

<i>Area of learning</i>	<i>Children will be learning to</i>	<i>Why this is important and how we support development - (from the EYFS framework)</i>	<i>Laurel Avenue Curriculum Goals</i>
<i>Understanding the World</i>	<p>Two-year-olds</p> <ul style="list-style-type: none"> • <i>Explore and respond to materials and natural phenomena</i> • <i>Talk about their own family and other families</i> • <i>Notice differences between people</i> 	<p><i>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.</i></p>	<p>To be confident to explore and investigate</p>
<i>Communication and language</i>	<p>Three- and four-year-olds</p> <ul style="list-style-type: none"> • <i>Use all their senses to explore materials, objects and forces and talk about what they notice</i> • <i>Explore how things work</i> • <i>Grow and care for plants</i> • <i>Know about some life cycles</i> 	<p><i>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and</i></p>	<p>To be caring and considerate towards people and nature.</p>

	<ul style="list-style-type: none"> • <i>Care for the environment and living things</i> • <i>Know about some occupations</i> • <i>Continue to develop positive attitudes to the differences between people, including an awareness of some religious and cultural celebrations</i> • <i>Know that there are different countries in the world</i> 		
	<p>Reception</p> <ul style="list-style-type: none"> • <i>Explore the natural world and natural processes and describe what they notice</i> • <i>Know about seasonal changes</i> • <i>Ask questions, and know some ways to find out the answers</i> • <i>Talk about their family, friends and community</i> • <i>Talk about the past, and know that many things have changed over time</i> • <i>To know that people have different traditions and beliefs, which include special places and times</i> • <i>To know about some different environments</i> • <i>To find information from a simple map</i> 	<p><i>quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i></p>	<p><i>To be curious about the world</i></p> <p><i>To ask and answer questions</i></p>