



Howard Street Nursery

2-3 Year Old Knowledge Document

We take children the term after their 2nd birthday this means that children enter our Nursery throughout the academic year.

Our knowledge document reflects this by having 3 steps. It doesn't matter when children start they will progress through the 3 steps.

Intent: At Howard Street Nursery School, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment, that values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

At Howard Street Nursery we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment using songs, nursery rhymes, and stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through themes, which are enriched with classroom enhancements, trips and visitors. Themes are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive News Letters and Knowledge organisers each half term to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experience from home. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements will be made based on accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

2-3 Year old Knowledge Content Document

All about me	Nursery Rhymes	Materials/Sensory	Farm animals	Traditional stories	Nature
Autumn	Autumn/Winter	Winter	Spring	Spring/Summer	Summer
	Christmas	Chinese New Year	Easter	Eid	Eid
RKix			Hatching chicks	Caterpillars/Butterflies	Forest school

Communication and Language

Listening, Attention & Understanding

Step 1	Step 2	Step 3
I can choose an activity of my own choice. I may find it difficult to be directed by an adult and I may flit from area to area.	I can focus on an activity of my own choice for an increasing amount of time. I may not respond to you when you talk to me whilst I'm playing.	I demonstrate that I can focus on my own choice of activity. I will respond to you when you talk to me. I am beginning to be willing and join in with an adult led activity.
I can join in with exploratory play.	I can join in with large doll play.	I can join in with pretend play (act out simple sequences of play; 'feeding the baby and then putting the baby to sleep' or 'driving the car to the shops and then buying food'.
I may listen to others when they are talking about my chosen activity, but I may be easily distracted by other things.	I am beginning to listen to other people's talk with interest when it's in my preferred area of playing.	I can listen to other's talk with interest and I can respond. I am interested in what others are doing.
I can recognise and point to objects if asked about them. I can understand single words in context – 'cup', 'milk', 'daddy'. I understand frequently used words such as 'all gone', 'no' and 'bye-bye'.	I am beginning to understand simple instructions like "give it to Mummy" or "stop" with the help of gestures and visual cues.	I can understand simple instructions. I can understand and act on longer sentences like 'make teddy jump' or 'find your coat'. I can identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
I am beginning to follow routine events and activities using nonverbal and visual cues.	I can follow the routine events and activities using visual cues.	I am confident in following the routine events, activities and with the help of my key worker I am confident to try new experiences.
I am beginning to show an interest in books by picking them up, turning the pages and looking at the pictures.	I am beginning to listen to simple stories.	I can listen to simple stories and understand what is happening, with the help of the pictures.
I can respond to simple commands which involve matching what they are seeing to what they are hearing. Give me a... Show me the... Point to the... What's this?	I can listen and match the language with what I am playing with or looking at focussing more selectively on parts of the resource. Snack time; Which fruit do you peel?	I am beginning to understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

	What shall I cut it with?	
Speaking		
I can use sounds in play, e.g. brrrm for toy car	I can use some talk in my play.	I can talk more confidently in my play.
I can reach or point to something I want while making sounds or limited talk, e.g. want it	I can make myself understood, and can become frustrated when I can't be understood.	I can learn new words rapidly and I am able to use them when communicating.
I can copy gestures and words spoken to me.	I am putting three + words together when talking.	I can start to develop conversation, often jumping from topic to topic. I can use four + word sentences when talking. I am beginning to talk about people and things that are not present.
I communicate how I am feeling mainly through my actions and gestures.	I am beginning to say how I am feeling, using words as well as actions.	I can say how I am feeling, using words as well as actions.
I can use some of the speech sounds; m, n, p, b, t, d, k, g, w, y, h.	I can use the speech sounds; m,n,p,b,t,d,k,g,w,y,h. I am beginning to use; f and s	I can use the speech sounds; m,n,p,b,t,d,k,g,w,y,h,f, and s.
I am beginning to ask questions; what's that?		I am beginning to ask simple questions.

Personal, Social & Emotional Development		
Building Relationships		
Step 1	Step 2	Step 3
I can engage with others through gestures, gaze and talk.	I can develop friendships with other children.	I may have a special friend who I seek out and like to play with.
I can build relationships with special people - Key Person.	I will seek reassurance from my key person I may look back as I crawl or walk away from them.	I can play with increasing confidence on my own and with other children, because I know my key person is nearby and available if I need them.
I will find ways of managing transitions, for example from my parent to my key person.	I can look for clues about how to respond to something interesting from my key person.	I am becoming more confident with other children and adults.
Managing self		
I will establish my sense of self.	I thrive as I develop self-assurance.	I am confident when trying new things.
I can express preferences and decisions. I am willing to try new things and start establishing my autonomy.	I grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.	I can make my own choices and am becoming independent.

I can use engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.	I can confidently explore the environment.	I can make choices in my play. I show concentration and engagement when playing in my chosen area.
I know where to hang/find my coat.	I can help with putting my coat on, dressing/undressing and care routines.	I will learn to use the toilet with help, and then independently. I can put my own coat on.
Self-regulation		
I feel strong enough to express a range of emotions.	I safely explore emotions through play and stories.	I am beginning to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what I want or push my way to the front. I can talk about my feelings: "I'm sad because..." or "I love it when ..."
I find ways to calm myself, through being calmed and comforted by my key person.	Adults will help me by naming my emotions as I experience them.	I am beginning to talk about and manage my emotions.

Physical Development		
Gross and Fine Motor Skills		
Step 1	Step 2	Step 3
I know where to hang/find my coat.	I can help with putting my coat on, dressing/undressing and care routines.	I can put my own coat on, feed myself and dress or undress. I can start eating independently and learning how to use a knife and fork.
I can explore with different sized balls.	I enjoy starting to kick, roll, throw and catch balls.	I can kick, roll and throw a ball to a friend.
I gradually gain control of my whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.		I can confidently control my whole body and enjoy waving, running, jumping, walking and rolling.
I can clap to music.	I can clap and stamp to music.	
I am beginning to walk, run, jump and climb – and start to use the stairs with help.	I can walk, run, jump and climb more confidently – and start to use the stairs independently. (It is important for young children to have opportunities to walk/run on uneven ground).	I can confidently explore the outdoors.

I can complete inset puzzles.	I can use a pincer grip to pick objects up off the floor.	I can use my large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
I can sit on a push-along wheeled toy, use a scooter or ride a tricycle.	I am beginning to navigate my push a long wheeled toy around the playground.	I can navigate my push a long wheeled toy around obstacles.
I can explore a range of building resources.	I can build a tower with a range of building resources.	I can build independently with a range of appropriate resources.
I can explore the indoor and outdoor spaces.	I am beginning to fit myself into spaces, like tunnels, dens and large boxes, and move around in them.	I can confidently fit myself into spaces, like tunnels, dens and large boxes, and move around in them.
I can reach out for objects as co-ordination develops. I can pass things from one hand to the other. I can let go of things and hand them to another person, or drop them.	I am beginning to develop manipulation and control when playing with objects and materials.	I can develop manipulation and control when playing with objects and materials.
I am beginning to explore different materials and tools.	I can explore different materials and tools.	I can choose which materials and tools to use. I have increasing control using tools.

Literacy		
Step 1	Step 2	Step 3
I enjoy the sensory experience of making marks	I enjoy mark making on paper, on screen and on different textures, such as in sand or playdough.	I can make different mark-making movements - (big, small, hard, soft, quick, slow, and different shapes circles, lines and dots).
I enjoy drawing freely.	I add some marks to my drawings, which I give meaning to. For example: "That says mummy."	I make marks on my picture that represents my name.
I can copy finger movements and other gestures when listening to adults sing songs and rhymes.	I can say some of the words in songs and rhymes.	I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. I sing songs and say rhymes independently, for example, singing whilst playing.
I show an interest in books by picking them up and looking at them.	I enjoy sharing books with an adult.	I begin to develop my play around favourite stories using props.

		<p>I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>I can make comments about books and share my own ideas.</p> <p>I am beginning to ask questions about the book.</p> <p>I begin to notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p>
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Mathematics		
Step 1	Step 2	Step 3
I can combine objects like stacking blocks and cups.	I can build with a range of resources.	I can compare sizes; using gestures and language 'tall/short', 'high/low'
I can put objects inside others and take them out again.	I listen to adults saying 'lots', 'more' or 'same' alongside my play. I may use the words in my play.	I can compare amounts, saying 'lots', 'more' or 'same'. I react to changes of amount in a group of up to three items. I can compare sizes; using gesture and language 'bigger/little/smaller'.
I notice adults singing finger rhymes with numbers and I begin to join in with the actions.	I take part in finger rhymes with numbers.	I can sing some number rhymes.
I can complete inset puzzles.	I can climb and squeeze myself into different types of spaces.	I can compare sizes; using gesture and language 'bigger/little/smaller'.
I listen to adults counting alongside my play.	I can demonstrate counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	I can count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
I look at patterns with strong contrasts.	I notice patterns and arrange things in patterns.	I am beginning to talk about patterns and colour.

Knowledge and Understanding of the World		
Step 1	Step 2	Step 3
I can handle/feel different materials.	I can explore materials with different properties.	I can build using a variety of materials.
I can observe adults and children in my setting.	I can closely observe the chicks and other farm animals and begin to talk about them.	I can closely observe the caterpillars and then the butterflies and begin to talk about them.

		I can closely observe plants growing and talk about what I can see.
I am interested in photographs of myself and other familiar people and objects that they are familiar with or which fascinate me.	I can notice differences between people. I am curious about people and show an interest in stories about people.	I can make connections between the features of my family and other families. I enjoys stories about people.
	I know things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.	I can talk with others in my play about what I am doing.
I can explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.	I can explore natural materials in our treasure baskets independently and share what I find with others. I am gaining in confidence and can explore the outdoor areas. I share what I find with others.	I am curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life. I enjoy stories about nature and I am interested in seeing photographs of myself with nature.
I can name some of the small world toys and can arrange them in my own way.	I enjoy playing with small world reconstructions with the help of adults, building on first-hand experiences, e.g. visiting farms, garages or train tracks.	I can talk about what I am doing when playing with small world toys.
I can repeat actions that have an effect.	I show an interest in toys with buttons, flaps and simple mechanisms. I can begin to learn how to operate them.	I can operate mechanical toys independently.

Expressive Art and Design		
Step 1	Step 2	Step 3
I can make random marks on paper.	I start to make marks intentionally.	I can express my ideas and feelings through making marks, and sometimes give a meaning to the marks I make.
I can show attention to sounds and music.	I can begin to move and dance to music.	I can confidently move and dance to music I can respond emotionally and physically to music when it changes.
I am beginning to use my voice and enjoy making sounds. I can anticipate phrases and actions in rhymes and songs, like 'Peepo'.	I Join in with songs and rhymes enthusiastically.	I can sing some songs and rhymes in my play.

I begin to show an interest in taking part in action songs, such as 'Twinkle, Twinkle Little Star'.		
I explore the objects in the role play area.	I am developing pretend play using props. (For example I can feed the baby, make a drink or cook tea).	I am starting to develop pretend play, pretending that one object represents another. (For example, a child holds a wooden block to her ear and pretends it's a phone).
I can explore a range of sound makers and instruments and play them in different ways.	I can play sound makers and instruments more confidently.	I can play along using musical instruments whilst listening to music or singing rhymes and songs.
I can explore different materials, using all my senses to investigate them.	I can manipulate and play with different materials.	I can use my imagination as I consider what I can do with different materials. I can make simple models which express my ideas.
I can explore paint, using fingers and hands. I can explore paint using thick brushes.	I can explore confidently with paint, using parts of my body. I can explore paint using different sized paint brushes.	I can explore paint and printing using sponges and printing tools.
I look at patterns with strong contrasts	I notice patterns and colour and make my own arrangements.	I am beginning to talk about patterns and colour.