

EYFS Understanding the World - People, culture and communities

Birth - 18months

- Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with.
- Develops a sense of belonging to their family and their key carer.
- Recognises key people in their own lives.

How adults/environment can facilitate development:

Provide opportunities, both indoors and out, for babies and toddlers to see people and things beyond the baby room, including the activities of older children.

18-24 months

- Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.
- Is interested in photographs of themselves and other familiar people and objects.
- Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of themselves with these.

How adults/environment can facilitate development:

Adults:

- Help children to learn each other's names, e.g. through songs and rhymes, and use them when addressing children.
- Be positive about differences between people and support children's acceptance of difference. Be aware that negative attitudes towards difference are learned from examples the children witness.
- Ensure that each child is recognised as a valuable contributor to the group.
- Celebrate and value cultural, religious and community events and experiences

Environment:

- Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes, ensuring different cultures are represented but especially the backgrounds of the children in the room.
- Make photographic books about the children in the setting and encourage parents to contribute to these.
- Provide positive images of all children, including those with diverse physical characteristics and disabilities.
- Support good ecological habits in daily life by providing first-hand experiences, e.g. waste disposal by putting papers in recycling bins, helping plant flowers and seeds, provisioning bird tables, and creating leaf piles for hedgehogs and woodlice

2-3 years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Begin to notice differences between people, such as skin colour, hair, or clothing.	Show interest in people around them and begin to name familiar	Make connections between features of their family and other families (e.g. "We both	Develop awareness that people have different homes, jobs, and roles in the community.	Learn that they have similarities and differences that connect them to, and distinguish	Develop a sense of belonging within their family, community, and early years setting.

<p>Show curiosity about themselves and familiar people, recognising key family members and carers.</p> <p>Engage in simple pretend play based on familiar routines, e.g. feeding a baby doll or pretending to drink tea.</p>	<p>individuals (friends, family, staff).</p> <p>Observe and talk about similarities and differences between people they see regularly.</p> <p>Begin to enjoy playing alongside others and taking turns during shared activities.</p>	<p>have a dog"). Explore and imitate everyday family and community experiences through role play. Begin to notice that families may do things differently (e.g. meals, celebrations, routines).</p>	<p>Recognise familiar relationships such as siblings, grandparents, or carers. Talk about who helps them at home and in the setting.</p>	<p>them from, others. Talk about things that make them special or unique. Begin to express care and concern for friends, family members, and pets.</p>	<p>Share stories and photos about people who are important to them. Talk about familiar experiences that link to their relationships, e.g. visiting grandparents or playing with friends.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

How adults/environment can facilitate development:

Adults:

- Talk to children about their friends, their families, and why they are important.
- Be sensitive to the possibility of children who may have lost special people or pets, either through death, separation, displacement or fostering/adoption.

Environment:

- Share photographs of children's families, friends, pets or favourite people, both indoors and out.
- Support children's understanding of difference and empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.
- Ensure children have resources so that they can imitate everyday actions and events from their lives and that represent their culture.

3-4 Years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Show interest in the lives of people who are familiar to them. Begin to talk about people who help them and the roles they play.</p>	<p>Enjoy joining in with family customs and routines. Begin to recognise and describe special times or events for family or friends.</p>	<p>Show interest in different occupations and ways of life indoors and outdoors. Ask simple questions about what people do at work.</p>	<p>Continue to develop positive attitudes about the differences between people. Recognise that people may have different traditions, celebrations, or lifestyles.</p>	<p>Know that there are different countries in the world and talk about differences they have experienced or seen in photos. Begin to explore stories, songs, and images from a range of cultures.</p>	<p>Talk about what makes them unique, recognising similarities and differences between themselves and others, including friends and family. Recall and share significant events from their own lives and experiences.</p>

How adults/environment can facilitate development:

- Adults:
- Encourage children to talk about their own home and community life, and to find out about other children's experiences. Be aware that some children's home lives may be complicated or disrupted, and talking about them may be difficult.
 - Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time.
 - Encourage children to develop positive relationships with community members such as care home residents
 - Share stories about people from the past who have an influence on the present.
- Environment:
- Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting.
 - Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.
 - Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, sound or video recording, drawing and writing.
 - Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures, including those from family members living in different areas of the UK and abroad.
 - Ensure the use of up-to-date, appropriate photographs of parts of the world that are commonly stereotyped and misrepresented.

4-5 Years - Year R

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talk about members of their immediate family and community. Begin to name and describe people who are familiar to them, such as teachers, friends, and neighbours.	Understand that some places are special to members of their community (e.g. church, mosque, library, fire station). Talk about their own experiences of special events or places they visit with family.	Draw information from a simple map. Begin to use positional language and simple map symbols to describe familiar routes or settings.	Recognise that people have different beliefs and celebrate special times in different ways. Begin to share their own experiences of celebrations and compare them with others.	Recognise some similarities and differences between life in this country and life in other countries, drawing on stories, photos, and shared experiences. Talk sensitively about how families live differently around the world.	Explain similarities and differences between life in this country and other countries, drawing on knowledge from non-fiction texts and stories. Describe their immediate environment using knowledge from observation, discussion, and non-fiction texts. Reflect on the traditions and customs that make their own community special.

How adults/environment can facilitate development:

Adults:

- Encourage children to share their feelings and talk about why they respond to experiences in particular ways.
- Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing.
- Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations, and experiences.
- Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.

Environment:

- Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories, and books showing diverse heroes, families, and professions.
- Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. church, local shops
- Provide role-play areas with a variety of resources reflecting diversity.
- Make a display with the children, showing all the people who make up the community of the setting.
- Share stories that reflect the diversity of children's experiences.
- Invite people from a range of cultural backgrounds to talk about aspects of their lives or their work, such as a volunteer who helps people become familiar with the local area.

ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

EYFS Understanding the World - The World

Birth - 12months

- Moves eyes, then head, to follow moving objects.
- Reacts with abrupt change when a face or object suddenly disappears from view.
- Looks around with interest when in a room, garden, or park, visually scanning the environment for novel, interesting objects and events.
- Smiles with pleasure at recognisable playthings.
- Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.

How adults/environment can facilitate development:

Adults:

- Encourage young babies' movements through interactions, e.g. touching their fingers and toes and showing delight at their kicking and waving.
- Observe babies' responses and provide positive feedback through smiles and sounds
- Support exploration by being close, offering reassurance, and responding sensitively to babies' cues.

Environment:

- Provide a range of everyday and natural objects to explore, such as items in treasure baskets for sitting babies.
- Add small, interesting changes to the environment to maintain curiosity.
- Offer spaces that give babies different perspectives of their surroundings, e.g. a soft play area, under a tree, on a mat.
- Ensure babies and toddlers experience the natural world – the wind, sun, rustling leaves, birdsong, and insect sounds.

12-18 months

- Closely observes what animals, people and vehicles do.
- Watches toy being hidden and tries to find it; watches intently where a spider has scuttled away under leaves.
- Looks for dropped objects.
- Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.
- Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.

How adults/environment can facilitate development:

Adults:

- Play hiding and finding games inside and outdoors.
- Draw attention to things in the environment that stimulate curiosity, such as patterns, shapes, or textures.
- Display and talk about photographs of babies' favourite places.

Environment:

- Provide lift-the-flap books to show something hidden from view.
- Include opportunities for hide-and-seek
- Offer a variety of interesting things for babies to observe from different perspectives – looking up, around, or into corners.

- Create visually stimulating areas with changing materials and sensory features to encourage exploration

18-24 months

- Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life.
- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
- Remembers where objects belong.
- Matches parts of objects that fit together, e.g. puts lid on teapot.

How adults/environment can facilitate development:

Adults:

- Talk with children about their responses to sights, sounds and smells in the environment indoors and outdoors – in gardens, parks and playgrounds – and help them discover what they enjoy about being outside.
- Encourage young children to explore puddles, trees and different surfaces such as grass, concrete and pebbles.
- Introduce principles of recycling, planting and caring for resources to promote respect for the environment.

Environment:

- Develop the use of the outdoors so young children can investigate features such as and experience weather, large spaces and seasonal changes.
- Provide sets of items for children to explore how objects can be combined together through play and sensory investigation.

2-3 years

Autumn 1

Explore natural materials both indoors and outside – handling soil, sand, water, leaves, (risk assess) Begin to notice features of objects in their environment.

Autumn 2

Begin to observe natural changes, such as weather or light, and show curiosity about how materials feel or move. Talk about what they see using simple words.

Spring 1

Explore materials with different properties – rough/smooth, shiny/dull, hard/soft. Begin to compare natural objects.

Spring 2

Describe what they notice when handling or observing materials, animals, and plants. Talk about natural and found objects using simple descriptive language.

Summer 1

Explore and respond to different natural materials and phenomena in their setting – such as rain, wind, or shadows. Make connections between real-world experiences and small-world play.

Summer 2

Respond to and talk about natural materials and features experienced on trips or local walks (e.g. rivers, trees, or wildlife). Use small-world play to recreate or represent familiar outdoor experiences.

How adults/environment can facilitate development:

Adults:

- Tell stories about places and journeys, linking to children's real-life experiences and familiar locations.
- Encourage children to recall and talk about visits to real places such as the park, zoo, or beach.

Environment:

- Make use of outdoor areas to provide opportunities for investigating the natural world – for example, using chimes, streamers, windmills, and bubbles to explore the effects of wind.

<ul style="list-style-type: none"> Provide story and information books about places (e.g. the zoo, beach, or farm) to remind children of real experiences and support imaginative recall. 					
3-4 Years					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Use all their senses in hands-on exploration of natural materials. Begin to notice patterns, textures, and shapes in the natural environment.	Begin to understand the need to respect and care for the natural environment and all living things. Show curiosity about why things happen and how they work.	Explore collections of materials with similar and/or different properties (e.g. smooth/rough, hard/soft, shiny/dull).	Plant seeds and care for growing plants, beginning to talk about what they need to grow and stay healthy. Observe and describe simple changes over time.	Talk about what they see using a wide vocabulary, including descriptive words linked to nature and materials. Explore and talk about different forces they can feel, such as pushing, pulling, and wind.	Talk about differences between materials and the changes they notice. Understand and describe the key features of the life cycle of a plant and an animal, showing care and concern for living things and the environment.
How adults/environment can facilitate development:					
<p>Adults:</p> <ul style="list-style-type: none"> Enhance awareness of features of the environment in the setting and local area, e.g. make visits to shops, parks, or community spaces. Use conversation to extend children's vocabulary, helping them talk about their observations and ask questions. Ensure adults model and use the correct vocabulary for natural and geographical features, such as plant names Teach skills and knowledge through practical activities, e.g. exploring the properties of solids and liquids by melting chocolate (check allergies) Share stories and discussions related to environmental topics such as pollution, climate change, and habitat <p>Environment:</p> <ul style="list-style-type: none"> Use the local area for exploration of both the built and natural environment, taking small groups on walks to observe features of interest. Provide opportunities to observe natural phenomena closely using magnifiers, photographs, and listening or bird-recognition apps. Offer varied outdoor habitats – e.g. flower beds attracting insects, bird-feeding areas, wormeries, or polytunnels Include play maps and small-world equipment for children to create and represent their environments. Provide real tools and sensory materials to explore characteristics of the natural world through hands-on investigation. 					
4-5 Years - Year R					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore the natural world around them using all senses. Begin to describe what they see, hear, and feel while outside.	Notice seasonal changes and patterns in the environment (e.g. falling leaves, weather changes).	Recognise some environments that are different from the one in which they live, e.g.	Understand the effect of changing seasons on the natural world – noticing differences in light, weather, and living things.	Observe similarities, differences, and patterns in nature, including plants, animals, and	Talk about the features of their immediate environment and how environments might vary from one another. Make

	Begin to talk about how living things adapt to changes.	comparing a forest, beach, or city.		materials. Begin to explain why some things occur, using observation and simple reasoning.	detailed observations of animals and plants and explain changes they notice over time.
--	---------------------------------------------------------	-------------------------------------	--	--------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------

How adults/environment can facilitate development:

- Adults:
- Encourage children to notice and discuss patterns and changes in nature, such as tree bark, leaf shapes, or melting ice.
 - Use specific vocabulary to describe environments (e.g. *village, flat, skyscraper, hill, river*) and natural phenomena (*cloud, wind, rain*).
 - Support children to find out about their environment through conversation, photos, maps, and local visits.
 - Encourage children to express opinions and curiosity about natural and built environments using words like *busy, quiet*, or adult modelled- *polluted*.
 - Ask open-ended questions to prompt thinking, such as "How can we...?", "What would happen if...?", or "I wonder...".
 - Help children explore cause and effect and observe growth or change over time (e.g. plants growing, ice melting).
- Environment:
- Offer opportunities to record and represent findings through drawing, writing, music, dance, or photography.
 - Provide stories and resources that help children understand different environments and communities.
 - Supply materials for maps, plans, and models that encourage children to explore both real and imagined landscapes.
 - Create practical spaces for gardening, planting, or outdoor exploration.
 - Build links with museums, parks, or nature spaces, encouraging families to visit and explore together.

ELG

- Children at the expected level of development will:
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
 - 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.
 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EYFS Understanding the World - Past and Present

Intent					
Vocabulary					
Implementation					
3-4 Years					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children using words 'now' and 'next'. Children talking about their family, who they live with and any pets.</p> <p>Now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets.</p> <p>Children playing discussion games about themselves, family and friends.</p> <p>Children having the opportunity to ask parents and grandparents about their lives in the past.</p> <p>Adults promoting children to talk about their home and home life.</p> <p>Children exploring a family tree.</p>	<p>Children talking about their past life experiences e.g. birthdays, Christmas.</p> <p>Children using the words 'then' 'now' 'next' 'before'.</p> <p>Children asking questions to family members about when they were young.</p> <p>Past, before, events, now, then, before, next.</p> <p>Adults modelling these terms correctly and rephrasing children's words so they are too using them correctly.</p> <p>Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time).</p>	<p>Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos</p> <p>New, old, past, present, now, different, same, rusty, black and white, modern.</p> <p>Children going on a local walk and looking at old a new - houses, shops, cars, statues or memorials.</p> <p>Children looking at photos and objects or books from the past.</p>	<p>Children commenting on their own past experiences e.g. Easter. Children showing curiosity about objects from the past.</p> <p>Past, happens, events, experiences, Easter, egg hunt, same, different, old, new.</p> <p>Children discussing how they have celebrated Easter in the past. Children looking at photos and objects or books from the past.</p>	<p>Children confidently talking about who they are and who they live with.</p> <p>Family, live with, family tree, old, new, past, questions, happened.</p> <p>Children discussing with adults during activities who they live with and who the adults are to them.</p>	<p>Children beginning to understand how to sequence two events.</p> <p>Children sequencing family members e.g. baby, mum, grandma.</p> <p>Sequence, first, last, then, before, family, names, family tree.</p> <p>Children being taught how to 'sequence' using two familiar events - either in the present day or from across the year. Children continuing with their work around families and family trees.</p>
4-5 Years - Year R					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Children talk about members of their family and the relationship to them e.g. Mum, Dad. Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends. Children joining in with discussions and stories about family. Children focusing on work based on 'all about me' and their family and friends.</p>	<p>Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Last week, yesterday, a long time ago, last year, before I was born. Discussions around past and present - events such as celebrations, remembrance day (war).</p>	<p>Children visually represent their own day on a simple timeline. Timeline, day, week, first, last, then, next, days of the week - names. Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week.</p>	<p>Children talk about and understand changes in their own lifetime and what happens when they get older. Changes, baby, toddler, child, teenager, adult, elderly, ages. Learning about life cycles of animals, learning about how we grow and change as people.</p>	<p>Children recount an event that has happened. Event, special, what happened, then, next. Discussions around events we have had at school such as school trips, visits etc.</p>	<p>Children can order experiences that have happened to them and in stories they have read. First, then, next, after that, finally, story. Adults prompting children to order experiences and stories verbally or in a written method.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

EYFS Understanding the World - Technology			
18-24 months	2-3 years	3-4 years	4-5 years
<ul style="list-style-type: none"> • Anticipates repeated sounds, sights, and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps, and simple mechanisms and begins to learn to operate them. 	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some digital equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. • Plays with water to investigate "low technology" such as washing and cleaning. • Uses pipes, funnels, and other tools to carry or transport water from one place to another. 	<ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on a CD player, uses a remote control, or navigates touch-capable technology with support. • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement, or new images. • Knows that information can be retrieved from digital devices and the internet. • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet. 	<ul style="list-style-type: none"> • Completes a simple program on electronic devices. • Uses ICT hardware to interact with age-appropriate computer software. • Can create content such as a video recording, stories, and/or draw a picture on screen. • Develops digital literacy skills by being able to access, understand, and interact with a range of technologies. • Can use the internet with adult supervision to find and retrieve information of interest to them
How adults/environment can facilitate development:			
Adults: <ul style="list-style-type: none"> • Comment on the ways in which young children investigate how to push, pull, 	Adults: <ul style="list-style-type: none"> • Support children in exploring the control technology of toys, e.g. toy electronic keyboard. 	Adults: <ul style="list-style-type: none"> • Support and extend the skills children develop as they become familiar with simple 	Adults: <ul style="list-style-type: none"> • Encourage children to speculate on the reasons why

<p>lift or press parts of toys and domestic equipment.</p> <ul style="list-style-type: none"> • Talk about the effect of children's actions as they investigate what things can do. <p>Environment:</p> <ul style="list-style-type: none"> • Have available robust resources with knobs, flaps, keys or shutters. • Incorporate technology resources that children recognise into their play, such as a camera. 	<ul style="list-style-type: none"> • Talk about digital and other electric equipment – what it does, what they can do with it, and how to use it safely. • Talk to children about “low technologies” such as washing and drying, transporting water, and using water to make things “work”. <p>Environment:</p> <ul style="list-style-type: none"> • Provide safe equipment to play with, such as torches and walkie-talkies. • Let children use machines like the photocopier to copy their own pictures. • Provide a range of materials for children to “stain” and have a go at washing, rinsing, and drying outside in the sunshine. • Provide a range of pipes, funnels, containers, water wheels, and water for children to play with. 	<p>equipment, such as twisting or turning a knob.</p> <ul style="list-style-type: none"> • Draw young children's attention to pieces of digital apparatus they see or that they use with adult supervision. • Talk to children about their uses of technologies at home and in other environments to begin to understand what they already know about and can do with different technologies. • Ask open-ended questions and have conversations about children's interest in technological toys to enable children to learn about different technologies. • Support children to be curious in grappling with cause and effect, e.g. learning that pulling a string may make a puppet arm lift. <p>Environment:</p> <ul style="list-style-type: none"> • When out in the locality, ask children to help to press the button at the pelican crossing or speak into an intercom to tell somebody you have come back. • When in the community and on trips to places such as the 	<p>things happen or how things work.</p> <ul style="list-style-type: none"> • In conversation, highlight technology in aspects of nature, e.g. encouraging models of birds showing purposes and functions of wing feathers, body feathers, beaks, and feet reflecting differences of different kinds of birds. • Support children to coordinate actions to use technology, for example, call a telephone number or create a video recording. • Teach and encourage children to click on different icons to cause things to happen in a computer program. • Talk to children about their actions, and support children to understand different purposes of different technologies. • Retrieve content and use it to facilitate discussions, allowing children to recall trips or past events to enable them to connect to their wider community. <p>Environment:</p> <ul style="list-style-type: none"> • Provide a range of materials and objects to play with that
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>park, encourage children to take photographs and use mobile apps of things that interest them, ready to revisit later.</p> <ul style="list-style-type: none"> • Provide a range of materials that enable children to explore cause and effect. 	<p>work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, and construction kits.</p> <ul style="list-style-type: none"> • Provide a range of programmable toys for children to play with, as well as equipment involving ICT, such as computers, touchscreen devices, and internet-connected toys.
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------