



Early Foundations – Structured Story Time, Foundational Knowledge, and Opportunities and Experiences

What do we mean by Opportunities and Experiences?

The **Foundational Knowledge** and **Progression** documents outline the key concepts that we want pupils to learn and how their application of knowledge will become more advanced throughout the EYFS.

The **Opportunities and Experiences** document acts as a menu for practitioners to select ideas for how core aspects of learning can be built into provision so that pupils can develop their understanding of the key concepts that they have learned. This is not exhaustive and practitioners will need to be responsive to the young people in their care.

We have deliberately built this around **learning**, not activity, so that we keep the focus on how pupils **interact** with the knowledge and skills acquired through the curriculum.

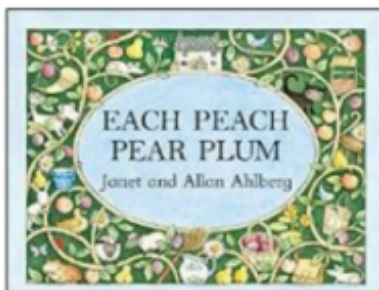


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Foundational Knowledge

Know the difference between long ago and now. Order modern and old objects or events using everyday language related to time. Know 'my life' is different from the lives of people in the past. Know the days of the week, months of the year and about New Year. Begin to experience measuring time with timers and calendars. Know that a clock / watch tells us what time it is / when to do things.



EYFS

rich mathematics

+

exemplary phonics



Structured Story Time



Opportunities and Experiences

What will I explicitly teach?

Where will pupils meet this in continuous provision?

How will it progress throughout the year?

How will I enhance this provision?

What does effective interaction look like?

When will pupils meet this learning and vocabulary again?

What will it look like if pupils have secured their understanding?



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Understanding the World: History focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Chronology	- Retell a simple past event directly related to them in correct order, e.g., went on swings, hurt knee. - Begin to anticipate times of the day such as mealtimes or home time. - Begin to know the days of the week (e.g. through song) and the word today. - Begin to understand some talk about the immediate past and future.	- Re-tell simple past events related to their own lives in the correct order. - Begin to describe a sequence of events, real or fictional, using words such as first ... then ... - Begin to develop chronological understanding, e.g. ordering photos of themselves. - Can predict routines linked to established timetabling, e.g. next we will ... - Know the days of the week, e.g. through song. - Begin to know the months of the year.	- Know the difference between long ago and now. - Order modern and old objects or events using everyday language related to time. - Know 'my life' is different from the lives of people in the past. - Know the days of the week, months of the year and about New Year. - Begin to experience measuring time with timers and calendars. - Know that a clock / watch tells us what time it is / when to do things.
Essential vocabulary	day, night, morning, afternoon, today, days of the week	before, after, next, now, yesterday, tomorrow	time, week, month, year, later, long ago

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
- the class visual timetable - days of the week - months of the year - how to order simple events - ordering vocabulary, e.g. now, next, then, today, tomorrow - how to use simple timers - what a clock / watch is for - some differences between long ago and now	Domestic role play clock, calendar, cooker, fridge, table and four chairs, sink unit and shelving unit, real plates, bowls and teacups, cutlery, tea towel, teapot, toaster, and toy vacuum cleaner, some basic and familiar food packets / boxes / tins, cooking books, pretend food, telephone, photos of home, bed and duvet / pillow, lamp, bedtime stories	Maths area - timers - calendars - wooden puzzle clocks (to put numbers in) - loose parts for ordering objects, e.g. smallest to largest / vice versa - season cards for ordering - months picture cards for ordering - visual timetables for sequencing	Outdoor playing games area Playing games area (outdoor) - How many xxx can they complete in xxx time? - beanbags (different colours) - selection of hoops - balls of different sizes and colours - baskets - skipping ropes - parachute - obstacle course equipment - tunnels - space hoppers - timers	Pupils will also meet this in other aspects of the provision, for example, daily visual timetables, daily maths meetings – calendar – day, date, weather, seasons; when looking at themselves and their families and how they have changed; when singing songs linked to days of the week, months of the year; through stories such as <i>Nursery? Not Today!</i>



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	2 – 3 years	3 – 4 years	4 – 5 years
Stories that could unlock this learning include:	 	 	 
Five ideas for enhancements	1. Put <i>Humpty Dumpty</i> back together again. 2. Order the events in <i>Humpty Dumpty</i>. 3. Order the events in <i>Incy Wincy</i>. 4. Make a sled for Matthew Henson using the large loose parts / explore the ice linked to Matthew Henson's frozen ocean. 5. Match the animals to their babies.	1. Sequence <i>Ten Currant Buns</i> / <i>Miss Polly</i>. 2. Put the landmarks the Queen went past to get her hat in order. 3. Order photos of themselves, e.g. at different birthdays. 4. Pretend to be bakers / doctors (and other local occupations). 5. Re-enact birthday parties / celebrations.	1. Compare Anansi's family to their own. 2. Make the Red-Red stew like Anansi's Nana (family tradition). Explore traditional Ghanaian clothes. 3. Sort the new and old household items (linked to <i>Each Peach...</i>). 4. Make a mangle to wring out the clothes. 5. Sequence the characters the bears meet in <i>Each Peach Pear Plum</i>.