

**Allens Croft Nursery School**

**Executive Head Teacher – David Aldworth**



**Article 28 (The Right to Education)**

Every child has the right to an education.

**Article 29 (The Goals of Education)**

Education must develop every child's personality, talents and abilities to the full.

It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



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## **Vision Statement**

At Allens Croft, we pride ourselves on our creative and holistic approach to pre-nursery and nursery education. Our approach empowers children to make their own choices and helps them to become self-motivated, confident and self-disciplined individuals. Our principles of creating opportunities for participation, negotiation and collaboration enhance the children's knowledge and skills as well as their ability to respect and to work with others. We ensure that all our work is child-centred and wraps around the children and their families as an all-encompassing service for our community.

Our curriculum is designed to recognise the children's prior learning and to provide first hand learning experiences. We firmly believe that high quality early years education and care is about supporting and developing strong, curious and confident children.

Our values underpin our practice and run through every aspect of our curriculum. The best interests and welfare of children are at the forefront of all that we offer.

Creativity is at the heart of our school and is used in everyday contexts to provide purposeful opportunities taking into consideration the rhythm, space and time needed for every type of learner.

We want our children to be:

happy, independent, confident, resilient, excited, curious, sociable, respectful and creative.

These attributes drive the content of curriculum and the delivery of our curriculum.

## **Key Principles**

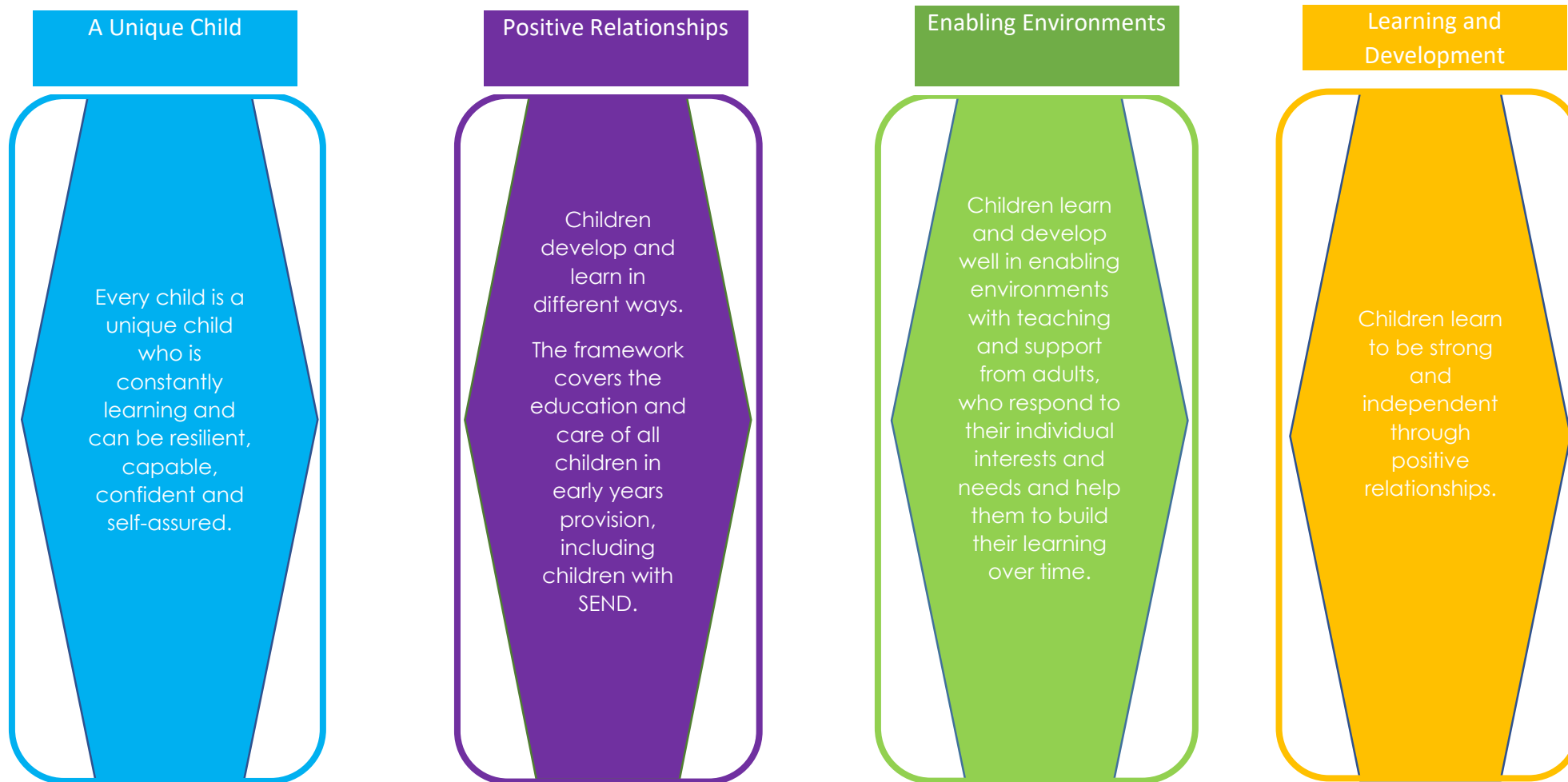
Our provision is non-discriminatory, accessible and sensitive to race, gender, religion, culture, language, disability, sexuality and differing patterns of family life.

## **Overarching Principles of the EYFS**

- There are four guiding principles that shape our practice in early years.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Importance of **learning and development**. Children develop and learn at different rates

EYFS Framework (2021)



## **Rationale for our Curriculum Design**

Our children come in to nursery with a strong sense of family and attachment to home. On entry to nursery, the majority of our children have achieved earlier developmental milestones (than expected for their chronological age) in the three Prime areas of learning. 33 children have a home that does not speak English as the primary language. 5 of our children are at a very early stage of acquiring English (May 2023). For many children coming to nursery is their first experience outside the home and family. The children living close to our school live within the Selly Oak District of South Birmingham. Selly Oak is ranked 14th out of the 69 most deprived wards in Birmingham. The estimated average annual household income for Selly Oak is £30,900, compared to the average household income for Birmingham of £39,573 and the England-wide average of £43,960. Nationally children in the most deprived areas are more than twice as likely to be living with obesity compared to those living in the least deprived (for reception this was 13.6% compared to 6.2% respectively). This is true in Birmingham as 12.2% of the Reception aged children are living with obesity (Startwell Data 2023).

Some of our children have temporary additional needs mostly due to COVID 19 isolation and limited socialisation or through not having early access to identification and support services before Nursery. We have seen a huge increase in the number and complexity of children with attending our school with SEND, (Census Jan 2023, 22% SEND). Communication and interaction are the highest areas of need. COVID 19 isolation has resulted in many children under five not accessing early childhood education and care at their earliest eligibility point and two-year-old uptake remains below pre COVID 19 levels. As a school we have noticed a rise in parental and child anxiety and an increase in Early Help needs and support for basic parenting. Many families travel of children with SEND are travelling significant distances across the City to access our provision due to our reputation for inclusion. In addition to our highly inclusive ethos, we have 6 places available as part of our commissioned resource base. 22% of our children have high level or complex special educational needs (May 2023).

Our inclusive and ambitious curriculum is for all children & especially the most disadvantaged children in our community, so all children thrive. All children have the right to a broad, balanced and carefully sequenced curriculum that builds on the unique needs, interests & strengths of each child. It promotes active learning through core experiences that prioritise learning in the prime areas – PSED, CL & PD. We work in partnerships with parents and outside agencies. Support is offered to enhance the home learning environment. We provide a language rich environment and prioritise building children's vocabulary. We use the curriculum to enhance the opportunities and experiences available to children, especially those who are disadvantaged. We provide a strong early help offer around the family.

### **What is Cultural Capital?**

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving our children the best possible start to their early education. It is important to recognise that everyone has cultural capital - that is - knowledge, skills and behaviours, and that these accumulate over time through many different experiences and opportunities. It links to one of the core principles of the EYFS, the Unique Child: 'every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured' (EYFS, 2021).

## Our Key Principles

At Allens Croft Nursery School, the curriculum is designed to recognise children’s prior learning and to provide first hand learning experiences. Stated within the EYFS framework (2021), *‘Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.’* Children learning through play is the key pedagogical thread throughout our curriculum. Our play-based curriculum encourages:

- Practicing and building up ideas, concepts and skills through tangible opportunities
- Positive physical and mental health
- Hands-on exploration both indoors and outdoors to help children make sense of the world around them.
- Understanding of the need for rules and what that looks like in our Nursery.
- Socialisation and communication through sharing experiences, working together, making friends and learning about the wider world.
- Resilience through resolving conflict, overcoming frustration, dealing with uncertainty.
- Development of cognitive skills, concentration and long-term memory through problem solving, investigation, flexible thinking, and revisiting skills and ideas
- Verbal and non-verbal communication through sharing experiences, sharing own ideas, storying and role play.
- Risk taking, understanding of ‘safe risks’ and making mistakes.
- Creativity through self-expression and imaginative play, making connection between what is remembered and new abstract ideas.
- Using the whole body to move in different ways and strengthen core muscles, developing fine and gross motor skills.

## Rights Respecting Principles

- We are a school committed to the principles of Rights Respecting Schools
- Children are right’s holders and learn about their rights
- Children can exercise their rights
- Adults are active-duty bearers
- We hold a culture of respect in school
- Children’s voices are heard and valued
- We have a shared sense of community and belonging

Rights are for ALL (UNIVERSAL)

Rights are there at birth (INHERENT)

Rights cannot be taken away (INALIENABLE)

Rights do not have to be earned (UNCONDITIONAL)

All rights are equally important (INDIVISIBLE)



### Rights Respecting Pledge:

We have the right to rest and play,  
We have the right to learn our way,  
We have the right to food and drink,  
We have the right to talk and think,  
We teach each other about our rights,  
To help all children have a choice.

# Our Curriculum





# Curriculum Intent

## Intent: Why do we teach what we teach?

We aim to ensure that children are:

- *Happy, secure and feel safe*
- *Independent, self-assured risk takers*
- *Confident and Resilient*
- *Excited and Curious*
- *Socially strong and able to form positive relationships*

At Allens Croft Nursery School, we put children and their families at the heart of everything we do so that their individual interests and talents will be valued and developed. Our aim in the EYFS is to build strong foundations and resilience, so that they can grow to become successful, life-long learners and members of society.

Our curriculum is the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. We intend that our ambitious and inclusive curriculum provides children with the knowledge, skills and understanding, to be effective, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum. British fundamental values are incorporated into our curriculum design.

Our children will have belief in themselves, their rights, and their abilities. They will know that they are loved, that they are strong, capable and unique. They will have resilience and the perseverance to keep on trying when things are challenging. We want children to have the confidence to try new things, to take risks and be physically active. We are fully inclusive, and all children are expected to think about the needs of others. We respect and value all families as their children's 'first teachers' and aim to develop a positive two-way relationship with each one.

We want children to be able to communicate their ideas, beliefs and feelings, choosing different ways to do this. We will celebrate this creativity and the many languages that children use to demonstrate their thoughts, their ideas and their learning. They will have experienced and remembered a wide range of words through stories, core books, rhymes and poems. They will have the skills to make friends and will show kindness to others. They will know how to look after themselves, their friends, their school and the environment. They will know about important mathematical and scientific concepts. They will have an understanding and respect of the world around them and the world beyond. They will have a desire to learn and be ready for their next stage in education.

Play underpins our ethos, both adult led activities and child-initiated play. Their learning through play is enhanced by skilful adult intervention. Practitioners know which pedagogical strategy best suits each unique situation for each child or group of children as they play and learn.

Our youngest children will firstly develop a strong foundation in the prime areas of learning. Once this solid foundation has been constructed, the children are then able to develop and extend their existing knowledge, learning new and more complex skills and knowledge within the specific areas of learning.

### **Prime Areas**

Communication and Language (CL)

Physical Development (PD)

Personal, Social and Emotional Development (PSED)

### **Specific Areas**

Literacy (L)

Mathematics (M)

Understanding the World (UtW)

Expressive Arts and Design (EAD)

Our nurturing of children promotes a high level of wellbeing. This in turn leads to positive physical and mental health and the ability to create and think critically.

We aim to provide our children with knowledge, skills and experiences in a hands-on, holistic way so that all learning is embedded in a meaningful context. We do this through a personalised, flexible curriculum that engages and motivates our children. It covers all the 7 areas of learning and supports the children's learning characteristics.

## Curricular Programmes/ Threads

Specific programmes	What children learn – Summary
<p><b>Rights Respecting Schools (UNICEF)</b></p> <p>Whole school approach</p>	<p>There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem.</p> <p>Children are healthier and happier</p> <p>Children feel safe</p> <p>Children have better relationships</p> <p>Children become active and involved in school life and the wider world</p>
<p><b>Artist in residence</b></p>	<p>Lorna Rose. Mixed media, providing challenge to practitioners, making children’s learning visible</p>
<p><b>Physical activity for early years (Birth- 5 year olds)</b></p> <p>UK Chief Medical Officer’s Physical activity guidelines 2019</p>	<p>Daily routine – promotes active learning through play indoors and outdoors</p> <p>Active children are healthy, happy, school ready and sleep better.</p> <p>Every movement counts</p> <p>Aim for at least 180 minutes per day for children aged 1-5.</p> <p>Get strong, move more, break up inactivity</p>

<p><b>Forest School</b></p> <p>Scandinavian educational programme</p> <p>Outdoor play</p> <p>Nature play</p> <p>Wooded areas</p> <p>1 x Forest school leader level</p> <p>3 across cluster</p> <p>Specific knowledge and skills</p>	<p><b>What is forest school?</b></p> <p>Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p>Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session. Activities take place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.</p> <p>This approach uses a range of learner-centred processes to create a community for being, development and learning.</p> <p>Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.</p> <p>Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p> <p>Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.</p> <p>Self-esteem &amp; independence through nature play developing:</p> <ul style="list-style-type: none"> <li>Confidence and social skills</li> <li>Language &amp; communication</li> <li>Motivation &amp; concentration</li> <li>Physical skills</li> <li>Knowledge and understanding of the world</li> </ul>
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<p><b>Letters and Sounds</b></p> <p>Department for Education (2007) Guidance</p>	<p>Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.</p>
<p><b>Startwell</b></p>	<p>The Startwell programme is based around 8 key characters and their messages to help early years settings, parents and health professionals create a healthier environment for our children and families. The early years of life is a vital time to set healthy foundations to prevent obesity later on in life. Our lifestyles are significantly influenced by early life experiences. Healthy lifestyle intervention at a young age can influence food choices, physical activity levels and leisure activity choices and these are likely to continue into adulthood.</p>
<p><b>Health for Life</b></p>	<p>Healthy lifestyles programme that focuses on growing food, healthy eating, cooking and physical activity and includes pupils, parents and staff. There is a focus on sustainability and reducing food waste.</p> <p>Children learn about the life cycle of plants. They grow, harvest and cook fruit and vegetables. They also grow fruit and vegetables for our healthy snacks.</p>
<p><b>Wellcomm</b></p>	<p>Delayed language skills lead to under-performance later in life. The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p> <p>Once a profile has been drawn up for each child, The Big Book of Ideas provides focused teaching and intervention activities to meet individual needs.</p>
<p><b>Attention Birmingham</b></p>	<p>Attention Autism – Gina Davies</p> <p>Small group intervention for children with communication &amp; social interaction needs.</p> <p>Attention Birmingham is a four-stage intervention designed by Gina Davies, which aims to develop natural and spontaneous communication through the use of visually stimulating and highly motivating activities.</p>

Attention Birmingham is particularly effective in supporting children who have communication and interaction difficulties, who are particularly self-directed and find sharing attention a challenge.

We aim to provide an irresistible invitation to learn! The Aims of Attention Birmingham are for children:

## Safeguarding Through the Curriculum

### Allens Croft Nursery School - Provision Plan Safeguarding in the Curriculum

**Policies and procedures** – All policies and procedures are reviewed yearly, and staff sign to say they follow and understand.

**DSL's** – pictures and names in reception, on the safeguarding board and parents informed on induction.

**Weekly DSL panel meetings** – all concerns are discussed and followed up by DSL.

All Health and safety, medical needs and accidents discussed, reviewed and monitored.

**Staff training:** A rolling cycle of development is in place so all staff are up to date with relevant safeguarding training.

**Inductions:** Rigorous inductions take place to gather child protection, medical, SEND and personal needs

**Contextual safeguarding:** DSL's review concerns regularly and share contextual safeguarding concerns with staff to be aware of and highlight where needed – e.g. mental health, domestic abuse, safe sleeping, home safety, frozen water safety, food poverty

**Role of the key person:** Every child is assigned a key person; someone who supports attachments and builds positive relationships with parents and family to support each child to feel safe and secure

Focus areas	Focused teaching - (adult led, small group)
<b>Learning the concept of safety</b>	<p><b>Feeling safe and being safe – Discussions with children about what safety means.</b></p> <p><b>Feeling safe</b> – emotional literacy, key person, Attachments, friendships, to have a sense of belonging (key group, coat pegs)</p> <p><b>Being safe</b> – Ensuring children are physically safe in the environment and are encouraged to recognising risks</p>
<b>Online safety</b>	<p>Group time discussions with children to highlight how to stay safe online. Safe use of ICT resources. Staff to know what site are being accessed online. Inform parents online safety</p>
<b>Safe touch and consent and relationships</b>	<p>Discussions with children around consent, practitioner’s role model through puppet play and stories. Children have a right to say no and be safe. Teach children about healthy relationships / friendships, how to practice being kind to others, taking turns and feeling safe in their relationships at nursery and at home. Staff to talk to children about how to get help to support their relationships if they feel sad, scared or unsafe.</p>
<b>Conflict resolution</b>	<p>Supported through role play, puppet play and turn taking activities. Staff to model my turn, your turn and talk to children about how to ask for help when needed</p> <p>Children are supported to make choices, given a voice and given safe spaces to reflect and retreat to when needed</p>
<b>Weather and safe clothing</b>	<p>Children learning about different seasons and weathers. Ensuring they are dressed appropriately and what they need to stay safe in the weather – e.g.: Group time discussions on keeping safe in the sun, staff role modelling sun safety activities. All children to have access to hats and sun cream. Ensuring children are hydrated and have regular access to water or a warm/ cool space weather dependent</p>
<b>Health and self-care</b>	<p>Children are taught about being healthy</p> <p>Oral Health activities in group times and advice shared with parents</p>

	<p>Mindfulness and feelings group time activities</p> <p>Healthy eating activities promoted daily – snack time, cooking, Health for life</p>
<b>UNCRC – Children’s Rights</b>	<p>Children are taught about their Rights and staff role model through correct language and group time discussions.</p> <p>The rights we will be focusing on throughout the year are:</p>
<b>Risk taking and managing risks.</b>	<p>Children are encouraged to take risks and they have access to risk taking in the daily activities, adults teach children how to access their environment and resources safely and with support where needed. Children are taught how to use and handle resources in a safe way and how to identify risks.</p>
<b>Emotional literacy – language and understanding of emotions and feelings</b>	<p>Children have access to mindfulness activities and learn about their emotional literacy. Naming and recognising feelings and emotions through activities such as mirror play, role play, relaxation, singing, books. Children to have opportunities to discuss their feelings and adults to recognise and tune in to feelings of children so they feel validated e.g. I can see you feel sad....</p>
<b>How to keep ourselves safe and others</b>	<p>Children are taught how to ask for help, to share their thoughts and feelings. Visuals are used to support children who are non-verbal or EAL.</p> <p>All activities are discussed and children are taught how to safely access the environment, staff role mode the appropriate use of resources.</p> <p>Staff to listen to children’s voice and children to feel they are listened to and they have a voice by having regular discussions with their key person and staff.</p> <p>Children are taught consistent rules and boundaries and positive praised for their contributions.</p> <p>Children learn about life cycles and living things following an annual planner.</p>



## EYFS welfare requirements

- **2 year old progress checks**
- **Key Person** for all children
- **Access to healthy snack and Lunch** - All children encouraged to access a healthy snack. With access to water throughout the day.
- **Self-care** – supporting children to become independent in their self-care for example toilet training.
- **Oral Health** – Children to learn about oral health and the importance of keeping our teeth healthy.
- **Risk assessments** – Staff complete daily risk assessments and support children involved in identifying risks in their environment. Staff to complete daily in/out risk assessments.
- **Handwashing** – Children supported to and encouraged to wash hands throughout the day.

## Skills and Knowledge Progression for Tiny/ Little Nursery (2–3-year-old children)

Typical development pathway – Children meeting age related milestones.

### COMMUNICATION AND LANGUAGE

Autumn	Spring	Summer
<p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p> <p>Pays attention to own choice of activity.</p> <p>Understands simple sentences, e.g. throw the ball</p> <p>Understands different situations – able to follow routine events and activities using non-verbal cues.</p>	<p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</p> <p>Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>)</p> <p>Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus</p> <p>Uses longer sentences (e.g. <i>Mummy ‘gonna’ work</i>)</p> <p>Shows interest in play with sounds, songs and rhymes</p>	<p>Beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i></p> <p>Uses a variety of questions (e.g. <i>what, where, who</i>)</p> <p>Understands who, what, where in simple questions (e.g. <i>Who’s that? Who can? What’s that? Where is?</i>)</p> <p>Beginning to use word endings (e.g. <i>going, cats</i>)</p>

<p>Listens with interest to the noises adults make when they read stories</p> <p>Learns new words very rapidly and is able to use them in communicating</p>	<p>Begins to use language to share feelings, experiences and thoughts</p>	<p>Holds a conversation, jumping from topic to topic</p> <p>Identifies action words by following simple instructions, e.g. <i>Show me jumping</i></p>
<p><b>Assessment Opportunities:</b></p> <p>Development Matters, Birth to Five Matters, Wellcomm, team meetings/planning meetings, 2 year progress check, observations, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessments</p>		

<p><b>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of little nursery year:</b></p> <p>Names of everyday objects and objects in Nursery</p> <p>Names of actions linked to what children do in Nursery, such as: sit, play, sing, dance, run, walk, feel, touch, jump, draw, build, pretend, share, scoop, fill, empty, read</p> <p>Feeling words: sad, happy, angry, hurt, loved</p>	
<p><b>2 year progress check</b></p> <p>Look out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether</p>	<p>Understand single words in context – ‘cup’, ‘milk’, ‘daddy’</p> <p>Puts two (or more) words together</p> <p>Repeats words and finds objects when asked</p> <p>Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’</p> <p>Understand and respond to simple instructions like ‘give to nanny’ or ‘stop’</p> <p>Responds to own name</p> <p>Generally focus on an activity of their own choice and find it difficult to be directed by an adult</p>

a hearing test might be needed.	Responds to familiar music, songs and rhymes
<u>Communication and language goal</u> (end of little nursery)	<p>Responds to questions and instructions</p> <p>Asks for help if they need it</p> <p>Speaks in simple sentences</p> <p>Is interested in books and stories</p> <p>Can stop what they are doing and can listen to you. Can shift attention from one task to another</p> <p>Uses lots of new words</p> <p>Uses pronouns such as me, I, you.</p> <p>Responds to songs and rhymes; begins to join in with familiar songs and rhymes.</p>

<b>PHYSICAL DEVELOPMENT</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>Uses gesture and body language to convey needs and interests and to support emerging verbal language use</p> <p>Sits comfortably on a chair with both feet on the ground</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support</p>	<p>Runs safely on whole foot</p> <p>Begins to understand and choose different ways of moving</p> <p>Begins to walk, run and climb on different levels and surfaces</p> <p>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object</p>	<p>Moves in response to music, or rhythms played on instruments such as drums or shakers</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch</p>

<p>Develops security in walking upright, using feet alternately and can also run short distances.</p> <p>Children begin to make marks using a range of media.</p>	<p>on the ground, and rises to feet without using hands</p> <p>Turns pages in a book, sometimes several at once</p> <p>When holding crayons, chalk etc, makes connections between their movement and the marks they make.</p> <p>Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day</p>	<p>a large ball by using two hands and their chest to trap it</p> <p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Holds mark making tools with thumb and all fingers.</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p>
<p><b>Assessment Opportunities:</b></p> <p>Development Matters, Birth to Five Matters, 2 year progress check, team meetings/planning meetings, observations, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessment</p>		
<p><b>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of little nursery year:</b></p> <p>Safe, turn, positional vocabulary, bend, straight, stretch, roll, crawl, run, walk, skip, jump, climb, throw, catch, aim, stop, start, go, grip, cut, hold, up, down, round, circles, fast, slow</p>		
<p><b>2 year progress check</b></p>	<p>Climbs over obstacles</p> <p>Uses a spoon or fork to feed themselves</p>	

<p>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles.</p>	<p>Climbs stairs independently</p> <p>Walks independently</p> <p>Can squat and balance to pick up objects.</p>
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<p><u>Physical development goal</u> (end of little nursery)</p>	<p>Manages a range of equipment purposefully (e.g. uses a spade to fill a bucket)</p> <p>Can run around, change direction and slow down so they do not bump into things</p> <p>Can make lines and marks</p> <p>Can build a tower</p> <p>Can jump with both feet off the ground</p> <p>Can kick a ball</p> <p>Has general control of their whole body</p> <p>Claps and stamps to music</p>
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**PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

*Complete all about me with parents/carers. Check children are registered with a dentist*

Autumn	Spring	Summer
<p>Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by using them as a secure base to return to</p>	<p>Builds relationships with special people.</p> <p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</p>	<p>Shows some understanding that other people have perspectives, ideas and needs that are different to</p>

<p>for reassurance if anxious or in unfamiliar situations.</p> <p>Enjoys playing alone and alongside others and is also interested in being together and playing with other children.</p> <p>Shows their growing sense of self through their growing likes and dislikes, choices, decisions and ideas. These may be different to those of the adult or their peers, often saying “no, me do it” or “mine”</p> <p>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults</p> <p>Is becoming more-able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</p> <p>Knows their own name, their preferences and interests and is becoming aware of their unique abilities</p> <p>Can hold a cup with two hands and drink well without spilling</p> <p>Feeds self with increasing control</p>	<p>Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</p> <p>Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</p> <p>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</p> <p>Responds to the feelings of others, showing concern and offering comfort</p> <p>Feeds self competently</p> <p>Develops some independence in self-care and shows an awareness of routines such as handwashing but still often needs adult support</p>	<p>theirs, e.g. may turn a book to face you so you can see it</p> <p>Is developing an understanding of and interest in the diversity of the school community.</p> <p>Is gradually learning that actions have consequences</p> <p>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p> <p>Shows empathy and concern for people who are special to them e.g. may offer a child a toy they know they like</p> <p>Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</p> <p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</p> <p>Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</p>
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**Assessment Opportunities:**

Development Matters, Birth to Five Matters, 2 year progress check, observation, team meetings/ planning meetings, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessment

**Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of little nursery year:**

Rights, different, same, rules, community/ ies, feeling words, respect, listen, friend, safe, germs

**2 year progress check**

Look out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. Work closely with parents and other agencies to find out more about these developmental difficulties.

Separate from carer with the support of key person approach

Makes some decisions for self. For example, decide what to play with, what to eat, what to wear

Show an interest in what other children are playing or doing

Sometimes joins in with other children's play

Find ways to calm themselves, through being calmed and comforted by their key person

Seeks physical contact from others

Uses pointing to let an adult know what they want

Enjoys simple make believe play e.g. having a cup of tea, making dinner

Likes to do things for themselves

Displays a range of emotions

<p><u>PSED goal</u></p> <p>(end of little nursery)</p>	<p>Watches what friends are doing and joins in with play.</p> <p>Shows an interest in others and begins to make relationships.</p> <p>Explores new environments and experiences.</p> <p>Likes to help you when you are busy.</p> <p>Begins to assert independence or challenge boundaries.</p> <p>Sometimes manage to share or take turns with others with adult guidance.</p> <p>Can settle to some activities for a short while.</p>
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## Skills and knowledge progression for Big Nursery (3 and 4 year old children)

Typical development pathway – Children meeting age related milestones.

COMMUNICATION AND LANGUAGE		
Autumn	Spring	Summer
<p><b>First Milestone:</b> To use communication and language to express wants, needs and entitlements. To begin to understand and use Makaton as a vehicle to support communication. To show enjoyment of stories, songs and rhymes through developing listening and attention skills. Begins to know and use name of key worker and friends.</p>	<p><b>Second Milestone:</b> Children demonstrate a love for stories, songs and rhymes, and begin to use vocabulary linked to core books. Listening skills are developing so children can participate in group times and with support children are able to respond to questions and instructions. Children are able to ask for help if they need it, and speak in simple sentences</p>	<p><b>Third Milestone:</b> Children can follow instructions with 2 parts, and are developing a repertoire of favourite songs and rhymes. They have confidence in using language to express themselves, speaking in longer sentences using a range of vocabulary. Children access books independently and can re-tell stories and discuss what is happening.</p>
<p>Listens to others in one to one or small groups and when conversation interest them</p> <p>Can listen and do for short periods of time.</p> <p>Selects familiar objects by name and knows the name of some resources e.g. a paint brush for painting</p> <p>Learns and uses the names of friends and key worker</p>	<p>Listens to familiar stories with increasing attention and recall</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Focusing attention – can still listen or do but can change their own focus of attention</p> <p>Beginning to understand why and how questions</p> <p>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture</p>	<p>Beginning to understand humour, e.g. nonsense rhymes, jokes</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></p> <ul style="list-style-type: none"> <li>• Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>)</li> </ul> <p>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</p>

<p>Understands simple sentences e.g. group time now</p> <p>Uses language to share feelings, experiences and thoughts</p> <p>Uses different types of everyday words (nouns, verbs and adjectives) e.g. banana, jump, sleep, hot</p> <p>Learns new words very rapidly and is able to use them in communicating</p> <p>Begins to follow simple directions (if not intently focused)</p>	<p>Understand a question or instruction that has two parts such as wash your hands and put an apron on</p> <p>Beginning to use more complex sentences to link thoughts using 'and' and 'because'</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Will absorb and use language they hear around them in their community and culture</p> <p>Use talk in pretending that objects stand for something else in play e.g. this box is my castle</p> <p>Use longer sentences of four to six words and uses this to organise themselves and their play e.g. let's go on a bus... you sit there...I'll be the driver</p>	<p>Understands questions such as <i>who; why; when; where</i> and <i>how</i></p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Uses multi-syllabic words such as caterpillar, ladybird, centipede, chrysalis</p> <p>Listens and responds to ideas expressed by others in conversation or discussion and can continue this for many turns</p> <p>Uses talk to imagine, organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative into their play</p>
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**Assessment Opportunities:**

Development Matters, Birth to Five Matters, Wellcomm, observation, team meetings/planning meetings, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessment

**Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of big nursery year:**

Names of everyday objects and objects in Nursery and the home

Names of actions linked to what children do in Nursery, such as: sit, play, sing, dance, run, walk, feel, touch, jump, draw, build, pretend, share, scoop, fill, empty, read, listen, talk, learn, write, balance, work together.

Feeling words: sad, happy, angry, hurt, loved, jealous, upset, tired, sick, scared, nervous, excited

**By the End of Nursery Children will:**

- Know a range of rhymes and songs from memory
- Know repeated phrases within familiar stories
- Know instructions require an action- they follow a sequence and know the purpose of instructions
- Know what response is required from key questions
- Be able to talk with other children
- Talk about what they are doing and what they remember
- Start conversations with familiar people
- Talk in sentences about what they know, what they see and how they are feeling
- Can talk about things that have happened, are happening and will happen, mostly using the correct tense
- Ask and answer questions to find out more
- Ask and answer questions about stories and events

**PHYSICAL DEVELOPMENT**

Autumn	Spring	Summer
<p>First Milestone: Children are happy, and developing control of their bodies so that they can access all activities and opportunities in Nursery. Children use large muscle movements in dance, and mark-making activities</p>	<p>Second Milestone: Children are gaining skills in manipulation of objects, with improving control and show independence in their use of equipment and tools. They can talk about and identify different parts of their bodies and have a developing understanding of the impact of exercise on their bodies.</p>	<p>Third Milestone: Children are confident and independent. Children have developed their core strength, which will enable them to join in with games and sport. They have developed fine motor control and hand-eye coordination- meaning they can access self-chosen activities safely</p>
<p>Holds mark-making tools with thumb and all fingers</p>	<p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacle</p>	<p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape,</p>

<p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>Uses large muscle movements to wave flags and streamers and make marks. Creates lines and circles pivoting from the shoulder and elbow</p> <p>Use large and small motor skills to do things independently e.g. manage buttons, zips and pour drinks</p> <p>Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions.</p>	<p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes , scarves or ribbons.</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Uses a comfortable grip with good control when holding pens and pencils (model and encourage the tripod grip)</p> <p>Shows a preference for a dominant hand</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p>	<p>position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Start to take part in some group activities which they make up themselves or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items such as moving a long plank safely or carting large hollow blocks.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, over and through balancing and climbing equipment.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p>
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**Assessment Opportunities:**

Development Matters, Birth to Five Matters, Wellcomm, observation, team meetings/planning meetings, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessment

**Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of big nursery year:**

Safe, turn, positional vocabulary, bend, straight, stretch, roll, crawl, run, walk, skip, jump, climb, throw, catch, aim, stop, start, go, grip, cut, hold, up, down, round, circles, fast, slow

**By the End of Big Nursery Children will:**

- Can catch a large ball.
- Can pedal a tricycle.
- Climbs, runs and jumps with confidence.
- Uses resources and tools safely and with some control and accuracy.
- Can move around spaces with control and coordination.
- Have an effective grip and good control when holding pens and pencils.

**PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Autumn	Spring	Summer
<p><b>First Milestone:</b> Children make a strong relationship with their key person. Increasingly they separate from their parent with growing confidence and become involved in their play. They use their key person as a 'secure base' throughout the session 'touching base' when needed.</p>	<p><b>Second Milestone:</b> Children are happy, settled, playful, and are able to follow routines with growing confidence. Children are beginning to recognise their feelings and feelings of other and join in with conflict resolution with supportive adults. They can communicate their wants and needs.</p>	<p><b>Third Milestone:</b> Children have social skills, show pleasure in play and reflect on their learning. They are becoming independent; persevering when they face difficulties can work collaboratively. They understand rules and boundaries and show pride in who they are and what they can do.</p>

<p>Seeks out others to share experiences with and may choose to play with a familiar friend, child or adult, sharing experiences and play ideas</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p> <p>Enjoys a sense of belonging through being involved in daily tasks</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults</p> <p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</p> <p>Willing to try a range of different textures and tastes and expresses a preference</p> <p>Can wash and can dry hands effectively and understands why this is important</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up</p>	<p>Uses their experiences of adult behaviours to guide their social relationships and interactions</p> <p>Is sensitive to others' messages of appreciation or criticism</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</p> <p>Observes and can describe in words or actions the effects of physical activity on their bodies</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</p> <p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</p>	<p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> <p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</p> <p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p> <p>Talks about their own and others' feelings and behaviour and its consequences</p> <p>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</p>
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	Attempts to put on own coat and pulls up zipper once it is fastened at the bottom	
<p><b>Assessment Opportunities:</b></p> <p>Development Matters, Birth to Five Matters, observation, team meetings/planning meetings, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessment</p>		
<p><b>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of big nursery year:</b></p> <p>Rights, different, same, rules, community/ies, feeling words, respect, listen, friend, safe, healthy, clean, danger, germs, privacy, pavement, road, seatbelt</p>		
<p><b><u>PSED goal (end of big nursery)</u></b></p>	<p>Shows awareness of the feelings of others and begins to respond thoughtfully</p> <p>Knows what they want to play with and where to find it</p> <p>Plays with others, sharing what they are using with help</p> <p>Plays imaginatively with other children and listens to their ideas</p> <p>Plans and carries out own ideas</p> <p>Confident to have a go and try new things.</p> <p>Can talk about some things they like or don't like and why.</p> <p>Is persistent in activities that motivate them without being distracted by other things or people.</p> <p>Understands and follows some rules.</p> <p>Is able to make friends.</p>	

## LITERACY

Autumn	Spring	Summer
<p>First Milestone: Children have increasing focus during story time and will sometimes choose to look at the available books within the classroom, retelling some of their favourite stories during continuous provision. Children can use muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and control objects, beginning to make a range of marks.</p>	<p>Second Milestone: Children take part in shared reading, and use characters from stories in play and retelling stories. They join in with repeated refrains and make predictions. Children are familiar with Nursery rhymes and props, and join in with actions. Children are mark making in a purposeful manner, e.g. 'That's Mummy', in a range of ways- using dough, clay, paintbrushes etc.</p>	<p>Third Milestone: Children autonomously use literacy as a form of communication and expression within their play. They use available props to re-tell stories and demonstrate a love of reading. Mark making is more controlled, enabling them to draw lines and circles. Children can find their name card and use it to attempt to write their name. Some children will begin to form a range of recognisable letters. Children are becoming more able to identify the initial sounds of words and link some graphemes to their phonemes.</p>
<p>Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Repeats and uses actions, word or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a .....</p> <p>Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps.</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p>	<p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>Claps or taps the syllables in words during sound play</p> <p>Begins to develop phonological and phonemic awareness</p>	<p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Continues to develop their phonological and phonemic awareness</p> <p>Hears and says the initial sound in words</p> <p>Show awareness of alliteration</p> <p>Begins to segment the sounds in simple words and blend them together.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p>



<p>Looks at and enjoys print and digital books independently</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Can distinguish sounds heard in the environment and can create a range of sounds using different parts of their body, e.g. clapping</p> <p>Distinguishes between the different marks they make</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or play dough and through using touch screen technology</p> <p>Includes mark making and early writing in their play.</p>	<p>Recognises rhythm in spoken words, songs, poems and rhymes</p> <p>Shows awareness of rhyme</p> <p>Imitates adults writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Sometimes gives meaning to their drawings and paintings.</p> <p>Shows interest in letters, identifying the initial letter of their name and other familiar words.</p>	<p>Begins to make letter type shapes to represent the initial sound of their name and other familiar words</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.</p>
<p><b>Assessment Opportunities:</b></p> <p>Development Matters, Birth to Five Matters, observation, team meetings/planning meetings, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessment</p>		
<p><b>Key vocabulary to be taught by the end of big nursery year:</b></p>		

Write, draw, pencil, paintbrush, story, print, characters, beginning, end, villain, hero, front cover, back cover, spine, author, illustrator, list, menu, letter, invitation.

<p><b>Literacy goal</b></p> <p><b>(end of big nursery)</b></p>	<p>Enjoys listening to stories and making up play scenarios</p> <p>Looks at books and has some favourites</p> <p>Will talk about stories as they are read to them</p> <p>Can recall what happened in a story</p> <p>Knows the difference between pictures and words</p> <p>Begins to recognise familiar letters or words e.g., letters in their names, familiar names and shop signs</p> <p>Makes many different marks</p> <p>Makes marks to represent their name</p> <p>Can form shapes that are starting to look like letters</p> <p>Uses letters or symbols to convey meaning</p> <p>Talks about their drawings</p> <p>Begins to recognise similarities in words e.g., words that rhyme audibly, words that start with the same letter audibly or visually</p>
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<b>MATHEMATICS</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>First Milestone:</b> Children engage with mathematical concepts through every-day play, routines, snack time, story time etc following the rhythm of the day,</p>	<p><b>Second Milestone:</b> Children are counting incidentally, they are noticing and commenting on amounts and numerals in their environment. Children can show an understanding of some</p>	<p><b>Third Milestone:</b> Children can build with a range of shapes, selecting them appropriately, combining shapes to make new ones- e.g. an arch. Make comparisons between objects relating to size, length,</p>

<p>understanding now and next, sequence of the Nursery day. Children explore building with medium sized blocks and materials beginning to comment on if they need 'more' bricks/materials. Children are listening to and beginning to join in with the actions and words of simple number songs.</p>	<p>prepositional language. They are comparing size, weight, shape, composition, comparing groups, know 'more than' 'fewer than'. Recognise ABABAB patterns and are beginning to subitise with small numbers up to 2.</p>	<p>weight and capacity. Extend and create ABAB patterns- stick, leaf, stick leaf. Recognise and subitise up to 3 objects, understand number concepts to at least 5 (reciting, counting objects- cardinality, show finger numbers, link numerals).</p>
<p><b><u>Comparison</u></b> Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'</p> <p><b><u>Counting</u></b> Begins to say numbers in order, some of which are in the right order (ordinality) Uses some number names and number language within play, and may show fascination with large numbers</p> <p><b><u>Cardinality</u></b> Begin to notice numerals Beginning to count on their fingers</p> <p><b><u>Composition</u></b> Beginning to use understanding of number to solve practical problems in play and meaningful activities</p> <p><b><u>Spatial Awareness</u></b> Begins to remember their way around familiar environments</p>	<p><b><u>Comparison</u></b> Compares two groups of up to three objects saying when there are the same number of objects in each group, e.g. you've got two, I've got two, same</p> <p><b><u>Counting</u></b> Counting verbally as far as they can go Begin to recognise numerals 0 to 10 Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2,3,4,5.</p> <p><b><u>Cardinality</u></b> Explores using a range of their own marks and signs to which they ascribe mathematical meanings Links numerals with amounts up to five and maybe beyond.</p> <p>Counts up to three items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>Subitises one, two and three objects (without counting)</p>	<p><b><u>Comparison</u></b> Compares two groups of up to five objects saying when there are the same number of objects in each group, e.g. you've got four, I've got four, same Begins to use number names and symbols when comparing numbers, showing interest in large numbers.</p> <p><b><u>Counting</u></b> Enjoys reciting numbers from 0 up to 10 (and beyond) and back again Increasingly confident putting numerals in order 0 – 10 (Ordinality)</p> <p><b><u>Cardinality</u></b> Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>Begins to subitise up to five objects (without counting)</p> <p><b><u>Composition</u></b> Beginning to recognise that each counting number is one more than the one before.</p>

<p>Responds to some spatial and positional language</p> <p><b><u>Measures</u></b> Explores differences in size, length, weight and capacity</p> <p><b><u>Shape</u></b> Recognises that two objects have the same shape Makes simple constructions Chooses puzzle pieces and tries to fit them in Responds to both informal language and common shape names</p> <p><b><u>Pattern</u></b> Is interested in what happens next using the pattern of everyday routines</p>	<p><b><u>Composition</u></b> Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p><b><u>Spatial Awareness</u></b> Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like.</p> <p><b><u>Measures</u></b> In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories</p> <p><b><u>Shape</u></b> Attempts to create arches and enclosures when building, using trial and improvement to select blocks Chooses items based on their shape which are appropriate for the child’s purpose. Shows awareness of shape similarities and differences between objects.</p> <p><b><u>Pattern</u></b> Explores and adds to simple linear patterns of two repeating items e.g. stick, cone, stick, cone Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next.</p>	<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p><b><u>Spatial Awareness</u></b> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.</p> <p><b><u>Measures</u></b> Enjoys tackling problems and making predictions involving length, weight or capacity- paying attentions to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play.</p> <p><b><u>Shape</u></b> Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Uses a mixture of mathematical language and informal language to describe shapes, e.g. heart shaped Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p><b><u>Pattern</u></b> Explores and adds to simple linear patterns of three repeating items e.g. stick, cone, leaf, stick, cone, leaf Spots patterns in the environment and begins to identify the pattern rule</p>
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**Assessment Opportunities:**

Development Matters, Birth to Five Matters, observation, team meetings/planning meetings, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessment

**Key vocabulary to be taught by the end of big nursery year:**

Count, number, numeral, more than, less than, total, altogether, positional language, empty, full, fill, long, short, length, weight, heavy, light, measure, shape, 2D, 3D

**Mathematics goal**  
**(end of big nursery)**

- Confident in subitising up to 3 objects.
- Knows how to solve everyday problems in their play.
- Recognises numerals in the environment, knowing they are numbers.
- Recognises and names some numbers and is beginning to put them in order.
- Shows an interest in counting.
- Counts objects in their play.
- Counts, mostly accurately, to find out how many things they have, up to 10.
- Understands how different shapes fit together. E.g., in artwork or block play.
- Notices (and may comment on) who has more or less.
- Knows the names of some shapes.
- Notices and compares size, weight, and capacity in their play.
- Experiments with own symbols and marks representing number or quantity.

## UNDERSTANDING THE WORLD

Rights respecting is threaded throughout the year. Children will learn about other countries and experiences of children in the wider communities

Autumn	Spring	Summer
<p><b>First Milestone:</b> To settle into nursery, recognizing that we have a nursery school family group- to self-register and learn the names of friends and keyworkers. Children are developing a sense of belonging to their key group and wider school community. They begin to make connections between home and nursery through role play, real objects and experiences, e.g. Christmas and Diwali.</p>	<p><b>Second Milestone:</b> Children will confidently explore the indoor and outdoor learning environment. Children are learning how we are alike or different, through cultural celebrations linked to their own experiences. They understand that the natural world changes around us with the seasons, and explore and talk about how things work. Children are aware of life-cycles of animals and plants, and growth and decay- through hands-on experiences.</p>	<p><b>Third milestone:</b> Children understand life beyond home and nursery, and make sense of their physical world and community. Children’s knowledge is increasing due to personal experience and information obtained through books, and technology, broadening their understanding of diversity and society. Children know that there are different countries in the world, and show empathy, respect and tolerance towards other cultures. Children proudly talk about their own uniqueness and what makes them special.</p>
<p>Shows interest in the lives of people who are familiar to them.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background.</p> <p>Beginning to have their own friends</p> <p>Enjoys joining in with family customs and routines</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p>	<p>Remembers and talks about significant events in their own experience</p> <p>Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Beginning to have an understanding of growth, decay and changes over time</p> <p>Begin to understand the effect their behaviour can have on the environment</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Talks about why things happen and how things work</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends, family communities, cultures and traditions</p> <p>Recognises and describes special times or events for family or friends</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>Looks closely at similarities, differences, patterns and change in nature</p>

<p>Shows care and concern for living things and the environment.</p> <p>Enjoys playing with small world reconstructions, building on first hand experiences e.g. visiting farms, train track etc.</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p>	<p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</p> <p>Knows that information can be retrieved from digital devices and the internet</p>	<p>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</p> <p>Completes a simple program on electronic devices</p> <p>Uses ICT hardware to interact with age appropriate computer software and the internet (with adult supervision)</p> <p>Beginning to develop digital literacy skills by being able to access, understand and interact with a range of technologies</p>
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**Assessment Opportunities:** Development Matters, Birth to Five Matters, observation, team meetings/planning meetings, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessment

**Key vocabulary to be taught by the end of big nursery year:**

Religion, community, family, culture, traditions, celebrations, jobs, differences, similarities (specific cultural celebration names).

Old, new, young, past, present, future, Queen, King, Princess.

Beach, forest, hill, mountain, river, land, sea, spring, summer, autumn, winter, farm, country, world, Birmingham, Earth, map, reptiles, fish, birds, mammals, habitat, plants, seeds, stem, roots, petal, flower, leaf, nocturnal, experiment, rough, smooth, hard, soft, magnetic, old, young, grow, light, dark, day, night, morning, afternoon, freeze, frozen, melt.

Senses.

Information, technology, digital.

<p><b><u>UTW goal</u></b> <b>(end of big nursery)</b></p>	<p>Remembers and talks about significant events in their own experience</p> <p>Shows care and concern for living things and the environment</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <p>Talks about past and present events in their own life and in the lives of family members</p> <p>Looks closely at similarities, differences, patterns and change in nature</p> <p>Knows that information can be retrieved from digital devices and the internet.</p> <p>Developing positive attitudes about the differences between people.</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand the effect of changing seasons on the natural world around them</p>
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## EXPRESSIVE ARTS AND DESIGN

Autumn	Spring	Summer
<p><b>First Milestone:</b> Children join in with singing songs and explore how to make sounds using body percussion and their voices.</p>	<p><b>Second Milestone:</b> Children are able to explore different materials freely, to develop their ideas about how to use them and what to make. They can represent ideas through drawing through movement and music</p>	<p><b>Third Milestone:</b> Children can use resources to create props which support role play, they can use drawing to represent ideas- with increasing complexity and detail, such as representing a face with a circle and features. They</p>



<p>They are interested in colour mixing and texture. They explore materials using their senses and begin to ‘make believe’ by pretending.</p>	<p>gaining increasing control over instruments. They will explore differences in the sounds that musical instruments make and steady beats and rhythms in songs and rhymes. They begin to develop an emerging preference for a dominant hand, They take part in pretend play using objects to represent something.</p>	<p>use own ideas to choose materials and explores colour and textures, using tools for purpose. They can create music and song, exploring how sound and movement can be changed.</p>
<p>Enjoys joining in with moving, dancing and ring games</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</p> <p>Creates sounds by using their voices, clapping, stamping feet etc</p> <p>Enjoys and responds to playing with colour in a variety of ways e.g. combining colours</p> <p>Using everyday materials to explore, understand and represent their world- their interests and fascinations</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences</p> <p>Plays alongside other children who are engaged in the same theme</p> <p>Explores and learns how sounds and movements can be changed</p>	<p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses tools for a purpose</p> <p>Develops an understanding of how to create and use sounds intentionally</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Uses available resources to create props or creates imaginary ones to support play</p> <p>Taps out simple repeated rhythms</p> <p>Uses various construction materials, e.g. joining pieces, balancing, making enclosures and creating spaces</p> <p>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p>Sings to self and makes up simple songs</p>	<p>Creates sounds, movements, drawings to accompany stories</p> <p>Experiments and creates movement in response to music, stories and ideas</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>

<p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p>		
<p><b>Assessment Opportunities:</b> Development Matters, Birth to Five Matters, observation, team meetings/planning meetings, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessment</p>		
<p><b>Key vocabulary to be taught by the end of big nursery year:</b></p> <p>Rolling, patting, pinching, stamping, rubbing, moulding, combine, shapes, lines, detail, thread, weave, primary colour, secondary colour, mix, light, dark, materials, texture, names of instruments</p> <p>Performance, perform, pretend, rhythm, syllable, pace, volume, loud, quiet, dance, movement, quick, slow, build.</p>		
<p><b><u>EAD goal</u></b>  <b>(end of big nursery)</b></p>	<p>Joins different materials and explores different textures</p> <p>Uses everyday materials imaginatively in play to explore, understand and represent this world</p> <p>Begin to develop stories using small world equipment and objects</p> <p>Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Engages in imaginative play based on own ideas or first-hand experiences</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Introduces a storyline or narrative into their play</p>	

## Reading, Writing and Maths

In Early Years, children enter at many different stages of development in early reading, writing and mathematical skills and no two children have the same needs. To produce a conventional medium-term plan for reading, writing and mathematics would not meet the needs of every child at the appropriate times. Therefore, the list of skills below, though not exhaustive, gives practitioners a guide as to where each child is at in their stage of development and where they need to go next.

The most crucial part of learning to read and write is that children must develop a passion for reading and writing. They must foster a love of books, stories, rhymes and language, and develop an understanding of the reasons we need to read and write. We want children to find pleasure in reading and develop a deep love of stories. We want children to develop a love of writing which is built on exploration of marks through a wide range of activities and experiences. High quality resources coupled with rich experiences enable children to freely explore and develop their writing skills and knowledge. Children need lots of experience of mark making. They require plenty of opportunity to develop muscles in their hands to develop strength and dexterity before effectively writing with a pencil using a pincer grip.

Teaching mathematical skills and concepts in Early Years should be through practical, hands-on activities. There should be little or no written maths produced by the children in adult led sessions, however independent mathematical mark making should always be encouraged. Children should apply maths skills to solve real life/practical problems and be able to apply these skills in different contexts. We intend for children to develop a deep understanding and skill base around mathematical concepts and number to foster a love of maths and confidence in maths in the next stage of their education. Maths mastery is taught by ensuring children do more and remember more; by ensuring learning is recalled regularly and used in different contexts; and by ensuring 'sticky learning' of mathematical concepts through retrieval, opportunities, questioning, using misconceptions and dual coding.

We teach the Foundation of Phonics using Phase One of Letters and Sounds. Phase One activities focus on developing children's speaking and listening skills, phonological awareness an oral blending and segmenting. The activities are used as part of a rich language curriculum that has speaking and listening at its centre; a curriculum rich in books and reading opportunities; and an environment rich in print.




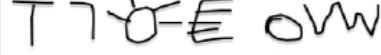

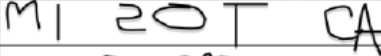


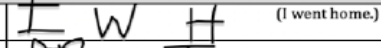
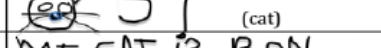
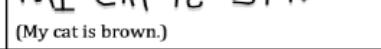
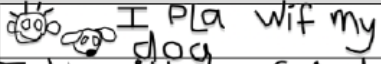
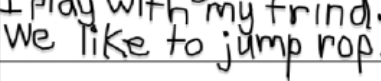
Role of the adult		
SUPPORTING EARLY READING	SUPPORTING EARLY WRITING	SUPPORTING EARLY MATHEMATICAL CONCEPTS

<ul style="list-style-type: none"> <li>* Be seen as positive reading role models</li> <li>* Read with excitement, engagement and intonation</li> <li>* Model reading for pleasure or as part of shared activities</li> <li>* Ensure children are active participants in story sessions</li> <li>* Encourage children to choose and peruse books freely as well as share them with an adult</li> <li>* Develop children’s comprehension of texts through questioning</li> <li>* Read a range of fiction, non-fiction and poetry books to individuals and groups</li> <li>* Consider the needs and interests of children</li> <li>* Provide purposeful activities and times to read and develop early reading skills</li> <li>* Plan continuous provision activities for reading both inside and outside</li> <li>* Nurture and encourage a ‘have a go’ approach and build confidence in children around accessing books</li> <li>* Plan and deliver Phase One letters and sounds sessions for adult-led teaching time and ensure phase 1 letters and sounds</li> </ul>	<ul style="list-style-type: none"> <li>* Be a positive writing role model</li> <li>* Model writing regularly and for a range of purposes</li> <li>* Have a genuine interest in what all children communicate</li> <li>* Provide opportunities to explore creating marks in a variety of ways, notice children’s marks and talk about them</li> <li>* Ensure children see adults write for pleasure</li> <li>* Write as part of a shared writing activity</li> <li>* Give children the confidence to ‘have a go’</li> <li>* Celebrate work produced through marking, sharing with others or displaying</li> <li>* Plan both adult led and continuous provision activities using the EYFS Development Matters</li> </ul>	<ul style="list-style-type: none"> <li>* Support mathematical development in continuous provision through the observe - assess - plan cycle</li> <li>* Support mathematical development by singing counting songs and rhymes and encouraging children to join in games that involve counting</li> <li>* To plan both adult led and continuous provision activities that are ability appropriate, using the EYFS Development Matters</li> <li>* Respond to children in the moment, providing opportunities for them to develop mathematical skills; model mathematical skills, using ‘talking aloud commentary’; question children to challenge their mathematical thinking and promote use of mathematical language</li> </ul>
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<p>activity opportunities (inc. sound exploration) within continuous provision</p> <ul style="list-style-type: none"> <li>* Listen to encourage talking</li> <li>* Model good listening and eye contact</li> <li>* Ask questions that attentive listeners ask and comment on what children say</li> <li>* Provide ample opportunities for children to extend their spoken communication</li> <li>* Provide good models of spoken English and speaking clearly, how to structure comprehensible sentences and sustain dialogue (high-quality interactions)</li> </ul>		
<b>We Provide:</b>		
<b>READING</b>	<b>WRITING</b>	<b>MATHS</b>
<ul style="list-style-type: none"> <li>* A range of reading resources both inside and outside</li> <li>* A quiet area for reading with a selection of quality resources, including fiction/non-fiction books, magazines and comics, story sacks, rhyming sacks and song bags</li> <li>* A range of books linked to children's interests</li> <li>* Opportunities to support children and parents at home by providing reading books through bedtime story challenge</li> <li>* Regular experience of rhymes and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>* Free access to quality mark making equipment both inside and outside</li> <li>* Activities that encourage mark making/writing for a range of purposes</li> <li>* Activities that encourage the development of children's pre writing skills - both Gross and fine motor skills</li> <li>* Activities that encourage development of making marks, such as: sensory experiences in sand, paint and foam, pencil control activities, gross motor mark making activities and using a wide range of mark making resources</li> </ul>	<ul style="list-style-type: none"> <li>* A range of quality mathematical equipment for exploration in independent play, a range of resources that lend themselves to mathematical exploration and embedding mathematical skills</li> <li>* Planned continuous provision activities linking to the children's interest and/or the needs of the children at that time, both indoors and outdoors</li> <li>* Daily adult-led sessions where maths is promoted, and skills are developed</li> </ul>

<p>* Early phonological awareness opportunities, including opportunities to tune into sounds (auditory discrimination), listen to and remember sounds (auditory memory and sequencing) and talk about sounds (developing vocabulary and language comprehension)</p>		
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## Developmental Stages of Writing

Pre-Literate	
<b>Stage Description</b>	<b>Sample</b>
<b>Scribble Stage</b> - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
<b>Symbolic Stage</b> - starting point any place on page, pictures or random strokes/marks with an intended message	
<b>Directional Scribble</b> - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
<b>Symbolic/Mock Letters</b> - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	
Emergent	
<b>Strings of Letters</b> - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
<b>Groups of letters</b> -groupings of letters with spaces in between to resemble words	
<b>Labeling pictures</b> - matching beginning sounds with the letter to label a picture	
<b>Environmental Print</b> - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	
Transitional	
<b>Letter/Word Representation</b> -uses first letter sound of word to represent entire word, uses letter sound relationships	
<b>First/Last Letter Representation</b> - word represented by first and last letter sound	
<b>Medial Letter Sounds</b> - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	
Fluent	
<b>Beginning Phrase Writing</b> - using all of the above skills to construct phrases that convey a message connected to their illustration	
<b>Sentence Writing</b> - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
<b>Six Traits of Writing</b> - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	

## Planning for Phonics

At Allens Croft Nursery School, we use Letters and Sounds (Phase One) as a guide to our phonics approach. This is the speaking and listening phase designed to prepare children to start learning the links between phonemes (letter sounds) and graphemes (letter shapes and combinations). This is achieved through focused teaching, continuous provision, stories, rhymes and songs; all supported within a language rich environment.

**During continuous provision and focused group time sessions, children will have regular opportunities to:**

- Tune into sounds (auditory discrimination)
- Listen and remember sounds (auditory memory and sequencing)
- Talk about sounds (developing vocabulary and language comprehension)

### Relevant Terminology

#### Phonemes

- The smallest units of sound heard/said within a language.

#### Grapheme

- A letter or letters that spell a sound in a word.

#### Grapheme-Phoneme Correspondence:

- Being able to hear a phoneme and know the grapheme that represents it. (Spelling)
- Being able to see a grapheme and know the phoneme that relates to it (Reading)

#### Syllables

- These are units of spoken language that usually have one vowel sound (including y), with or without surrounding consonant. They are sometimes referred to as the 'beats' of a word that form its rhythm.

For Example

- Dog has 1 syllable
- Apple (a-pul) has 2 syllables
- Potato (po-tay-to) has 3 syllables
- Activity (ac-tiv-i-tee) has 4 syllables
- Electricity (e-lec-tri-ci-tee) has 5 syllables

#### Alliteration:

- Alliteration is when a group of two or more words start with the same phoneme (sound). They may not always begin with the same grapheme (letter)

For Example

#### Blending

- This is the process of combining sounds (phonemes) together to create a word. This is necessary to develop reading skills

#### Segmenting

- This is the process of splitting words up into phonemes. This is important for developing spelling skills.

#### Pure Sounds

- When modelling sounds in the spoken word, it is important that children hear the pure phonemic sound. This will help them to join the sounds together to build word recognition and spelling as they get older.

[Phonics: How to pronounce pure sounds | Oxford Owl - YouTube](#)



- “Peter Piper Picked a Peck of Pickled Peppers”

## Tiny/ Little Nursery

### Continuous Provision

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Environmental Sounds: Aspect 1	Body Percussion: Aspect 3	Voice Sounds: Aspect 6	Instrumental Sounds: Aspect 2	Rhythm and Rhyme: Aspect 4	Alliteration: Aspect 5
Show an interest in and begin to identify environmental sounds in both the indoor and outdoor learning environments. Small world play provides opportunities to include, for example, vehicle sounds, animal sounds etc.	Opportunities to listen to and explore creating sounds using different parts of the body through action rhymes and physical, music activities.	Opportunities to listen to and explore creating different sounds using the voice through imaginative play eg. role play and small world play.	Opportunities to listen to and explore creating sounds using traditional musical instruments, other resources through singing and music activities.	Opportunities to listen to and explore words which begin or end with the same phonemes through singing, rhymes and stories.	

## Big Nursery

### Continuous Provision and Focused Group Time Sessions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Environmental Sounds: Aspect 1	Body Percussion: Aspect 3 Voice Sounds: Aspect 6	Instrumental Sounds: Aspect 2	Rhythm and Rhyme: Aspect 4	Alliteration: Aspect 5	Oral Blending and Segmenting: Aspect 7

Key Aspects	Focused teaching (adult led, small group)	Continuous provision	A range of stories, rhymes and songs to choose from	
<b>Environmental Sounds</b>  <a href="#">Letters and Sounds Phase 1 - Aspect 1: General sound discrimination – Environmental - YouTube</a>	Listening walks – indoors and outdoors Describe it and find it Enlivening stories Favourite sounds Old Macdonald had a farm	Opportunities to question and identify environmental sounds in both the indoor and outdoor learning environments. Small world play provides opportunities to include, for example, vehicle sounds, animal sounds etc.	Old MacDonald Had a Farm	The Ding Dong Bag We're Going on a Bear Hunt (Core Text) Animal Fun
<b>Instrumental Sounds</b>  <a href="#">Letters and Sounds Phase 1 - Aspect 2: General sound discrimination – Instrumental - YouTube</a>	Animal sounds game Getting to know the instruments New words to old songs Which instrument	Opportunities to explore creating and discriminating sounds using traditional musical instruments, other resources and parts of the body through action rhymes, singing and music activities.	We Can Play on the Big Bass Drum I am the Music Man	Down by the Cool of the Pool Flo the Flamingo And the Train Goes.... Bear Snores On
<b>Body Percussion</b>	Action songs Follow the sound		If You're Happy and you Know it. Here we go Round the Mulberry Bush	

<a href="#">Letters and Sounds Phase 1 - Aspect 3: General sound discrimination – Body percussion - YouTube</a>	Noisy neighbour Sound songs		Hickety Pickety Bumble Bee	
<b>Rhythm and Rhyme</b>  <a href="#">Letters and Sounds Phase 1 - Aspect 4: Rhythm and rhyme - YouTube</a>	Rhyming soup Odd one out Our favourite nursery rhymes Playing with words Rhyming bingo Rhyming pairs	Opportunities to explore creating and distinguishing words which begin or end with the same phonemes through word play, singing, rhymes and stories.	Hickory Dickory Dock 1,2,3,4,5... Jack and Jill The Grand Old Duke of York Mary Mary Quite Contrary Little Bo Peep 5 Currant Buns Miss Polly had a Dolly	Fox's Socks (core text) Rhyming Rabbit Jake's Cakes Clarabelle's Scarf Trish the fish This is the Bear
<b>Alliteration</b>  <a href="#">Letters and Sounds Phase 1 - Aspect 5: Alliteration - YouTube</a>	Silly soup Bertha goes to the zoo Digging for treasure Making aliens Musical corners Our sound box		There's a Worm at the Bottom of the Garden	Digby the Diggedy Dog ClipClop's Picnic Sir Charlies Sticky Socks Millie Makes a Mess Keelo's Cookies Chatty Bat Sally the Sea Lion
<b>Voice Sounds</b>  <a href="#">Letters and Sounds Phase 1 - Aspect 6: Voice sounds - YouTube</a>	Mirror play – model voice sounds. Animal face masks Making trumpets Metal mike Voice sounds game	Opportunities to explore creating and distinguishing different sounds using the voice through imaginative play eg. role play and small world play.	Five Little Ducks Five Speckled Frogs Hickety Pickety Bumble Bee	
<b>Oral Blending and Segmenting</b>  <a href="#">Letters and Sounds Phase 1 - Aspect 7: Oral blending and segmenting - YouTube</a>	I spy Say the sounds Toy talk Which one?	Opportunities for adults to model and children to experiment with blending and segmenting phonemes in key vocabulary.	Click, Clack, Moo Cows that Type Jin's First Day	

## Little & Tiny Nursery - Core Books

Autumn Term		Spring Term		Summer Term	
W/B 09/09 & 16/09	Ketchup On Your Cornflakes by Nick Sharratt	W/B 06/01 & 13/01	Don't Put Your Finger in the Jelly Nelly by Nick Sharratt	W/B 05/05 & 12/05	The Foggy, Foggy Forest by Nick Sharratt
W/B 23/09 & 30/09	Owl Babies by Martin Waddell	W/B 20/01 & 27/01	Peace at Last by Gill Murphy	W/B 19/05 & 02/06	The Enormous Turnip by K. Daynes & G. Overwater (TT)
W/B 07/10 & 14/10	Brown Bear, Brown Bear by Eric Carle	W/B 03/02 & 10/02	Handa's Surprise by Eileen Browne	W/B 09/06 & 16/06	Whatever Next by Gill Murphy
W/B 21/10 & 04/11	Pants by Nick Sharratt	W/B 24/02 & 03/03	Kipper's Birthday by Mick Inkpen (M)	W/B 23/06 & 30/06	Shark in the Dark by Nick Sharratt
W/B 11/11 & 18/11	Dear Zoo by Rod Campbell	W/B 10/03 & 17/03	Shark in the Park by Nick Sharratt	W/B 07/07 & 14/07	The Blue Balloon by Nick Inkpen
W/B 25/11 & 02/12	We're Going on a Bear Hunt by Michael Rossen	W/B 24/03 & 31/03	The Gingerbread Man by Mara Alperin & Miriam Latimer (TT)		
W/B 09/12 & 16/12	The Very Hungry Caterpillar by Eric Carle	W/B 07/04 & 28/04	Aliens Love Underpants by Claire Freeman		

“Literacy should flow on a sea of talk” – Ros Bayley.

Each key text will cover the Literacy and Commination & Language areas of learning within the EYFS.

We have hand-selected 8-10 key texts that all children will have read to them during a particular half term. This is to promote children’s love of reading and their curiosity about written word, illustrations and the language of stories. In order to enhance our children’s reading diet, we will also include non-fiction texts and poems.

We are not limiting ourselves to these texts; if another story is pertinent to a particular interest, this will also be incorporated into our curriculum.

## Autumn Term

### **Ketchup On Your Cornflakes by Nick Sharratt**

Key vocabulary	Discussion points	Teaching points	EYFS references
Names of common nouns: eg, toes, head and egg. Silly Prepositional language: in/on.	Do you like ketchup? What do you have ketchup on? What food do you like?	Healthy eating Repetition Preposition Being silly	<u>PD</u> – 3-4 year olds Make healthy choices about food and drink. Start to eat independently and learning how to use a knife and fork.

### **Owl Babies by Martin Waddell**

Key vocabulary	Discussion points	Teaching points	EYFS references
Owl and owlet. Animals (birds). Home, nest, hollow branch, twig and ivy. Location: woods and forest. Nocturnal. Dusk and dark. Diet and carnivore. Age and size. Decide and decision(s).	What are owls? Where are the owls? Where is their home? Why is it all the way up there? How do they get down/out? Why did Mummy leave the owls? What do owls eat (owl diet)? How did the owls feel when they realised Mummy was gone? What did they decide to do?	Animal classification. Homes. Environments. Time and seasons. Family – attachment.	Birth to 3: PSED: Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways C&L: Listen to simple stories and understand what is happening, with the help of the pictures. Understand longer sentences.

<p>Fly, wings and span. Hunting, brave, suppose, swooped.</p>			<p>Identify familiar objects and properties for practitioners when they are described. 'coat', 'blue car', 'shiny apple'.</p> <p>Understand simple questions.</p> <p>MD: Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>3 and 4 year olds:</p> <p>PSED: Express their feelings and consider the feelings of others. Think about the perspectives of others.</p> <p>C&amp;L: Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions.</p> <p>Use a wider range of vocabulary.</p> <p>UTW: Describe what they see, hear and feel.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>MD: Make comparisons between objects relating to size, length, weight and capacity.</p>
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**Brown Bear, Brown Bear by Eric Carle**

Key vocabulary	Discussion points	Teaching points	EYFS references
<p>Animal classification (animal names). Colours.</p>	<p>What is happening in this book – rhyming and repeating.</p>	<p>Which of the animals were: wild, farm or domestic animals? Where do animals live (habitats)?</p>	<p>Birth to 3: C&amp;L: Listen to simple stories and understand what is happening, with the</p>

<p>Ordinal numbers. Habitat (land and sea). Wild, farm and domestic animals.</p>	<p>Who did we see? Who did we see: first, second, third, fourth etc. Where does a goldfish live?</p> <p>Colours – What colours can you see? Animals – What animals can you see? What animals have you seen before?</p>	<p>Repetition Prediction Rhyming Recall Sequencing</p>	<p>help of the pictures. Understand longer sentences. Understand simple questions. Identify familiar objects and properties for practitioners when they are described. ‘coat’, ‘blue car’, ‘shiny apple’. MD: Compare amounts, saying ‘lots’, ‘more’ or ‘same’. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. 3 and 4 year olds: C&amp;L: Enjoy listening to longer stories and can remember much of what happens. Understand ‘why’ questions. Use a wider range of vocabulary. UTW: Describe what they see, hear and feel. Recognise some environments that are different from the one in which they live. MD: Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5.</p>
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			Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
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### Pants by Nick Sharratt

Key vocabulary	Discussion points	Teaching points	EYFS references
Frisly, rich, poor, groovy, funky, loose, tight, lazy,	Privacy - who can/cannot touch your private parts and why. Which ones are your favourite pants? Why? Colours Materials	Rhyming Adjectives Imagination	<u>Mathematics</u> – Birth to 3 Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. <u>EAD</u> – 3-4 year olds Explore colour and colour mixing.

### Dear Zoo by Rod Campbell

Key vocabulary	Discussion points	Teaching points	EYFS references
Wrote, heavy, danger, fierce, grumpy, perfect.	Which pets are sensible pets? Animals – What is your favourite animal? What pet would you like? What pets do you have? Has anyone been to a zoo?	Prediction Repetition	<u>Mathematics</u> – Birth to 3 Compare sizes 3-4 year olds Make comparisons between objects relating to size, length, weight and capacity. <u>UoW</u> – 3-4 year olds Begin to understand the need to respect and care for the natural environment and living things.

### We're Going on a Bear Hunt by Michael Rosen

Key vocabulary	Discussion points	Teaching points	EYFS references
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Scared, wavy, swishy swashy, splosh, oozy, squelch squerch, stumble, swirling whirling, narrow, gloomy, goggly.	Feelings – scared of the bear Problem solving – Finding ways to get through mud, grass, snowstorm etc. Going on their own bear hunt – where? What would we need?	Repetition Memory recall Sequencing Prediction Preposition	<u>UoW</u> – ELG – Explore the natural world around them. <u>PSED</u> – Birth to 3 Feel strong enough to express a range of emotions. <u>PD</u> – Birth to 3 Use large and small motor skills to do things independently. Walk, run, jump and climb. 3-4 year olds Continue to develop their movement. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
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### The Very Hungry Caterpillar by Eric Carle

Key vocabulary	Discussion points	Teaching points	EYFS references
Pickle, slice, swiss, cocoon, nibbled, beautiful.	Days of the week Food – what does the caterpillar eat? What food do you eat? What does the caterpillar evolve (turn) into?	Healthy eating Life cycle Counting	<u>UoW</u> – 3-4 year olds – Understand the key features of the life cycle of a plant, plant seeds and care for growing plants. <u>Mathematics</u> – birth to 3 – Count in every day contexts. 3 – 4 year olds – say one number for each item in order. <u>PD</u> – 3 – 4 year olds – Make healthy choices about food and drink.

## Spring Term

### **Don't Put Your Finger in the Jelly Nelly by Nick Sharratt**

Key vocabulary	Discussion points	Teaching points	EYFS references
Animals Foods Colours Yeti	Animals – What animals can you see? Food – Which food can you see? What food do you like? What is a yeti?	Make believe/Imagination Rhyming Interactive Colours Shapes	<a href="#">PD</a> – 3 – 4 year olds – Make healthy choices about food and drink. <a href="#">EAD</a> – 3-4 year olds Explore colour and colour mixing.

### **Peace at Last by Gill Murphy**

Key vocabulary	Discussion points	Teaching points	EYFS references
Snore, pretending, tick-tock, cuckoo, leaky, believe, snuffle, uncomfortable, peeped, peace.	What time do you go to bed? Is it quiet when you go to bed? Where do you sleep? Problem solving – Where could be quiet? How could you make it quiet?	Prediction Repetition	<a href="#">EAD</a> – 3-4 year olds Respond to what they have heard, expressing their thoughts and feelings. <a href="#">UoW</a> – Birth to 3 Make connections between the features of their family and other families.

### **Handa's Surprise by Eileen Browne**

Key vocabulary	Discussion points	Teaching points	EYFS references
Delicious, surprised, wonder, guava, juicy, spikey, tangy, favourite.	Sharing Friendship Fruits – What fruits do you like? Which fruit do you eat? Where is Handa going? What is she doing?	Prediction Repetition Colours Healthy eating Different cultures	<a href="#">UoW</a> – Birth to 3 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <a href="#">PSED</a> – Birth to 3 Develop friendships with other children. 3 - 4 year olds

			Develop their sense of responsibility and membership of a community. <u>EAD</u> – 3-4 year olds Explore colour and colour mixing.
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### Kipper’s Birthday by Mick Inkpen (M)

Key vocabulary	Discussion points	Teaching points	EYFS references
Stirred, mixture, ached, surprise, rushed, stuffed, stretched, dodging, streamed, puzzled, disappointed	Parties/celebrations - When is your birthday? What do you have on your birthday? Friendships – Who do you invite to your birthday? Ingredients – What do we use to make a cake? Cooking - What do you enjoy cooking?	Prediction Onomatopoeia	<u>UoW</u> – Children in reception – Recognise that people have different beliefs and celebrate special times in different ways. 3-4 year olds Begin to understand how others might be feeling. Talk about their feelings using words like ‘happy’ ‘sad’ ‘angry’ or ‘worried’.

### Shark in the Park by Nick Sharratt

Key vocabulary	Discussion points	Teaching points	EYFS references
Testing, telescope, surprise, shark, terrible, sight, yells, doubt	Where do sharks live? Are there really sharks in the park? Have you seen a shark? What can you spot? What is a telescope? What do we use it for?	Direction Imagination	<u>UoW</u> – 3-4 year olds Begin to understand the need to respect and care for the natural environment and living things.

### The Gingerbread Man by Mara Alperin & Miriam Latimer

Key vocabulary	Discussion points	Teaching points	EYFS references
Gingerbread man - ‘Once upon a time’	Have you made a gingerbread man?	Repetition Prediction	3-4 year olds

<p>'Tee hee hee! You can't catch me' 'Run run as fast as you can' Gooley, crumbly, piping, jolly, dusting, scurrying, pranced, thundered, tumbled, dizzy, scampered, bleated, thistles, whirled, twirled, whizzed, dashed, thud, frolicking, dozing, pounced, soggy, shivered, squealed, swirled, tossed, trotted, fantastic, feast</p>	<p>What ingredients do you need? Trickery/teasing What animals can you see? Feelings – Do you think the gingerbread man fears the fox? Will the gingerbread man get away?</p>		<p>Begin to understand how others might be feeling. Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'.</p>
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### Aliens Love Underpants by Claire Freeman

Key vocabulary	Discussion points	Teaching points	EYFS references
<p>Surprise, radar, flapping, breeze, chant, delighted, sight, bloomers, long johns, panties, whizzy, competition, squeeze, undies, fetch lurks.</p>	<p>Space – What is space? What is in space? Would you like to go to space? Aliens – What are aliens? Have you ever seen one? What do they look like? How do they speak? Travel/adventure</p>	<p>Rhyming Imagination Colours Patterns</p>	<p>EAD – 3-4 year olds Explore colour and colour mixing. <u>UoW</u> – 3-4 year olds Talk about what they see, using a wide vocabulary.</p>

## Summer Term

### The Foggy, Foggy Forest by Nick Sharratt

Key vocabulary	Discussion points	Teaching points	EYFS references
<p>Setting adjectives: foggy, forest, shadow(s) &amp; darkness.</p> <p>Character names/nouns: elf, bears, fairy queen, unicorn, Goldilocks, Cinderella and Snow white, ogre &amp; Little Red Riding Hood.</p> <p>Adjectives brown, vroom &amp; hooray.</p> <p>Engine, horn, yoga and water pistol.</p>	<p>What might you see in a forest?</p> <p>What could that be (show image)?</p> <p>What makes you think that?</p>	<p>Rhyming.</p> <p>Shadows/ silhouette/ lurking &amp; hiding.</p>	<p>Birth to 3:</p> <p>C&amp;L: Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand longer sentences.</p> <p>Understand simple questions.</p> <p>Identify familiar objects and properties for practitioners when they are described. 'coat', 'blue car', 'shiny apple'.</p> <p>3 and 4 year olds:</p> <p>C&amp;L: Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions.</p> <p>Use a wider range of vocabulary.</p> <p>UTW: Describe what they see, hear and feel.</p> <p>Recognise some environments that are different from the one in which they live.</p>

**The Enormous Turnip by Ladybird Books by K Daynes & G. Overwater**

Key vocabulary	Discussion points	Teaching points	EYFS references
<p>Size vocabulary: big, bigger, huge and enormous.</p> <p>3d shape vocabulary: sphere.</p> <p>Garden &amp; growing vocabulary: seeds, garden, soil, dig/dug, hoe and vegetables.</p> <p>Sequencing the day vocabulary: breakfast, lunch and dinner.</p> <p>Stuck, pull &amp; heave, budge and thwack.</p> <p>Sequencing and order (ordinal vocabulary) first, second, next, finally/lastly.</p>	<p>Growing vegetables: How do they grow? What do you have to do and why? Who pulled the turnip out? How many did it take to heave the turnip out? What order did they pull it out in?</p>	<p>Growth, how quickly do things grow? Size, how big can/do things grow? Relate both of these concepts (growth/change &amp; size) to the growth and change of the children. Teamwork. Problem and solution.</p>	<p>Birth to 3: C&amp;L: Listen to simple stories and understand what is happening, with the help of the pictures. Understand longer sentences. Understand simple questions. Identify familiar objects and properties for practitioners when they are described. 'coat', 'blue car', 'shiny apple'. MD: Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. 3 and 4 year olds: C&amp;L: Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions. Use a wider range of vocabulary. UTW: Describe what they see, hear and feel. Recognise some environments that are different from the one in which they live. MD: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>

			<p>Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
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### Whatever Next by Gill Murphy

Key vocabulary	Discussion points	Teaching points	EYFS references
<p>Proper nouns Bear (his name) and Mummy. Common nouns rocket, moon, wellies. Travel. Friends. Adventure. Outer space. Journey. Astronaut. 'Whoosh!' and other onomatopoeia (noises/sounds that Bear can hear along the way.</p>	<p>What does mummy want him to do? Does he want to? Why not? Where does he want to go? How will he get there? What does he need? What does he see along the way? What does he do first (make a rocket ship)? What does he do next (gather some provisions/picnic to take on his journey)? What does he do after that (</p>	<p>Adventures. Noises and sounds that different things make. Why does he take certain things with him on his adventure? Explore the concept of 'special'. Sequences, how things happen in order. What happens if we do things in the wrong order?</p>	<p>Birth to 3: C&amp;L: Listen to simple stories and understand what is happening, with the help of the pictures. Understand longer sentences. Understand simple questions. Identify familiar objects and properties for practitioners when they are described. 'coat', 'blue car', 'shiny apple'. MD: Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>

<p>Time connectives (first, next, after that and finally).</p>			<p>Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.  3 and 4-year-olds:  C&amp;L: Enjoy listening to longer stories and can remember much of what happens.  Understand ‘why’ questions.  Use a wider range of vocabulary.  UTW: Describe what they see, hear and feel.  Recognise some environments that are different from the one in which they live.  MD: Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5.  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>
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### Shark in the Dark by Nick Sharratt

Key vocabulary	Discussion points	Teaching points	EYFS references
Favourite, telescope, bobbing, sail, yacht, stumbling, swishing, quivering, lurking	. Imaginative - pretend telescope – what do you see? Do you like the dark? What do you see in the dark? Can you see sharks? Where do sharks usually live?	Rhyming Prediction Repetition Preposition	UoW – 3-4 year olds Talk about what they see, using a wide vocabulary

### The Blue Balloon by Nick Inkpen

Key vocabulary	Discussion points	Teaching points	EYFS references
Soggy, odd, shiny, squeaky, bursts, squeezed, squashed, indestructible, strange, wonderful, disappeared	Adventure – Where would you go with your balloon? Do you like balloons? What would happen if the balloon changed colour?	Onomatopoeia Imagination Prediction Colours	EAD – 3-4 year olds Explore colour and colour mixing. <u>UoW</u> – 3-4 year olds Talk about what they see, using a wide vocabulary.

## Big Nursery Focus Books

Autumn Term		Spring Term		Summer Term	
W/B 09/09 & 16/09	Hedgehugs by Steve Wilson and Lucy Taper	W/B 06/01 & 13/01	The Gruffalo by Julia Donaldson	W/B 05/05 & 12/05	Simon Sock by Sue Hendra (M)
W/B 23/09 & 30/09	What Pet to Get by Emma Dodd	W/B 20/01 & 27/01	Jack and the Beanstalk by Claudia Ranucci (TT)	W/B 19/05 & 02/06	The Hare and the Tortoise by Brian Wildsmith (TT)
W/B 07/10 & 14/10	Room on the Broom by Julia Donaldson	W/B 03/02 & 10/02	Goldilocks and the Three Bears by Mara Alperin (TT)	W/B 09/06 & 16/06	The Gruffalo's Child by Julia Donaldson
	Barry the Fish with Fingers by Sue Hendra	W/B 24/02 & 03/03	Duck in the Truck by Jez Alborough	W/B 23/06 & 30/06	Superworm by Julia Donaldson
	Shark in the Park on a Windy Day by Nick Sharratt	W/B 10/03 & 17/03	The Witches Children by Ursula Jones	W/B 07/07 & 14/07	Little Red Riding Hood by Mara Alperin & Loretta Schauer (TT)
	Little Red Hen by Lesley Sims (TT)	W/B 24/03 & 31/03	Supertato by Sue Hendra		
	A squash and a Squeeze by Julia Donaldson	W/B 07/04 & 28/04	Elmer by David McKee		

## Autumn Term

### Hedgehugs by Steve Wilson and Lucy Taper

Key vocabulary	Discussion points	Teaching points	EYFS references
Meadow, four-leaf clover, splash, shade, oak tree, spiky, quills, bumpy, sticky, crunchy, crispy, interesting, investigate, warm, soft, cuddly, cosy, comfy, mismatched,	<ul style="list-style-type: none"> <li>Friendship- what do children think makes a good friend?</li> <li>Qualities of a good friend</li> <li>Flowers and plants- what is a four-leaf clover? What does it symbolise</li> </ul>	<ul style="list-style-type: none"> <li>Animals and their habitats- hedgehogs</li> <li>Information about hedgehogs and what they eat</li> <li>Other nocturnal animals- what is means to be nocturnal</li> </ul>	<b>UW 3-4:</b> use their senses in hands-on exploration of natural materials, explore collections of materials with similar and/or different properties, begin to understand the need to respect and care for the natural environment and all living things

		<ul style="list-style-type: none"> <li>• Anticipating key events/recalling events in stories/story sequencing</li> <li>• Meaning of new vocabulary</li> </ul>	
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### What Pet To Get by Emma Dodd

Key vocabulary	Discussion points	Teaching points	EYFS references
Promise, absent-mindedly, announced, practical, roof-rack, appetites, frighten, playmate, central heating, Tyrannosaurus rex, extinct, tall, wide, smelly, snappy, exotic	<ul style="list-style-type: none"> <li>• Pets and caring for pets at home- what do they need? How do we care for them?</li> <li>• How do pets make us feel? Discussion around feelings and emotions</li> <li>• Houses and homes- differences in houses e.g., why it wouldn't be practical to have a large pet dog whilst living in a flat</li> </ul>	<ul style="list-style-type: none"> <li>• Comparisons of size/height/weight</li> <li>• Animals and their habitats- why could they not be kept at home- where do they live</li> <li>• Meaning of new vocabulary</li> <li>• Recalling story sequence and key events</li> </ul>	<p><b>UTW 3-4:</b> begin to understand the need to respect and care for the natural environment, continue to develop positive attitudes about the differences between people</p> <p><b>PSED 3-4:</b> begin to understand how others might be feeling, talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried', develop their sense of responsibility and membership of the community</p>

### Room on the Broom by Julia Donaldson

Key vocabulary	Discussion points	Teaching points	EYFS references
Ginger, plait, broom, purred, grinned, wildly, thundering, politely, eagerly, bounded, clambered, stormy, ear-	<ul style="list-style-type: none"> <li>• Potion making</li> <li>• Why do things happen</li> <li>• What might happen next</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated refrains and anticipate key events and phrases in rhymes and stories</li> <li>• Story structure</li> <li>• Meaning of new vocabulary</li> </ul>	<p><b>Mathematics 3-4:</b> Fast recognition of up to 3 objects (subitising), compare quantities using language 'more than' 'fewer than'</p>

<p>splitting, shriek, fluttered, tapped, beyond, dripping, mountains, moors, tumbling, horrible, tall, dark, sticky, beast, squelched, ditch, spluttered, muttered, cauldron, magnificent</p>		<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Addition- mathematics</li> <li>• Texture</li> <li>• Verbs, adjectives</li> </ul>	<p><b>UW 3-4:</b> Talk about what they see, using a wide vocabulary, begin to understand the need to respect and care for the natural environment and living things</p> <p><b>EAD 3-4:</b> Explore different textures</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls</p>
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### Barry the Fish with Fingers by Sue Hendra

Key vocabulary	Discussion points	Teaching points	EYFS references
<p>Sea &amp; sea creature vocabulary: fish, pufferfish, seaweed, sea caves &amp; seabed.</p> <p>Size vocabulary: small and big.</p> <p>Shape vocabulary: circle/round, square Bubbles.</p> <p>Adjectives: amazing, ordinary, stupid, rumbling, shadow, squash, crash, grumpy, spoilsport.</p> <p>Emotions &amp; feelings vocabulary: sad, disappointed, hate &amp; sulked.</p>	<p>Where are they? What do you think it would be like under the sea? What could you see, hear, smell and feel?</p> <p>How many creatures were in the story?</p> <p>What can Barry do? Can we count how many things he can do?</p> <p>Why do you think that Puffy went away? How did he feel? Why did he feel like this? What could he have said/done instead of being sad and sulking?</p>	<p>Being different.</p> <p>Everyone is different but we are all special.</p> <p>Jealousy.</p> <p>Helping friends/behaviour.</p> <p>Being kind.</p>	<p>Birth to 3:</p> <p>PSED: Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways</p> <p>C&amp;L: Listen to simple stories and understand what is happening, with the help of the pictures. Understand longer sentences.</p> <p>Identify familiar objects and properties for practitioners when they are described. ‘coat’, ‘blue car’, ‘shiny apple’.</p> <p>Understand simple questions.</p> <p>3 and 4 year olds:</p> <p>PSED: Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>

			<p>C&amp;L: Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions.</p> <p>Use a wider range of vocabulary.</p> <p>UTW: Describe what they see, hear and feel.</p> <p>Recognise some environments that are different from the one in which they live.</p>
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### Shark in the Park on a Windy Day by Nick Sharratt

Key vocabulary	Discussion points	Teaching points	EYFS references
Wild, windy, favourite, telescope, friendly, breeze, spied	<ul style="list-style-type: none"> <li>Discussions around weather, wind power</li> <li>Animal habitats</li> </ul>	<ul style="list-style-type: none"> <li>Anticipating key events</li> <li>Making reasonable predictions</li> <li>Rhyme</li> <li>Repeated refrains</li> <li>Positional language</li> </ul>	<p><b>UTW 3-4:</b> talk about what they see using new vocabulary, explore and talk about different forces they feel</p> <p><b>Mathematics 3-4:</b> Make comparisons between objects relating to size, length, weight and capacity.</p>

### Little Red Hen by Lesley Sims

Key vocabulary	Discussion points	Teaching points	EYFS references
Once upon a time, hen, cat, dog, mouse, flour, sew, seed, grind, harvest, corn, cut, housework	<ul style="list-style-type: none"> <li>Following instructions and positional language</li> <li>Story recall- key events and sequencing</li> </ul>	<ul style="list-style-type: none"> <li>Cooking, following recipes</li> <li>Farm animals</li> <li>Positional language</li> </ul>	<p><b>UTW 3-4:</b> Talk about the differences between materials, explore how things work, begin to understand the need to respect and care for the natural environment</p>

## A Squash and a Squeeze by Julia Donaldson

Key vocabulary	Discussion points	Teaching points	EYFS references
Glory, <b>tiny</b> , titchy, weeny, squash, squeeze, <b>curious</b> , grumble, grouse, wise, poky	<ul style="list-style-type: none"> <li>• Farm animals</li> <li>• Houses and homes</li> <li>• Comparisons of animals</li> <li>• Feelings</li> <li>• Thankfulness</li> <li>• Old wise man tricks the little old lady</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion around size and comparisons</li> <li>• Rhyme</li> <li>• Capacity</li> <li>• Join in with repeated refrains</li> </ul>	<p><b>Mathematics 3-4:</b> Make comparisons between objects relating to size, length, weight and capacity.</p> <p><b>PSED 3-4:</b> Begin to understand how others might be feeling. Talk about their feelings using words like ‘happy’ ‘sad’ ‘angry’ or ‘worried’.</p>

## Spring Term

### The Gruffalo by Julia Donaldson

Key vocabulary	Discussion points	Teaching points	EYFS references
Stroll, deep, dark, underground, terribly, tusks, claws, jaws, teeth, roasted, treetop, knobbly, turned-out, poisonous, wart, prickles, scrambled, scariest, log-pile, astounding, rumble.	<ul style="list-style-type: none"> <li>• Animal habitats</li> <li>• Features of woods/forests</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Rhyme and repetition</li> <li>• Anticipating key events and phrases</li> </ul>	<p><b>UW 3-4:</b> 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</p>

### Jack and the Beanstalk by Claudia Ranucci

Key vocabulary	Discussion points	Teaching points	EYFS references
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<p>Jack, mum &amp; family.          Poor.          Problem &amp; resolution.          Magic beans.          Adventure.          Scary.          Giant.          Fee fi fo fum!          Traditional tale.</p>	<ul style="list-style-type: none"> <li>• Where does Jack live?</li> <li>• Who does Jack live with?</li> <li>• Do they have enough money?</li> <li>• What did Mum ask Jack to do? Did he do the right thing – why not? What happened next?</li> <li>• Why was Jack scared?</li> <li>• Why was the giant angry? What did the giant want to do?</li> </ul>	<ul style="list-style-type: none"> <li>• Morals.</li> <li>• Right &amp; wrong.</li> <li>• Adventures.</li> <li>• Repeated refrains.</li> </ul>	<p>C &amp; L 3-4:          Enjoy listening to longer stories and can remember much of what happens.          Understand 'why' questions.          Use a wider range of vocabulary.          UTW: Describe what they see, hear and feel.          Recognise some environments that are different from the one in which they live.          PSED 3-4:          Express their feelings and consider the feelings of others.          Think about the perspectives of others.  <b>UW 3-4:</b> 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.</p>
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### Goldilocks and the Three Bears by Mara Alperin

Key vocabulary	Discussion points	Teaching points	EYFS references
<p>Yummy, once upon a time, big, medium, small, large, middle, tiny, porridge, cold, hot, just right, high, hard, soft, squashy, lumpy, cooled</p>	<ul style="list-style-type: none"> <li>• Why was it wrong for Goldilocks to enter the bears house?</li> <li>• Which bear lost the most things? How did baby bear feel?</li> <li>• What happens to the porridge when the bears leave it? Does it cool down?</li> </ul>	<ul style="list-style-type: none"> <li>• Comparisons of size/height</li> <li>• Repetition</li> <li>• Repeated phrases</li> <li>• Meaning of new vocabulary</li> <li>• Anticipating key events</li> <li>• Discussions around characters and setting</li> <li>• Story sequencing</li> </ul>	<p><b>Mathematics 3-4:</b> Make comparisons between objects relating to size, length, weight and capacity.  <b>PSED 3-4:</b> begin to understand how others might be feeling, talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried', develop their sense of responsibility and membership of the community</p>

### Duck in the Truck by Jez Alborough

Key vocabulary	Discussion points	Teaching points	EYFS references
Rock, muck, stuck, truck, spies, croaks, slurp, squelch, relaxing, motorboat, plan, knot, gripping, slipping, engine,	<ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Answering how and why questions</li> <li>• Environments</li> <li>• Farm animals</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words</li> <li>• Size comparisons</li> <li>• Forces- push and pull</li> <li>•</li> </ul>	<p><b>Mathematics 3-4:</b> Make comparisons between objects relating to size, length, weight and capacity.</p> <p><b>PSED 3-4:</b> begin to understand how others might be feeling, talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’, develop their sense of responsibility and membership of the community</p>

### The Witches Children by Ursula Jones

Key vocabulary	Discussion points	Teaching points	EYFS references
Witch (singular) & witches (plural)(witch’s (possession) children). Trouble. Spells and undoing (breaking) spells. Problems. Unfortunately & fortunately. Halloween. Fantasy & adventure. Family. Youngest (little one), oldest (eldest) & middle one.	<ul style="list-style-type: none"> <li>• ‘Look out!’ why did everyone say this when the Witch’s children were nearby?</li> <li>• Why were there bats, frogs and snails trailing behind the Witch’s children?</li> <li>• What always happens when the Witch’s children are nearby?</li> <li>• Why did the frog cry?</li> <li>• Why did the little one laugh till she fell over and split her pants?</li> </ul>	<ul style="list-style-type: none"> <li>• Conundrums! (The children were only trying to be helpful).</li> <li>• Interfering and making things worse.</li> <li>• Causing trouble and not being able to sort things out.</li> <li>• Asking for and accepting help.</li> </ul>	<p>MD 3-4: Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5.</p> <p>C &amp; L 3-4: Enjoy listening to longer stories and can remember much of what happens. Understand ‘why’ questions. Use a wider range of vocabulary.</p>



Bats, frogs and snails – witch's children's pets. Potions. Whoosh!	<ul style="list-style-type: none"> <li>How did the middle (witch's child) try to help? Was she successful?</li> </ul>		
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### Supertato by Sue Hendra

Key vocabulary	Discussion points	Teaching points	EYFS references
Frozen, distress, rescue, strength, gasped, crimes, leapt, vanished, shrieked, summoned, cornered, trap, grinned, marched	<ul style="list-style-type: none"> <li>Superheroes- helping people</li> <li>Fruit and vegetables- healthy eating</li> <li>Costumes</li> <li>Towns and cities- supermarkets</li> </ul>	<ul style="list-style-type: none"> <li>Ways to help others, being kind.</li> <li>Help children to develop understanding of what has been read to them.</li> <li>Anticipate- where appropriate- key events in stories.</li> <li>Characters- good/bad.</li> </ul>	<p><b>PSED 3-4:</b> Make healthy choices about food, drink, activity and toothbrushing.</p> <p><b>Mathematics 3-4:</b> Make comparisons between objects relating to size, length, weight and capacity.</p>

### Elmer by David McKee

Key vocabulary	Discussion points	Teaching points	EYFS references
Herd, elephant, old, tall, fat, thin, patchwork, colours, different, jungle, serious, silent, still, celebrate, parade	<ul style="list-style-type: none"> <li>Importance of individuality</li> <li>Celebrating differences and diversity</li> <li>What makes you different? Can children recognise some of their peers who may be different e.g. physically, skin colour, hair colour, eye colour, height</li> <li>Discussions around feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>Alliteration</li> <li>Colours</li> <li>Patterns- repeating patterns</li> <li>Counting</li> <li>Size comparisons- height/weight</li> </ul>	<p><b>Mathematics 3-4:</b> Begin to describe a sequence of events, real or fictional, using words such as “first, then...”</p> <p>Talk about and explore 2D and 3D shapes using informal language</p> <p><b>Mathematics 0-3:</b> notice patterns and arrange things in patterns</p>

## Summer Term

### Simon's Sock by Sue Hendra (M)

Key vocabulary	Discussion points	Teaching points	EYFS references
Extremely, stripy, cosy, holding their breath, adventure, sparklies, woollies, spotty, skate, bounce, squeeze, chatty, noisy, proudly, sadly	<ul style="list-style-type: none"> <li>Strengths- how some people are better suited to different activities and why?</li> <li>Describing textures of materials- cosy, soft, rough, smooth</li> <li>Dressing independently</li> </ul>	<ul style="list-style-type: none"> <li>Patterns- repeating patterns</li> <li>Describing patterns, colours, repetition</li> <li>Counting in pairs (2s)</li> <li></li> </ul>	<p><b>EAD 3-4:</b> Explores colour, create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p><b>PD 3-4:</b> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips, be increasingly independent in meeting their own care needs</p> <p><b>M 3-4:</b> compare quantities using language 'more than', 'fewer than', fast recognition of up to 3 objects, without having to count them individually (subitising)</p>

### The Hare and the Tortoise by Brian Wildsmith

Key vocabulary	Discussion points	Teaching points	EYFS references
Hare, tortoise, argument, agree, challenged, gathered, offered, spectators, swelled, signal, encouragement, dashed, resist, astonishment	<p>Vanity and modesty.</p> <p>Is it kind to assume that you are better at something than they are?</p> <p>The proverb, 'slow and steady wins the race' – a very well-known saying, which reminds us that taking our time is often more effective than rushing.</p>	<p>Prediction</p> <p>Animals that look the same but are different species, such as hares and rabbits, tortoises and turtles</p>	<p><b>UtW 3-4:</b> Talk about what they see, using a wide vocabulary</p> <p>3 and 4 year olds:</p> <p><b>PSED 3-4:</b> Express their feelings and consider the feelings of others. Think about the perspectives of others.</p>

### The Gruffalo's Child by Julia Donaldson

Key vocabulary	Discussion points	Teaching points	EYFS references
Terribly, Gruffalo, scaly, pools of fire, tougher, snowy, bored, brave, tiptoed, wild, trail, creature, gleamed, whiskers, slunk, stump, exist, shadow, enormous, boulder, footprints	<ul style="list-style-type: none"> <li>• What is a child? Whose child is it?</li> <li>• Feelings and emotions- what does it mean to be brave?</li> <li>• What links can be made between the original Gruffalo story and this story? Differences/similarities</li> </ul>	<ul style="list-style-type: none"> <li>• Journeys</li> <li>• Winter- changing seasons/weather/environment</li> <li>• Descriptions of characters using adjectives</li> </ul>	<p><b>UW 3-4:</b> Talk about what they see, using a wide vocabulary, begin to understand the need to respect and care for the natural environment and living things, begin to make sense of their own life story and family's history</p> <p><b>EAD 3-4:</b> Explore different textures Begin to develop complex stories using small world equipment like animal sets, dolls</p>

### Superworm by Julia Donaldson

Key vocabulary	Discussion points	Teaching points	EYFS references
Strong, wiggle, squirm, <b>disaster</b> , lasso, <b>well</b> , chant, shriek, servant, <b>lair</b> , grim, fearful, writhe	<ul style="list-style-type: none"> <li>• Moving in different ways- exploring moving their bodies linked to the new vocabulary</li> <li>• Heroism</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Minibeasts and insects' names</li> <li>• Rhyme and repetition</li> <li>• Repeated refrains</li> <li>• Anticipating key events and phrases</li> <li>• Story structure</li> <li>• Insect habitats</li> </ul>	<p><b>UTW 3-4:</b> Talk about the lives of the people around them and their roles in society.</p> <p><b>EAD 3-4:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>

## Little Red Riding Hood by Mara Alperin and Loretta Schauer

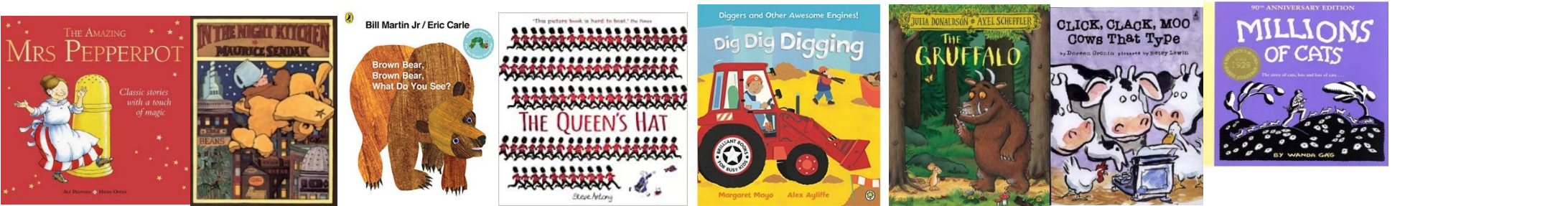
Key vocabulary	Discussion points	Teaching points	EYFS references
Cloak, hood, favourite, skipped, peeping, growled, gathering, pounced	What can we do to look after someone who is poorly? How did Little Red Riding Hood notice that 'Grandma' looked different?	Stranger danger. People that help us. People that keep us safe.	<b>PSED 3-4:</b> begin to understand how others might be feeling, talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried', develop their sense of responsibility and membership of the community

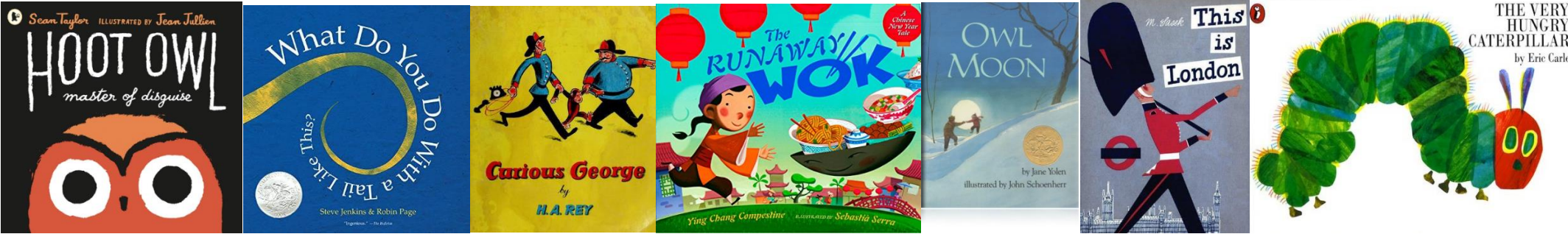
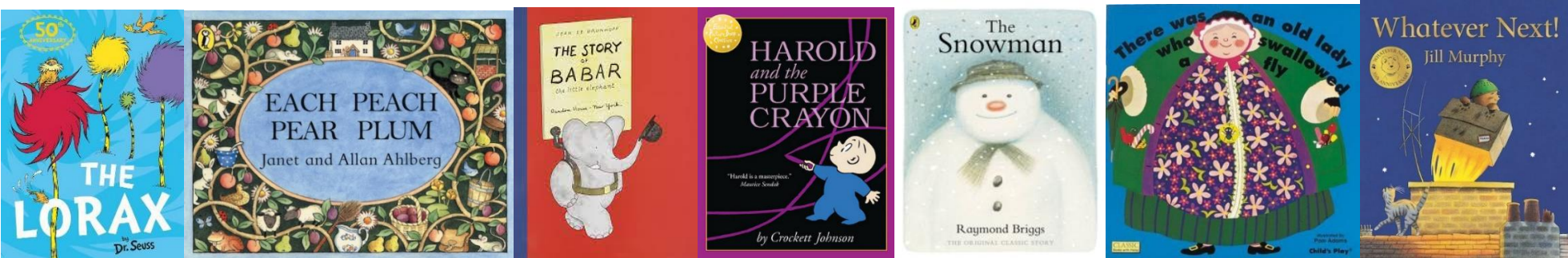
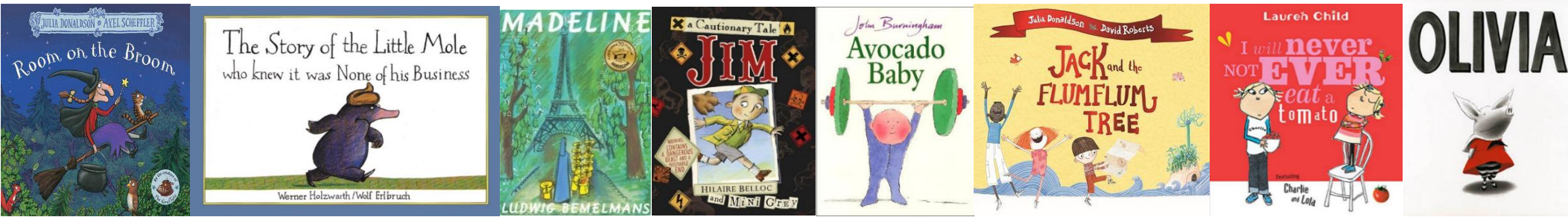
## Engaging Parents/ Carers in Children's Literacy

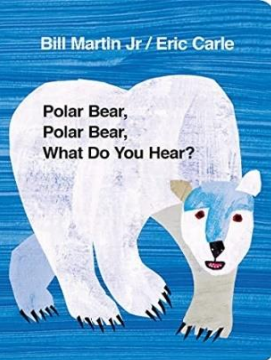
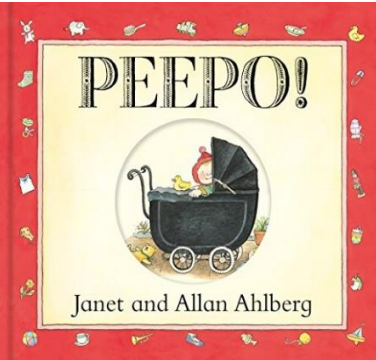
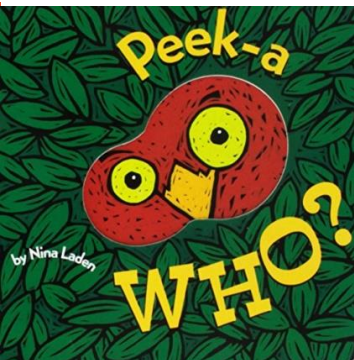
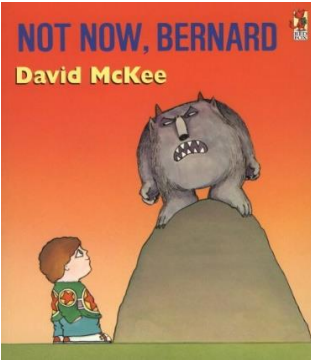
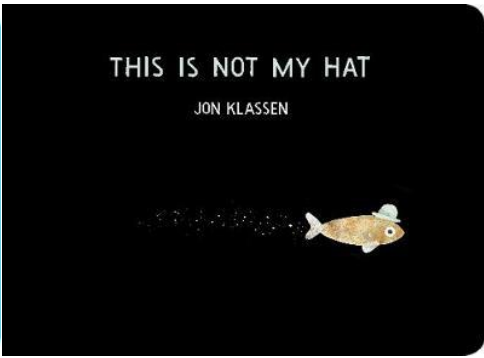
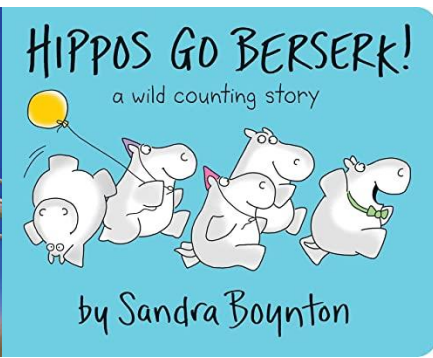
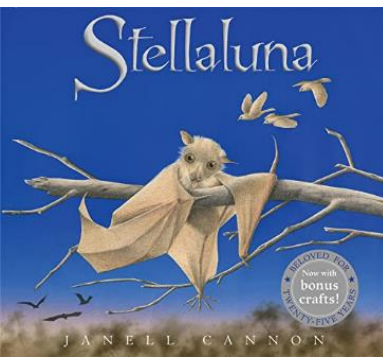
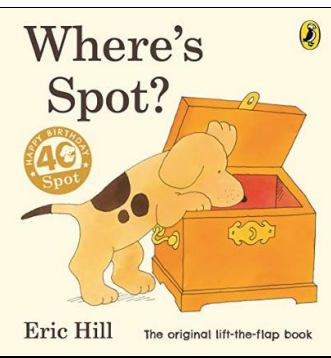
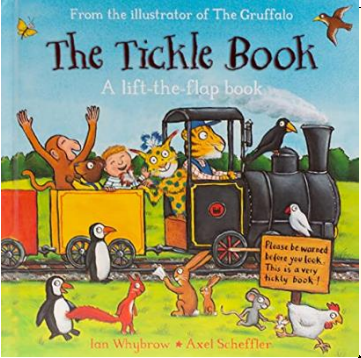
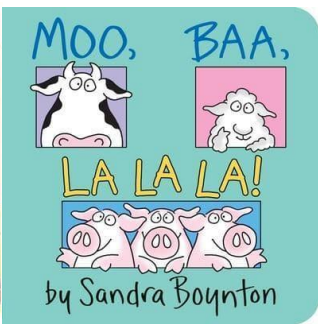
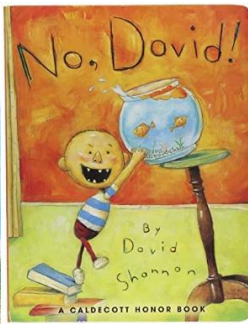
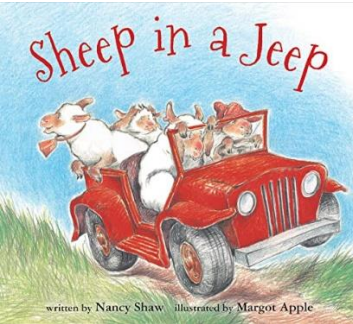
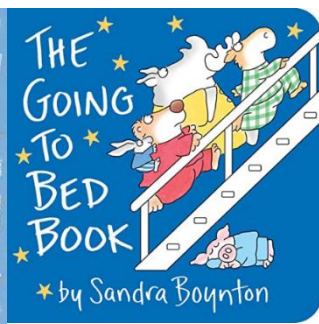
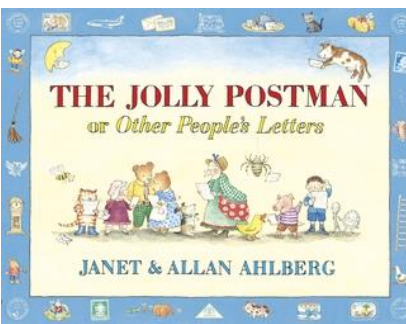
- Online and/ or face to face workshop.
- Leaflets sent home from the literacy book trust.
- Favourite books shared via our social media to advise parents of the texts being used in school.
- Children are encouraged to borrow story books frequently to take home and read with their family.

### Key Library book titles available for children to take home (multiple copies available):











## Songs, Signs, Rhymes and Article Curriculum

Autumn 1	Little & Tiny Nursery	Big Nursery	Sign	Wellbeing Yoga Pose	UNCRC Article
Week 1	Twinkle, Twinkle, Little Star	Baa, Baa, Black Sheep	Please Thank you Sorry	Palm Tree pose	28 – Access to Education
Week 2	Twinkle, Twinkle, Little Star	Baa, Baa, Black Sheep	Please Thank you Sorry	Palm Tree pose	28 – Access to Education
Week 3	Baa, Baa, Pink Sheep	Wind the Bobbin Up	Coat Bag	Elephant Breathing	28 – Access to Education
Week 4	Incy, Wincy Spider	5 Little Speckled Frogs	Nappy Toilet	Frog Pose	28 – Access to Education
Week 5	Teddies On A Trampoline	5 Little Dragons	Hello Goodbye	Bubble Breathing	12 – Respect for Children’s Views
Week 6	Miss Polly Had A Dolly	5 Little Monkeys Swinging In A Tree	Good looking Good Listening	Warrior	12 – Respect for Children’s Views
Week 7	5 Little Monkeys Jumping On The Bed	1,2,3,4,5, Once I caught A Fish Alive	Wait Stop	Bumble Bee Breathing	12 – Respect for Children’s Views

Autumn 2	Little & Tiny Nursery	Big Nursery	Sign	Wellbeing Yoga Pose	UNCRC Article
Week 1	Spooky Spider	Incy, Wincy Spider	Fireworks Spider	Downward Facing Dog	15 – Right to choose own friends and set up or join groups
Week 2	Old McGregor Had A Zoo	Ring-O-Roses	More Finished	Shoulder Roll Breathing	15 – Right to choose own friends and set up or join groups
Week 3	Walking Through The Jungle	Shake, Shake, Shake	Happy Sad Angry	Cow and Cat Pose	15 – Right to choose own friends and set up or join groups
Week 4	5 Little Dragons	Chick, Chick, Chick, Chick, Chicken	Read Bear Hen	Lion Breathing	15 – Right to choose own friends and set up or join groups
Week 5	Jingle Bells	When Santa Got Stuck Up The Chimney	Sing Wish	Horse Pose	16 – Right to Privacy

Week 6	Over All The Rooftops	Twinkle, Twinkle, Little Star	Stars Wonder	Dragon Breaths	16 – Right to Privacy
Week 7	When Santa Got Stuck Up The Chimney	Jingle Bells	Christmas New Year	Star Pose	16 – Right to Privacy

Spring 1	Little & Tiny Nursery	Big Nursery	Sign	Wellbeing Yoga Pose	UNCRC Article
Week 1	Row, row, row your boat	5 Little Bucks	Boat Duck	4 and 8 Breathing	31 – Right to rest, play, culture and Arts
Week 2	Hickory Dickory Dock	Little Miss Muffet	Mouse Clock	Rock Pose	31 – Right to rest, play, culture and Arts
Week 3	Wheel on the Bus	Heads, Shoulders, Knees and Toes	Bus Wheel	Rainbow Breathing	31 – Right to rest, play, culture and Arts
Week 4	Mary, Mary, Quite Contrary	Bluebells, Cockle Shells	Flower Shell	Mountain Pose	31 – Right to rest, play, culture and Arts
Week 5	Sleeping Bunnies	I Dig My Garden	Garden Dig	Heart Breathing	7 - Right to a name and nationality
Week 6	I'm a Little Teapot	The Grand Old Duke of York	Drink Hill	River Pose	7 - Right to a name and nationality

Spring 2	Little & Tiny Nursery	Big Nursery	Sign	Wellbeing Yoga Pose	UNCRC Article
Week 1	Hey Diddle, Diddle	Ten in the Bed	Bed Moon	Star Breathing	27 – Right to food, clothing and a safe home
Week 2	Jack and Jill	There's A Worm At The Bottom of the Garden	Celebrate Chinese	Plank Pose	27 – Right to food, clothing and a safe home
Week 3	Five Little Men in a Flying Saucer	Tiny Caterpillar	Kind Help	Snake Breaths	27 – Right to food, clothing and a safe home
Week 4	Dingle, Dangle Scarecrow	Peter Rabbit	Scarecrow Rabbit	Tree Pose	27 – Right to food, clothing and a safe home
Week 5	10 Fat Sausages	Pease Pudding Hot	Sausages Pudding	Peas Pudding Breathing	13 – Right to share their voice freely
Week 6	Turtle Tim	Lucy Ly	Turtle Bath	Lying Twist Pose	13 – Right to share their voice freely
Week 7	Jelly On A Plate	Hot Crossed Buns	Jelly Penny	Flower Breathing	13 – Right to share their voice freely

Summer 1	Little & Tiny Nursery	Big Nursery	Sign	Wellbeing Yoga Pose	UNCRC Article
Week 1	Tommy Thumb	Two Little Dickie Birds	Bird Hide	Cobra Pose	24 – Right to health, water, food and environment
Week 2	Happy and You Know It	Henry’s Happy Hairshop	Hair Brush	Feather Breathing	24 – Right to health, water, food and environment
Week 3	Teddy Bear, Teddy Bear	5 Little Firemen	Bear Fire	Dolphin Pose	24 – Right to health, water, food and environment
Week 4	Miss Polly Had A Dolly	5 Currant Buns	Doctor Shop	5 Finger Breathing	24 – Right to health, water, food and environment

Summer 2	Little & Tiny Nursery	Big Nursery	Sign	Wellbeing Yoga Pose	UNCRC Article
Week 1	Humpty Dumpty	Twinkle, Twinkle, Chocolate Bar	Car Horse	Shark Pose	8 – Right to their identity
Week 2	Hickety, Pickety, Bumble Bee	Here We Go Round The Mulberry Bush	Bee Bush	Soup Breathing	8 – Right to their identity
Week 3	One Finger, One Thumb	Ten Green Bottles	Bright Bottle	Bridge Pose	8 – Right to their identity
Week 4	Little Bo Peep	The Okey Cokey	Sheep	Butterfly Breathing	8 – Right to their identity
Week 5	Cobbler, Cobbler	Chop, Chop, Choppity, Chop	Shoe Knife	Boat Pose	14 –Right to the freedom of thought and religion
Week 6	Zoom, Zoom, Zoom	Sing A Song Of Sixpence	Rocket Pie	Candle Breathing	14 –Right to the freedom of thought and religion
Week 7	Roly Poly	Happy School Days	School Teacher	Pretzel Pose	14 –Right to the freedom of thought and religion

## Planning for Mathematics

“Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.” (EYFS 2021)

“Mathematics for young children involves developing their own understanding of number, quantity, shape and space. Babies and young children have a natural interest in quantities and spatial relations – they are problem-solvers, pattern-spotters and sense-makers from birth. This curiosity and enjoyment should be nurtured through their interactions with people and the world around them, drawing on their personal and cultural knowledge. Every young child is entitled to a strong mathematical foundation which is built through playful exploration, apprenticeship and meaning-making. Children should freely explore how they represent their mathematical thinking through gesture, talk, manipulation of objects and their graphical signs and representations, supported by access to graphic tools in their pretend play. Effective early mathematics experiences involve seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play. Plenty of time is required for children to revisit, develop and make sense for themselves. This is supported by sensitive interactions with adults who observe, listen to and value children’s mathematical ideas and build upon children’s interests, including those developed with their families. It is crucial to maintain children’s enthusiasm so they develop positive self-esteem as learners of mathematics and feel confident to express their ideas.” (Birth to Five Matters 2021)

## Relevant Terminology

### Number and Numerical Pattern

#### Verbal Counting

- Verbal counting means that a child can say number words, “one”, “two”, “three” etc, in a correct sequence both forwards and backwards.

#### Object Counting (1:1 Correspondence)

- In early counting development, this refers to the matching of one object or number word to another (corresponding) object or number word.

#### Cardinality

- Cardinality refers to the capacity to link numbers to collections, e.g., to know that “4” is the correct representation to denote a group of four objects.

#### Ordinality

- Ordinality refers to the capacity to place numbers in sequence
- An ordinal number describes the numerical position of an object, e.g., first, second, third, etc.

#### Comparison

### Spatial Reasoning, Shape and Measure

#### Spatial Awareness

- This is the ability to perceive two or more objects in relation to each other and to yourself. Spatial reasoning is how we understand how things (including ourselves) move and interact in relation to the physical space around them. It also involves understanding the relationships of objects as they change position.

#### Positional Language

- Positional language (prepositions) refers to the place where something or someone is, often in relation to other things, such as over, under, beside, or beneath.

#### 2D Shapes

- 2D stands for 2-dimensional. 2-dimensional shapes are flat and only have two dimensions: length and width. They include squares, rectangles, circles and triangles.

#### 3D Shapes

<ul style="list-style-type: none"> <li>• Comparison of quantity refers to identifying which groups of objects, which have more or less items in them.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Composition is the understanding that one number can be made up from (composed from) two or more smaller numbers.</li> </ul> <p><b>Conservation</b></p> <ul style="list-style-type: none"> <li>• Conservation of number is the name given to understanding that the number of objects in a set does not change if they are moved around. For example, many young children will recount objects if they are spread out, moved closer together or lined up.</li> </ul> <p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>• Subitising is the ability to instantly recall the number of objects or images without needing to count them individually</li> </ul>	<ul style="list-style-type: none"> <li>• 3D (three-dimensional) shapes are solid shapes that have three dimensions including length, depth and width. Different 3-dimensional shapes include cubes, pyramids, spheres, and cones.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• A pattern in mathematics consists of an arrangement of numbers, shapes, colours, pictures or objects that are repeated in a certain order.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Measurement relates to the ability to recognise and define the size or amount of something using standard and non-standard units of measurement.</li> </ul>
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**Tiny/Little Nursery**

Mathematical Categories	Continuous provision (Examples of)	A range of stories, rhymes and songs to choose from	
<b>Spatial Awareness</b>	Explore the outdoor environment, moving in and around different spaces, using spatial and positional language in context. Create tunnels and bridges to use with trains and cars. Building train tracks and building joining blocks and construction materials. Use posting toys to experiment with making items fit. Sing songs and share stories with positional language.	Head shoulders knees and toes Incy Wincy Spider Round and Round the Garden Two Little Dicky Birds One Little Finger 5 Fat Sausages	The Very Hungry Caterpillar Fish Eyes 1,2,3 To the Zoo Handa’s Hen Ten Little Ladybugs We’re Going on a Bear Hunt Monkey Do Where’s Spot Elmer
<b>Shape</b>			
<b>Pattern</b>			
<b>Measures</b>			
	Use different sized and shaped vessels in the sand and water play when exploring tipping and filling. Use different sized spoons when collecting ingredients in the mud kitchen, mixing table or during cooking activities.		

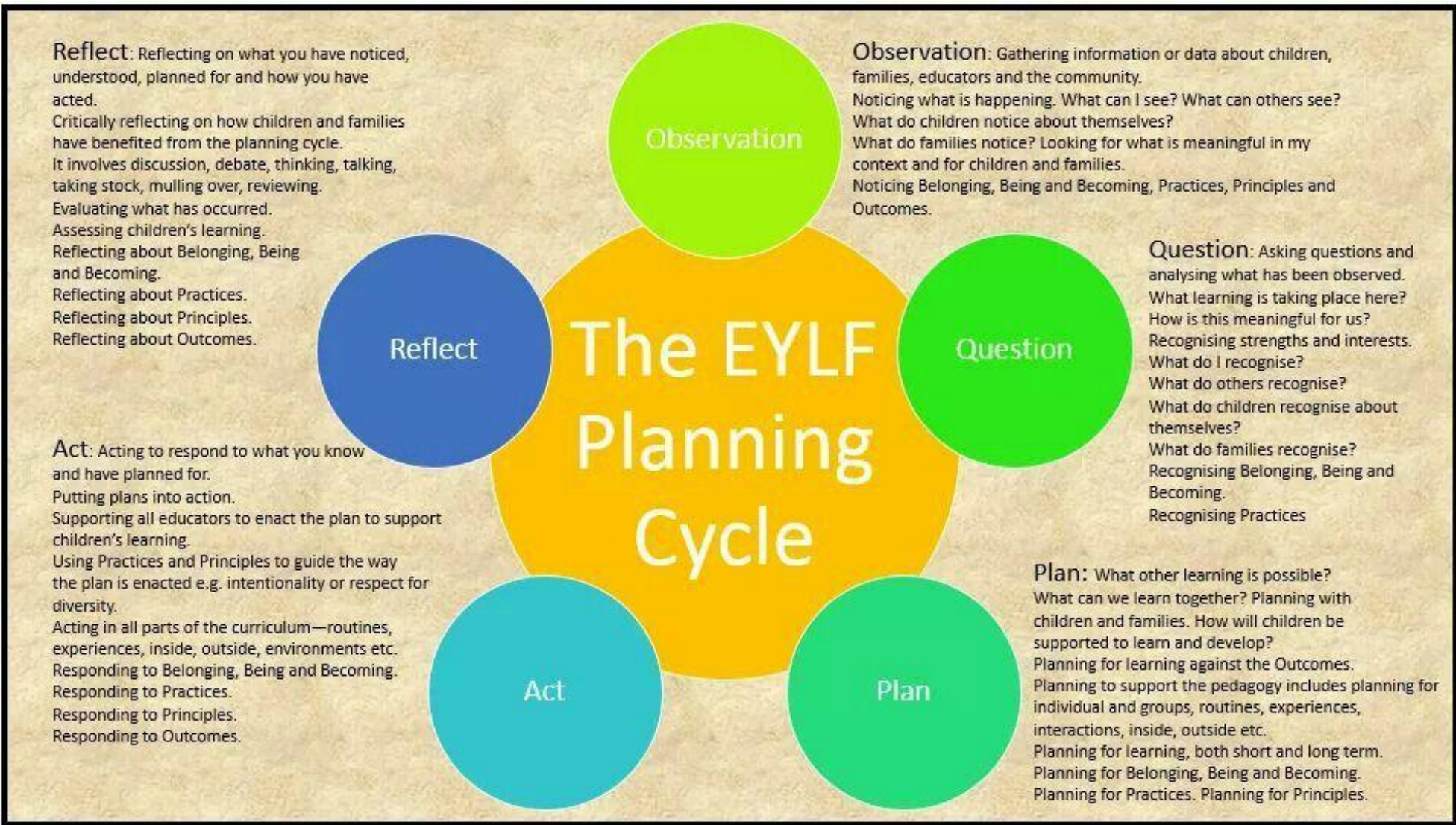
<b>Number &amp; Numerical Patterns</b>	<b>Comparison</b>	Children can use buckets, bags and baskets to create collections in forest school. They can collect, sort, arrange and count objects the objects they have found. Arrange and count cars in trains in small world play. Adults to model the use of number names in sequence in play, emphasising on the final number in a set of objects. Use non-standard measures such as cups and spoonfuls to count out ingredients needed for cooking. Use number names to compare quantity in sand and water play. Focus upon the quantity of snack items to be chosen. Sing number rhymes and songs, and beginning to use fingers to represent quantity		One Mole Digging a Hole
	<b>Cardinality</b>			
	<b>Counting</b>			

### Big Nursery

Mathematical Categories	Focused teaching (adult led, small group)	Continuous Provision (Examples of)	A range of stories, rhymes and songs to choose from	
<b>Spatial Awareness</b>	Wellcomm activities to introduce and embed positional language.	Opportunities for large scale construction both indoors and outdoors. Children have access to a range of resources in different sizes to explore what they can fit in each, which ones fit inside each other and the position and reposition develop an understanding of their properties. During play, children identify and can talk about the properties of 2D and 3D shapes. Playing hide and seek outdoors.	1,2,3,4,5 Once I Caught a Fish Alive Five Little Ducks Five Speckled Frogs Hickory Dickory Dock One Finger One Thumb Keep Moving	10 Black Dots Mouse Count The Shape of Things Absolutely One Thing How Big is a Million? Henry the Fourth Hide and Seek The Great Pet Sale Elmer
<b>Shape</b>	Introduce and create maps Shape Lotto Jigsaws			
<b>Pattern</b>	Threading and loose parts play to explore repetitive sequencing Turn taking games (emphasising the repeating pattern. For example your turn, my turn, your turn) Visual timetables			

<b>Measures</b>		Caterpillar life cycle focus to include the growth of the caterpillars using mathematical language Visual timetables Growing sunflowers	Providing jugs and funnels of varying sizes in water play. Spoons of differing sizes used in cooking, on the mixing table and in the mud kitchen. Adults to model the use of rulers, height charts, timers, scales and tape measures.	10 in the Bed	
<b>Number &amp; Numerical Patterns</b>	<b>Comparison</b>	Counting the number of children in the group	Numerals displayed in areas of continuous provision both indoors and outdoors. For example, numbers on toilet doors, numbered potion bottles in the mud kitchen. Adults model the use of higher numbers during activities. For example, the oven needs to be on 200 degrees. In the studio, children are encouraged to get enough paint brushes to have one in each pot. In the construction space, estimating how many blocks they will need to build their structures.		
	<b>Cardinality</b>	Estimating and checking the number of cups for group time. Number song bags			
	<b>Counting</b>	Large dice games Turn taking games (ordinal numbers)			
	<b>Composition</b>				

## Implementation



Our pedagogical philosophy is that of play-based learning. We implement our curriculum content by providing an enabling environment that children can play, explore and experiment in, guided by skilled early years practitioners.



## Characteristics of Effective Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Our curriculum intent is implemented through skilled teaching, purposeful environment set up and broad experiences in order to create and maximise opportunities for children to practice these behaviours for learning. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations; our play based curriculum supports this.

These abilities and attitudes of strong learners, as set out below, will support them to learn well and make good progress in all the Areas of Learning and Development.

PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING AND THINKING CRITICALLY
Finding out and exploring	Being involved and concentrating	Having their own ideas
Using what they know in their play	Keeping on trying	Using what they already know to learn new things
Being willing to have a go	Enjoying achieving what they set out to do	Choosing ways to do things and finding new ways

## Use of Stories and Play-Based Practice

We use our core book spine and named additional stories to drive the teaching of key knowledge and concepts. Concepts are often explored and discussed through stories and books, and then practiced and revisited over time within children’s play and through purposeful environmental provocations.

## Pedagogical Teaching Approaches and Strategies

Every moment during the school day is seen as a learning opportunity. Staff use different pedagogical strategies for different learning opportunities that are presented. Qualified teachers and skilled practitioners identify which strategy/strategies are likely to best suit and have the most impact on learning for each particular child/group of children, according to what has been observed.

Staff observe, listen to and work with children to facilitate learning. Ongoing observation assessment allows us to respond quickly to children’s learning by enhancing ideas, selecting new resources, challenging their thinking, modelling vocabulary and selecting the most appropriate teaching strategy to move their learning on in the moment.

The variety of pedagogical teaching strategies practitioners use are:

Strategy / method	Description	What might be said
Explicit teaching / direct instruction.	<p>Directing student attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes.</p> <p>It can involve clearly showing children what to do and how to do it.</p> <p>Children are provided with all the information they need to complete a task/skill independently.</p>	<p><i>Today, we are learning about winter.</i></p> <p><i>Winter is one of the four seasons. It comes after autumn. It is often very cold in winter and people have to dress in warm clothes. Look outside the window, you will see frost on the floor. That is because the temperature outside is very cold today. It is winter.</i></p>
Commenting own actions / commenting children's actions / thinking out loud.	<p>Practitioners carry out an action/skill/task whilst purposefully narrating/explaining what they/children are doing as they go along.</p> <p>Quiet pauses are beneficial between commenting and questioning to encourage thinking and processing.</p>	<p><i>I'm putting a little bit of water on my clay. My clay is getting softer because the water is breaking it down a little bit. Oh, I forgot to put an apron on, I must do that now otherwise my clothes might get dirty. I'll try and remember before I start playing with the clay next time! I'm squishing it in my hands so that it keeps getting softer and then I can roll it easily. Ooh, I need a little more water. That's better, it is the perfect texture now. Oh dear, my hands are very messy now - never mind, I can wash them after.</i></p> <p><i>I wonder if...</i></p> <p><i>I wonder why...</i></p>
Explicit teaching of vocabulary.	Explicitly teaching new vocabulary and its meaning.	<p><i>The hedgehog in this story comes out at night time and SLEEPS during the day. Hedgehogs are nocturnal. Nocturnal means something is awake at night and sleeps during the day. Nocturnal. Can you say that? Noc-tur-nal.</i></p> <p><i>Hedgehogs are nocturnal because it is safer for them to come out at night.</i></p>

<p>Modelling language and use of vocabulary.</p>	<p>Using appropriate language/ vocabulary/ terminology/ grammatical structures purposefully to expose children.</p> <p>Often modelling of vocabulary is used within a period of time after explicit teaching of vocabulary to model its use in context.</p>	<p><i>That would be a perfect tunnel for a hedgehog to hide in during the day. Nocturnal animals who sleep during the day like to have a cosy place to keep safe and rest during the day, don't they? While we are here at nursery today, I wonder how many nocturnal animals like hedgehogs there are sleeping somewhere safe nearby.</i></p>
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<p>Modelling (actions/ skills/ behaviours)</p>	<p>Practitioners showing children how something can be done, often without drawing attention to it verbally (if drawing attention to the modelling, see demonstrating).</p> <p>Children learn by observing.</p>	<p>NA</p>
<p>Demonstrating</p>	<p>As modelling, with the addition of purposefully verbally explaining what is being shown, in an instructional manner.</p>	<p><i>I like how you created a hole in your model to make space for the pipe cleaner. I'm going to use the end of this paintbrush as a tool. Look, I'll show you how I am going to make a hole in my model. I'm holding the model nice and still with one hand, and then I push the tool in, just far enough to make a little hole, but not too far that it comes through the other side. Now twist it a little so it doesn't get stuck. And finally, pull it out.</i></p>
<p>Questioning</p>	<p>Practitioners ask questions to gain immediate feedback on children's knowledge, thinking and/or understanding.</p> <p>Effective questioning is open-ended, requiring deep thought and a response of more than one word.</p>	<p><i>It doesn't quite fit, does it? What tool could you use to make a bigger hole?</i></p> <p><i>Why?</i></p> <p><i>What are you working on?</i></p> <p><i>Explain...</i></p> <p><i>Can you tell me how you made that?</i></p>

	<p>Practitioners must consider thinking time after asking a question.</p> <p>Practitioners should ensure time for processing/responding before a further question.</p> <p>Practitioners should interweave questions with comments.</p> <p>Practitioners should carefully consider how they word a question and avoid asking rephrased multiple questions at once.</p> <p>Practitioners should avoid ‘firing’ multiple questions, where impact is confusing and off-putting.</p> <p>Questioning supports informal assessment.</p>	<p><i>Why do you think...?</i></p> <p><i>How do you know...?</i></p> <p><i>How could we find out...?</i></p> <p><i>What might happen if...?</i></p> <p><i>What is the same about...?</i></p> <p><i>What if...?</i></p> <p><i>Why was it important to...?</i></p> <p><i>How could you make it better?</i></p> <p><i>Do you agree? Why/Why not?</i></p> <p><i>How would you do it next time?</i></p> <p><i>What do you notice?</i></p> <p><i>How do you know that?</i></p> <p><i>What do you know about...?</i></p> <p><i>What could you try instead?</i></p> <p><i>Is there another way you could do it?</i></p> <p><i>Tell me...</i></p> <p><i>What do you think would happen if...?</i></p> <p><i>How did you do that?</i></p> <p><i>What else can this be used for?</i></p> <p><i>What else is like this?</i></p> <p><i>I wonder what would happen if...</i></p>
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		<p><i>Do you know?</i></p> <p><i>What are you trying to do?</i></p> <p><i>How else could you do that?</i></p> <p><i>What else could you use?</i></p> <p><i>Why might that be better?</i></p> <p><i>What can you tell me about...?</i></p> <p><i>What do you think will happen?</i></p>
Observing	Practitioners watch what children are doing in order to decide how best to respond. Observation may be prolonged to see how far children take their own learning themselves before intervening/deciding if intervention is appropriate.	NA

Playing alongside.	Practitioners may choose to play alongside children in order to gradually involve themselves in the play or to observe/'listen in' inconspicuously at a closer distance.	NA
Encouraging idea development.	Following observation or interaction, where appropriate, practitioners may support children's own ideas by encouraging the extension of their ideas. Questioning is often appropriate here.	<p><i>What about having another look on the shelf to see if there is anything else there that might help?</i></p> <p><i>That was a great idea. What else could you try?</i></p> <p><i>How could you make it stand up by itself?</i></p> <p><i>Oh no, I've run out of space. I can't think what else I could use...</i></p> <p><i>I wonder how / why...</i></p>

Proposing ideas.	Following observation or interaction, where appropriate, practitioners may support children who are struggling and at risk of giving up, who are lacking ideas/knowledge or have exhausted their own ideas, by suggesting an idea.	<p><i>You could try...</i></p> <p><i>It might be a good idea to...</i></p> <p><i>Good try. I think it could stand by itself if you tried...</i></p> <p><i>That was a great idea. Look at what Hana is doing. That is a different way of doing it, isn't it? Hmmm. I wonder if that would work with your design.</i></p> <p><i>What about asking if Damien can hold it still while you fetch another one?</i></p> <p><i>I think... because...</i></p>
Sabotage.	Purposeful incorrect modelling or sabotage to elicit a response.	NA
Challenging children's thinking/ideas.	Following observation or interaction, where appropriate, practitioners may challenge an idea that a child has/children have to encourage deeper thinking.	
Facilitating children working together/ encouraging collaboration.	<p>Practitioners encourage children to join others' play, encourage them to allow another child to join their play, make suggestions for working together (often with a great reason why or how they could help each other).</p> <p>Collaborative learning actively encourages learning and focusing together, coming up with solutions/ideas/processes together, sharing roles, negotiating and sharing ownership.</p>	<p><i>Amaan is building too. Why don't you build together and then you could make your structure even better?</i></p> <p><i>Jannat wants to visit the shop but there is no shopkeeper. Would you like to join?</i></p> <p><i>That looks very tricky. Why don't you see if Kimi would like to help you?</i></p> <p><i>This puzzle is very tricky. We need help!</i></p> <p><i>I'd love someone to come and help us with our instrument show. Wouldn't it be great if we had some more friends playing in our band?</i></p>

Giving feedback.	Feedback may occur at various points in a learning sequence to keep children on track, encouraging them to achieve their learning goals. Feedback may be in the form of praise or offering thoughts on their learning/ actions/ processes/ outcomes. Effective feedback encourages deeper thinking and may support children to generate questions for further inquiry.	<p><i>Thank you for being such a kind friend.</i></p> <p><i>Please remember to use kind hands. We all have a right to be safe.</i></p> <p><i>Great jump. It would be much safer if you checked the space was clear before you jumped next time. What might happen if you don't look before you jump?</i></p> <p><i>I love your portrait. Remember if you add a little bit of white, the brown paint will get lighter. What do you think about using a mirror so you can match the colour of your hair carefully?</i></p>
Multiple exposure.	Deep learning develops most effectively over time via multiple, spaced interactions with new concepts, including different activities/experiences to vary the interactions children have with new knowledge.	NA

## Parental Partnership – Understanding the Wider Picture

Our curriculum is a carefully planned learning experience; the effective implementation of our curriculum is crucial in ensuring we achieve what we set out to achieve, and children learn what we set out for them to learn. To best support this work, we are curious to know about previous learning and the experiences they have had at home and elsewhere, prior to their time with us in order to deliver the planned curriculum in the most appropriate way for each cohort of children. We are passionate advocates of parental partnership. We are proactive in seeking the afore mentioned information regularly and ensure information is shared so that new learning builds upon, complements and strengthens children’s previous understanding. The more we know about each child, and what they know and can remember, the better chance we have of planning appropriate new learning experiences to have lasting impact on children’s long-term memory.

## Children with Special Educational Needs and Disabilities

The implementation of the curriculum is adapted to suit the needs of all children. Planned activities aim to foster good social relationships, promote equal opportunities and support special educational needs and disabilities. Positive relationships and good communication play a vital part when planning for individual needs. We are committed to ensuring ALL children have access to high quality teaching. Children with special educational needs receive some or all of the following to support their access to the curriculum:

- access to sensory experiences and sensory spaces within the environment.
- access to low arousal spaces.
- differentiated learning environment activities within the main nursery environment.
- significant opportunities for parent partnerships, ensuring parent and carer engagement.

*Individualised plans, including targets (through Early Development Journals where appropriate)*

- Individual PIC profile/ WellComm targets threaded through planning
- Individualised baskets containing resources that support children’s interest
- Small group intervention and targeted 1:1 intervention
- Access to an environment with rich early language opportunities
- Signs and objects of reference used alongside communication
- Specialist resources, including those recommended for specific children by external agencies

We work with a range of external professionals to ensure individualised plans are meeting the needs of our children with special educational needs.

## Key Daily Routines and Learning

Routine activity	What we want the children to know and remember?
Transition in to nursery	Children have security of a routine and familiar adult, and feel safe to leave their parents.
Snack time / Lunch time	Children learn to make a choice, mathematical concepts – sharing, dividing, more. Social aspect of sitting with peers and communicating. To recognise when thirsty and hungry – meeting their basic needs to enable them to learn. The effect it has on our bodies. The right to food and water. Physical self care skills – independently feeding and using cutlery.
Hand washing	Good hygiene practices and preventing infections – keeping our bodies safe.



Toilet	Learning to be independent in self care, recognise when they need the toilet or help, dressing and undressing.
Group time, Singing, Story time, reflection	Sense of belonging – being part of a group. Expectations of behaviour for group time learning – Good sitting, good looking and good listening. Thinking caps. Communication skills. Listening and shared attention for adult focus. Basic counting and cardinality. Foundations for phonics.
Continuous provision	Children are practising and revisiting knowledge, skills and behaviours taught at nursery.
Transition to and from different spaces eg. Garden, lunch room	Respond to changes in routines, following adult led instructions. Understanding now and next.

## Learning Environment (Indoors and Out)

Our purposeful and well-thought-out environment is the platform for which the curriculum is delivered and accessed, promoting the development of skills and knowledge. Our resources are carefully considered and are used to provide challenge, encourage curiosity and to match and build on children’s interests.

Our classrooms, both indoors and outdoors, provide access to the full curriculum. Both are equally important and are skilfully planned to promote challenging learning opportunities that encourage high levels of engagement and high levels of thinking. The environment promotes the relationship between peers, the teacher and the environment which in turn, facilitates learning.

The environment is the third teacher encouraging explicit play-based experiences and enabling spontaneous moments of learning that the children themselves create. Our engaging indoor and outdoor environments allow children full access to a wide range of experiences that are unique and indivisible.

Our classrooms are like studio style and sensory based workshops with the following key zones:

- Block area
- Cooking
- Role play
- Malleable
- Art studio
- Sand / Water

- Books threaded throughout
- Garden with access to large scale physical apparatus, mud kitchen, growing area, Forest School
- Small world

We provide a learning environment based on individual children's needs and interests and it allows for building on previous skills and knowledge. It starts with what children know and understand about themselves and their own community. Our flexible curriculum exploits both 'in the moment' and previously planned opportunities to learn about the wider world to support children to become global citizens. Our learning environment offers children the space, freedom and resources to learn with a particular focus on natural, recycled and open-ended materials that promote higher order thinking and exploration. Staff plan for and ensure that both the inside and outside learning spaces are fun, safe, engaging, promote high levels of involvement and offer appropriate challenge.

## **Individual, Small Group and Class Group Teaching**

The curriculum is delivered through a range of methods. As well as learning through play during free-flow open-ended learning as a whole cohort, children are also taught:

- in whole family groups (ranging from 8-13 children in big Nursery and 4-8 children in tiny/ little Nursery);
- in small groups for focused activities.
- in small groups for targeted intervention.
- individually for 1:1 intervention, where appropriate.

## **Staff CPD**

Alongside statutory training, staff CPD is focused around:

Knowledge of: child development in all areas (with a focus speech and language development), subject specific study and content, skills progression (including what comes before and what comes next), special educational needs, further safeguarding themes and awareness, health and safety (including risk assessment)

Pedagogy: teaching strategies (as above), our Federation evidence-informed pedagogical approach (drawing upon research and best practice) and learning environment planning, play-based learning in EYFS.

We are passionate about *all* staff always learning and improving. Leaders plan for and deliver/facilitate staff development, drawing upon the expertise across the direct leadership in school, the wider federation and the Early Years Network. Leaders are responsible for holding up to date knowledge of current best practice and statutory requirements, ensuring new knowledge and learning is disseminated across the wider staff team.

How CPD is facilitated: training days, external training sessions, online training platform for self-directed CPD, weekly directed meetings, daily modelling of outstanding practice, ongoing feedback, opportunities for observing good practice, opportunities for reflection, peer on peer professional observation and challenge and supervision.

## Impact

## Assessment

When	Assessment, Screening and Observations
<b>Induction</b>	<b>Pre-intake assessment, health and development summary</b>
<b>Autumn 1</b>	<p><b>2-year progress checks</b> for all 2-year-olds.</p> <p><b>All children brushstroke baseline assessments within 4 weeks.</b></p> <p><b>WellComm assessments to be completed on children not meeting CL milestones in Communication and Language.</b></p> <p>(To be completed within 6 weeks of entry to nursery).</p> <p><b>Autumn 1 Tapestry observation.</b></p>
<b>Autumn 2</b>	<p><b>Autumn 2 Tapestry observation</b></p> <p><b>Autumn Assessments</b> – Autumn brushstroke Assessments – against 7 areas of learning for 3–4-year-olds and 3 Prime areas for 2-3 year olds.</p>

<b>Spring 1</b>	<p><b>Review of WellComm Screens</b> – complete 2<sup>nd</sup> screen – if Red seek advice from Language champion or SENCO regarding referrals to be made.</p> <p><b>Spring 1 Tapestry observation.</b></p>
<b>Spring 2</b>	<p><b>Spring 2 Tapestry observation</b></p> <p><b>Spring Assessments</b> - brushstroke Assessments – against 7 areas of learning for 3–4-year-olds and 3 Prime areas for 2-3 year olds.</p>
<b>Summer 1</b>	<p><b>Review of WellComm Screens</b> – if concerns raised seek advice from Language champion or SENCO regarding referrals to be made.</p> <p><b>Summer 1 Tapestry observation.</b></p>
<b>Summer 2</b>	<p><b>Summer 2 Tapestry observation</b></p> <p><b>Summer Assessments</b> - brushstroke Assessments – against 7 areas of learning for 3–4-year-olds and 3 Prime areas for 2-3 year olds.</p> <p><b>Transition reports for children transitioning to Reception – Birmingham Transition Approach.</b></p>

**Toolkit used for Assessments:**

- 2-year progress checks
- Development Matters
- Birth to 5 Matters
- PIC profile & WellComm
- Sensory Differences Profile.

Children's progress is monitored closely from the moment they start, and their journey is tracked throughout the year allowing appropriate support and challenge to be in place. Our assessments are integral to effective learning and teaching. The results of this are that our children and families have a sense of belonging and a positive disposition to learning. They transition into primary and special schools with confidence and with the strong character needed to meet the challenges of an ever-changing world.

### ***Formative Assessment***

We assess children through daily observation and by knowing each child well, knowing what they can do, what they know, what they can remember and what they need next. We use this informal assessment to plan for what comes next and how that can be best achieved. This may be appropriate for the next day's learning, the next week's learning or the very next interaction or moment. We use the long-term progression as a guide, and the knowledge of the children to complement that. Staff spend more time with children, engaged in their learning and less time documenting paperwork and evidencing observations.

### ***Summative Assessment***

Each child has a summative baseline assessment (within 4 weeks of joining), and again each term (maximum of 4 times annually). The purpose of the assessments is to identify children who are not of track to their age-related expectation, what they require and how best to achieve that.

We carefully analyse patterns in areas of learning and across various pupil groups. This helps us to identify whether any of our intended curriculum has not been learnt, both at an individual level and at a cohort level. We use the follow Development Matters, using Birth to 5 and Opal as supportive tools for assessment. We identify whether children are 'on track' or 'not on track' to meet their age-related expectation at the end of the Nursery year, judging as met or not met at the end of that period.

We use assessment information, both summative and formative, to measure the impact of our curriculum over time. Assessment information is shared with governors.

## **Moderation**

We moderate summative assessments within school and across schools. We moderate judgements made by digging deeper into the progress made by individual children, identifying what they practitioner knows about them and how they know that, as well as moderating cohort patterns within school and

across Federation schools. The process is led by senior leaders and is a supportive tool to ensure assessment data is accurate and consistent. Moderation often results in sharing of good practice as well as identifying solutions to barriers.

## **Gathering Feedback**

Throughout the year, we gather feedback from both parents and staff. Feedback gathered from staff helps us to measure the impact of leadership as well as the staff moral and well-being. Feedback from parents helps us to measure the impact of the overall curriculum and the service that our families receive. Analysis of the data helps us to identify areas we can improve on. What parents see as the strengths of the school helps us to recognise what is having positive impact and how we can build on that.

## **Governance**

The role of our governors is to support and challenge our thinking and practice to ensure the children at Allens Croft get the best possible education. Our link governors for safeguarding, curriculum and SEND visit at least twice per year. During the visit, a meeting is held with senior leaders, practice is observed and current challenges are discussed. A report is written, detailing the discussions had, strengths of current practice and areas to consider/questions raised. The visits ensure that the intended curriculum is effectively delivered, and children have learnt what we intended for them to learn.

Such visits and reports are shared within Local Committee (LC) meetings within the cluster governance as well as at Full Governing Body (FGB) meetings.

Governors ask probing questions, raise issues and queries, and hold leaders to account.

The impact of our curriculum at Allens Croft Nursery School is that our children receive the early foundations and building blocks for each area of learning and our children are well prepared for the next phase of their education.

## **Key Documentation**

### **Statutory Framework for EYFS**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

**Development Matters** (used to guide our curriculum)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

**Birth to 5 matters** (used as an informative tool to support our assessments)

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

**Working with the revised EYFS Principles into Practice**

<http://development-matters.org.uk/wp-content/uploads/2020/10/Working-with-the-revised-Early-Years-Foundation-Stage-Principles-into-Practice-.pdf>

**Exemplification materials** (knowing the expectations of the children at the end of the next phase of their education)

<https://www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials>

**The Early Years Evidence Store** is a summary of evidence-informed approaches to help educators to understand and reflect on their practice.

<https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years/early-years-evidence-store>

The Hundred Languages of Children

<https://www.reggiochildren.it/en/reggio-emilia-approach/100-linguaggi-en/>

Threads of Thinking (Cathy Nutbrown)

[https://books.google.co.uk/books/about/Threads\\_of\\_Thinking.html?id=DwQHEbnfnhEC&redir\\_esc=y](https://books.google.co.uk/books/about/Threads_of_Thinking.html?id=DwQHEbnfnhEC&redir_esc=y)

Jargon Buster

### 3. The curriculum: what we want children to learn

**Curriculum:**

**Pedagogy**

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

**Skills:** When w *Development Matters, 2021*

**Knowledge:** When we talk about knowledge throughout this document, we are referring to the things children need to know and remember.

**Experiences:** Any opportunity readily available where children get involved and engage with. Children learn through their daily experiences at Allens Croft. These are usually open-ended experiences.

**Activities:** Specific adult-initiated activity planned for and set up, with an intended outcome. These are usually adult led activities.

**END**