out experiments with the support of an adult</li> <li>▪ To observe changes when ingredients or materials are combined</li> <li>▪ To consider why changes are occurring</li> </ul>		<ul style="list-style-type: none"> <li>▪ Can talk about what they think might happen (make a prediction)</li> <li>▪ Engage and participate in different experiments</li> <li>▪ Can talk about the changes that they observe in practical experiments</li> <li>▪ Can start to ask why questions with the support of an adult</li> </ul>	
Vocabulary	Resources/Equipment	Suggested Visits / Visitors	
Science Scientist Experiment Prediction Change Ingredients Materials Why	Resources needed for individual experiments Rice Experiment linked to Big Question – Container, rice, baking soda and vinegar Lab coats and goggles Scientist role-play resources	Parent visit - Scientist	

## Nursery – Understanding the World

### Continuous Provision Curriculum Planning

Resources/Area	How is it organised and why	Intended Learning Outcomes	Link to EYFS / Research / C of EL	Adult Role
Magnifying glasses Tweezers Magnets Torches A tray/container that items can be added to regularly for children to explore e.g. flowers, magnetic/non-magnetic objects Sectioned containers Real plants Natural objects Smell boxes Science Books Feathers Oasis Feely bags Pictures showing how to use tools Watering cans Spray bottles Light table Dominoes Ice Objects frozen in ice Filled bottles with various substances and colours	Curiosity cube area –linked to current theme. Clearly labelled resources. Resources available in outdoor area to encourage learning about nature	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. 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. Play with others co-operatively. Develop fine and gross motor skills. Develop communication and language skills.	Investigating chain reactions (balls/ dominoes, cylinders) linked to MATHS Responding to the environment using different senses, linked to PD, UW Exploring light as a tool for investigation by using the light and reflective mobiles, linked to UW Explore concrete objects and the descriptive words that represent them: soft, hard, rough, smooth, silky and so on Examining items closely, linked to UW Weighing and measuring natural objects, linked to MATHS Testing out simple machines (ramps and pulleys), linked to MATHS Experimenting with colour and change linked to EAD Investigating how materials can transform linked to UW Making choices, accepting challenges and being open to change linked to PSED Discovering that information can be retrieved from books to discover and explore, linked to Literacy Using tools to support experiments (magnifiers and tweezers), linked to PD Caring for living things (i.e. plants), linked to PSED & UW Classifying objects according to attributes of size, species, colour and so on, linked to UW Talking about the (here and now) investigative process, linked to CL Be willing to have a go Cof EL because its irresistible Children have and develop their own ideas, are able to make links between ideas and develop a range of strategies for doing things Cof EL Children concentrate and keep on trying when they encounter difficulties and enjoy their achievements Cof EL Supports schemas	Adult to observe children exploring scientific equipment, if appropriate model ways how to use the equipment, question children and support their learning. encourage children to look at non-fiction books, questioning them. Adult to read books to children when requested. Adult to observe children exploring the different items, if appropriate question children and support their learning. Model using resources Model and show passion for investigating Model thinking out loud to encourage children to talk about the "here and now" Develop communication and language vocabulary <b>Questions to stimulate ideas and add challenge</b> <ul style="list-style-type: none"> <li>– What might happen if/when?</li> <li>– Tell me how...?</li> <li>– Can you?</li> <li>– I wonder what would happen if?</li> </ul>

## Nursery – Water and Sand

### Continuous Provision Curriculum Planning

Resources/Area	How is it organised and why	Intended Learning Outcomes	Link to EYFS / Research / C of EL	Adult Role
<p>A range of tools such as spades, rakes etc. Containers, jugs, cups, buckets, sieves, colanders, watering cans, bottles, tea pots, funnels etc. Sand and water toys e.g. water wheels, sand moulds, boats Dustpan and brush Pipits Aprons Shaving foam, hair gel, soap flakes, food colouring, jelly powder etc. Shells, tree cookies, corks and other natural materials Nets Other items such as plastic animals, coins, letters etc. Utensils e.g. balloon whisks, pipettes etc. Tubing Sponges Babies, baby clothes, clothes line, pegs etc.</p>	<p>In a dedicated labelled space, ideally with a photo, so that children can access it to clean up and place back in the correct space. Aprons for children at the water/sand area, hung up at a child accessible height. Resources used to link to size. Shadowing used to support children in putting resources away. Additional resources planned to support theme and overarching principles.</p>	<p>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. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore core maths concepts related to size and shape. Play with others co-operatively. Develop fine and gross motor skills. Develop communication and language skills.</p>	<p>Having clearly labelled places for resources encourages respect for resources and the environment (PSED) Selecting resources enables children to express their preferences, likes and dislikes (PSED) A variety of authentic familiar resources that reflect their everyday life allows children to process, practice and make sense of their world UW Children learn about responsibility and self-efficacy through washing dolls clothes/drying them for dolls (UW) Children learn about keeping the environment and themselves safe through cleaning up spillages with buckets and sponges provided (PD) Magnifying glasses allow children to explore and investigate objects close up (UW) Using everyday resources in different ways and for different purposes (UW) Cylinders invite pouring, scooping, aligning with children's natural curiosity with holes (PD) Children have and develop their own ideas, are able to make links between ideas and develop a range of strategies for doing things Cof EL Supports schemas</p>	<p>Adult to encourage the children to carefully pour water/sand, questioning them about capacity. Adult to observe children using the tools appropriately, questioning them when necessary. Adult to initially model brushing up, and then remind children to brush up after themselves if necessary. Adult to remind children to wear aprons and to help if needed to put them on/take them off. Adult to remind children to hang them back up once finished. Adult to add different items to the sand/water tray occasionally. Question the children about the new materials. How does it feel/what does it look like etc. Adult to question children when using these materials, how does it feel, how many corks do you have etc. Adult to observe the children using the different tubes, questioning their learning, e.g. which tube is longer etc. Adult to observe the children using the sponges and questioning their learning, which sponge holds more water etc. Adult to model how to wash the babies/baby clothes, questioning the children throughout. Teach children the skill of using resources</p> <p><b>Questions to stimulate ideas and add challenge</b></p> <ul style="list-style-type: none"> <li>– What might happen if/when?</li> <li>– Tell me how...?</li> <li>– Can you?</li> <li>– I wonder what would happen if?</li> </ul> <p><b>Language linked to key learning</b></p> <ul style="list-style-type: none"> <li>– Size (large/medium/small/smaller)</li> <li>– Capacity (full/empty)</li> <li>– Direction (up/down)</li> <li>– Forces (fast/slow)</li> <li>– Order (first/next/last)</li> <li>– Comparatives (more/less, faster/slower, bigger/ smaller)</li> </ul>