

Curriculum Policy for Vanessa Nursery School.



September 2021

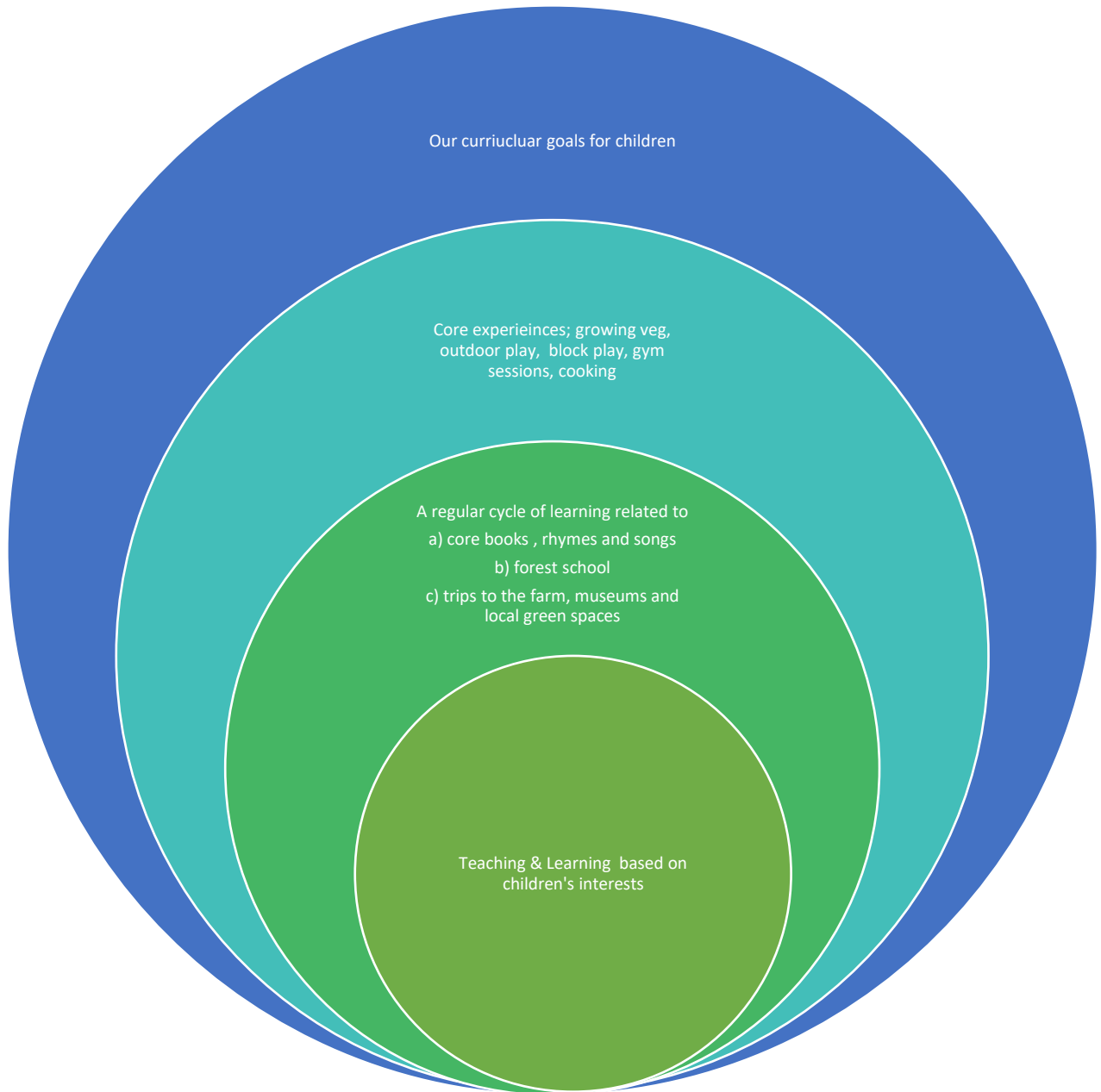
EYFS Curriculum for Randolph Beresford and Vanessa Nursery Schools

Our Principles

- All children are entitled to high quality learning and teaching. This will equip them with the skills, knowledge and understanding they need today, and in the future.
- Children learn at different paces and each child's development is unique
- Children learn best when they are happy, secure and actively involved in their own learning. Children's enjoyment is a priority
- Effective teaching and learning in the EYFS requires different approaches. For example; mathematical learning requires a sequential approach; new concepts must build upon the solid foundations of earlier concepts whereas learning about the world is much less sequential. The order of learning matters less than building on children's interests and widening their experiences.
- Every child can progress well in their learning, regardless of their starting point, with the right support all children can thrive.
- Children learn best when they have secure and solid relationships with their teachers.
- We are open to new ideas supported by discussion and research; we discuss learning together and review our work as a team. We discuss learning with parents; this helps us to provide a curriculum that prepares children well for reception, so that they can manage transition and continue with their own learning journey with confidence and ability.
- Our curriculum development supports our practitioner development; what we do and how we do it matter equally.
- Children's happiness and security underpin all teaching and learning experiences.

Our Curriculum overview

We offer a high quality broad and balanced curriculum, which had four main elements.



Teaching and learning based on children's interests	Aspects of our curriculum require practitioners to be flexible and take account of children's interests
A regular cycle of learning	<p>All aspects of our curriculum have a progress model.</p> <p>When building on children's interests, we are planning to broaden or deepen those interests.</p>
3. Core experiences; growing veg, cooking, block play, gym sessions	<p>The progress model is especially true of the second, third and fourth elements.</p> <p>For example, our cycle of core books begins with very simple text, over time children progress onto texts with more complex vocabulary and structures.</p>
Our curricular goals for children	We have a high mobility rate, with children joining the nursery throughout the school year. The curriculum model is modified to meet their needs on entry

Learning at Vanessa Nursery School

- The vast majority of learning is play based and takes place both outside and indoors.
- There is a balance between adult-initiated experiences and child-initiated experiences
- Adults begin learning experiences from children's interests and strengths using them as a starting point.
- All children are seen as competent learners
- Parental involvement is crucial, we learn a great deal about every child from their parents that informs the planning of our environment and learning opportunities for all children.

We designed our curriculum with the particular needs of the children living in the local area of shepherds bush. For example, many children do not have access to their own outdoor space to play or grow vegetables and observe the natural world, we place a high priority on learning outside and all children have access to being outdoors at any time of the day. Many of our children do not have English as a first language; we recognize the importance of the home language while teaching children English.

Our goals are ambitious. They provide an overview of the different things we would like

children to know and be able to do. We have linked our curriculum to the revised EYFS development matters and statutory framework.

Seven key features of effective practice described in Development Matters (EYFS 2021)

1. The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, 4 months¹ behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2. High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

3. The curriculum: what we want children to learn

- 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.

4. Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

5. Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.

- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

6. Self-regulation and executive function

- Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - regulate their behaviour
 - plan what to do next.
- These abilities contribute to the child's growing ability to self-regulate:
 - focus their thinking
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

7. Partnership with parents

- It is important for parents and early year's settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.

- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

When taking into account the learning and development of young children the revised EYFS Development Matters has taken into account the Characteristics of effective learning and provided a guide to the seven areas of learning that children should have access to during their foundation years. These areas of learning, although laid out as individual sections overlap, as children do not learn about one thing without knowing about another- for example; to build a ladder you need to know about design and technology and mathematics, you need both small and gross motor skills and you need to know how to work in a small group of with one other person. The described learning in Development matters is not a check list for assessment, neither is it meant to be a 'long term plan' for every child under 5. It is guidance that shapes and informs the curriculum that is delivered in our school for the children that attend.

Our curriculum is ambitious, the goals take into account children's past experiences and are adaptable to meet the particular children on roll. Adults offer scaffolding and support where needed to make sure every child can access the curriculum, however we recognise that not all children will make the same progress through the curricular goals. Many children will learn to follow an entire recipe independently, for some children, particularly those with complex needs managing to tolerate the combined mixture of flour and water to make play dough will demonstrate strong progress from their starting point.

Where children move on quickly through the curriculum goals our emphasis will be on deepening learning rather than introducing new skills or concepts; for example children who learn to follow one recipe to make a fairy cake will learn how to make other things such as bread or pizza.

All children will participate in the same curriculum.

Our 9 curriculum goals

Settle in	Settle in and become a confident learner
Climb	Can climb confidently onto equipment and negotiate themselves down safely
Create	Can mix their own paint
Be imaginative	Can make up their own imaginative scenarios
Read	Can recognize their own name
Grow	Can grow a sunflower
Bake	Can follow a simple recipe to make a bread roll
Write	Can write the first two letters of their name
Swim	Will learn the 6 basic steps of swimming

1. Settle in and become a confident learner	
<p>First milestone: children make a strong relationship with their key person. Increasingly, they separate confidently from their parent at the start of the session and become involved in their play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed.</p>	<p>Where children need individualised and additional help, this will be offered promptly. Help includes: individual meetings with parents to map a way forward; Early Help support for parenting; Triple P parenting.</p> <p>As children grow in confidence, their involvement in nursery activities deepens. They explore a wider range of activities. They play for longer periods of time. They play alongside friends. They play collaboratively. They develop their 'pretend play'.</p>
<p>Second milestone; Children take part in pretend play, communicating and negotiating with their friends</p>	<p>As children's engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults challenging them.</p>
<p>Third milestone: children persevere with difficulties. They make comments about their learning and play in their special books/floor books and show pleasure/pride in what they have done.</p>	<p>As children play and learn more collaboratively, over longer time periods and taking part in more challenging activities, they talk more about and reflect on their learning</p>
<p>Final milestone; children reflect on their learning, through their special books/floor books. They comment on their thinking and the ways they go about their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. Children show they are developing their metacognition.</p>	

2. Can climb confidently onto equipment and negotiate themselves down safely	
<p>First Milestone: Children can use the muscles in their legs, arms and hands to manoeuvre over, under and across low level climbing equipment with the support of familiar adults.</p> <p>Children will increasingly become confident using lower level equipment for climbing and when moving around in large spaces.</p>	<p>As children build up their gross and fine motor skills they engage for longer periods of time. They can climb up and onto objects with little support and are beginning to assess their own capabilities.</p> <p>Where children need individualised and additional help; this will be offered promptly. Help offered includes support from their key person and familiar adults in nursery, adjusted equipment, discussion with parents and possible referral to outside agencies. (where physical development seems significantly delayed or there is a recognised cause for limited abilities in movement)</p>
<p>Second Milestone: Children will make considered choices about using low level climbing equipment, assessing their own risk with support. Children will begin to demonstrate more confidence using equipment and start to find a purpose for climbing, for example using this in their imaginary play or to reach the pears on the pear tree.</p>	<p>As children become more confident in using their gross motor skills, climbing experiences and equipment will be adjusted and extended. Familiar adults will offer less physical support replacing this with verbal support and encouragement. Adults will model the language associated with in, on, under and over.</p>
<p>Third Milestone: As children's skills in both climbing and assessing risk develops they will begin to offer suggestions on how to extend their experiences with climbing resources. Children will move more confidently and with balance and agility often incorporating climbing into their imaginary role play experiences for example- moving over the large equipment as a superhero or pirate.</p>	<p>Adults will provide more challenges, creating different levels and opportunities to move in different ways around and across equipment. Children will begin to think for themselves and assess risk more accurately. Offering suggestions on how equipment might be set up.</p>
<p>Final milestone: Children can access climbing equipment confidently and are in control of their own bodies. They have awareness of their own capabilities and begin to challenge themselves or respond to challenges set for them by others. Children learn to dismount equipment safely using both feet for landing and knowing that they bend their knees on impact to prevent injury. They have awareness of others and the need to have space between each other.</p>	

3. Can mix their own paint	
<p>First Milestone: Children take part exploratory activities mixing media in all areas of the nursery. They will be encouraged to mix mud and various natural resources in the mud kitchen and corn flour and water in the sensory areas.</p> <p>Children will use paints with their hands, brushes and other tools.</p>	<p>Children show interest indifferent media both dry and wet, gradually becoming more familiar with how they feel and developing their tolerance for the different textures. They will use paints to create pictures and/or explore with their hands.</p> <p>Children will be introduced to a variety of mixed media outside as well as inside, for example in the mud kitchen or sand pit.</p> <p>Where children need individualised and additional help; this will be offered promptly. Help offered includes support from their key person and familiar adults in nursery, adjusted equipment, discussion with parents and possible referral to outside agencies.</p>
<p>Second Milestone: Children will mix with paint to explore how colours are made, they will explore different types of paint and different thicknesses to begin to develop awareness of what the paint can do. Using ready mixed paints (or those prepared by adults) to explore how colours are made.</p>	<p>As children become more confident in using resources and with combining media to create pieces of art, marks and pictures. Familiar adults will support these explorations by offering the language to describe what children are doing and to affirm children's thoughts and ideas.</p>
<p>Third Milestone: Children will begin to mix primary colour paints for use, developing independence being supported by visuals – process cards. Children will begin to learn how much paint and water is needed to produce a useable mixture. Children will begin to explore mixing prime colours to create other colours and shades</p>	<p>Children become more familiar the process of mixing paints as they need to use them. The resources will be available with visual prompts to support children's independence.</p>
<p>Final milestone: Children can make their own paint as and when they need it for creating paintings or decorating models they have made. Children can independently follow a visual process to produce useable paints in a variety of colours</p>	

4. Can make up their own imaginative scenarios	
<p>First Milestone: Children use available resources to pretend play familiar scenarios, such as in the home corner or mud kitchen. They listen to stories read by adults and join in with adults using small world resources to re-tell familiar stories</p>	<p>Children may begin by pretend playing on their own with toys like farm animals, wild animals, small world people, dolls or dinosaurs. They may put on a costume or dressing up clothes. Over time their play becomes more complex. They are able to play with a familiar adult and other children, developing play together. Children will begin to join in with familiar rhymes and songs and will enjoy favourite books read by an adult.</p>
<p>Second Milestone: Children take part in interactive reading. They respond to the features of a story, characters, events, familiar narrative. Children join in with songs and rhymes using props and actions.</p> <p>Children's mark making with art resources develops through the stages of drawing. Children begin to assign character to their individual marks on paper.</p>	<p>Children may begin to use familiar stories to develop their own imaginary play, using small world, story props, dressing up clothes they begin to re-enact familiar stories and events.</p> <p>Children may begin to assign characters to their role play, mums, dads, babies, etc... Using additional props children's role play will be extended.</p>
<p>Third Milestone: Children will engage in imaginary play using a wider range of resources and scenarios, they can use begin to take turns with their peers in leading the play understanding that the ideas of others may be different from their own.</p>	<p>With support children use familiar stories and events but will add their own ideas and thoughts to begin to extend their imaginary play. They will be able predict the next step of a story and on occasion offer an alternative ending.</p>
<p>Final milestone: children can make up complex play scenarios using their imagination and knowledge from familiar stories and events. They will begin to be able to record their stories in large floor books in pictures and some words. They can narrate to an adult the sequence of their story.</p>	

5. Can recognise their own name	
<p>First Milestone: Children will see their name in written form around the nursery; for example on their coat peg, and on their name card that parents help them to attach to their key group registration board on arrival.</p> <p>Children will begin to learn the names of their friends in their key group when singing hello and goodbye.</p>	<p>Adults will introduce children to their name cards and coat pegs, pointing out the first letter of their name.</p> <p>Where children need individualised and additional help; this will be offered promptly. Help offered includes support from their key person and familiar adults in nursery, adjusted equipment, discussion with parents and possible referral to outside agencies.</p>
<p>Second Milestone: Children will be able to find their name with support on their coat peg, in their group area and when retrieving their name card in the writing area.</p> <p>Children will begin to recognise the first letter of their name when sharing stories and books with adults</p>	<p>Adults will point out familiar letters to children when sharing books and print, noting the first letter of children's names. When writing children's names on their work, if requested by a child, the adult will point out the first letters and how they are formed</p>
<p>Third Milestone: Children will be able to use their developing phonic knowledge and recognition of letters to find their name cards independently, they will begin to note and comment on letters from their name when they see them in print.</p>	<p>Children's names will be used in written form in the nursery, adults will point out letters from children's names when reading stories or sharing print.</p> <p>Where children are struggling adults will offer additional support</p>
<p>Final milestone: children will independently be able to read their own name both in contextual situations- for example on their coat peg and when they see it in unfamiliar situations</p>	

6. Can grow a sun flower	
<p>First Milestone: Children will spend time outside learning about nature and exploring the different plants and natural objects. They will help with outdoor gardening areas, weeding, planning plug plants and watering them. Gathering veggies when they are ripe.</p> <p>Children will be introduced to the tools suitable for the garden and though forest school session will begin to learn the names of plants and trees</p>	<p>Adults will support children's understanding of nature pointing out particular plants when outside, commenting on labelling the different parts and demonstrating how to care for plants.</p> <p>Where children need individualised and additional help; this will be offered promptly. Help offered includes support from their key person and familiar adults in nursery, adjusted equipment, discussion with parents and possible referral to outside agencies.</p>
<p>Second Milestone: Children will explore a variety of plants and vegetables, learning which foods and plants have seeds. Children will plant seeds and learn how to care for them in the growing beds</p>	<p>Children will take part in caring for the gardens in nursery and the children's centre. Watering the plants, exploring growing cress on cotton wool and beans in a jar to observe how the stem develops from the seed Adults will support children's developing knowledge of 'rules'</p>
<p>Third Milestone: Children will plant seeds in pots and care for them they will take sunflower seeds home in pots to grow then return them to school to be measured.</p>	<p>Adults will provide a structure and process of growth that children can follow, this will be visual. Adults will introduce children to the names of the different parts of the plants and explain how the work to support the plants growth</p>
<p>Final milestone: children will understand that some plants grow from seeds and how to care for them, they will be able to identify the various parts of a plant</p>	

7. Follow a recipe to make a bread roll	
<p>First Milestone: With adult support children mix different ingredients, including sand and water, and flour and water to make simple playdough. They use the following tools; wooden spoons, sieves, scoops, rolling pins, cookie cutters, knives. They follow simple recipes in areas such as the mud kitchen, sand pit, and sensory play areas.</p>	<p>As children take part in these activities, they become more precise in using scoops (filling them to the top), counting how many scoops as they tip them out; they use a wide range of different sized buckets, tins and other containers. Children become confident in using tools at the snack table to prepare their own snack, for example; spreading butter on bagels, pouring cereal, cutting fruit.</p> <p>Where children need individualised and additional help; this will be offered promptly. Help offered includes support from their key person and familiar adults in nursery, adjusted equipment, discussion with parents and possible referral to outside agencies.</p>
<p>Second Milestone: In small groups, children follow the steps involved in making a biscuit with an adult. The adult draws children's attention to the recipe card/photo of steps. With adult help children use measures and tip the ingredients into their bowl. With adult help they stir and knead the ingredients to form a dough. With adult help they roll the dough out and cut out their biscuits. They help to put them in the oven and reflect on the process.</p>	<p>As children become more familiar with cooking, the adult reduces their support for the group. Children mix other substances together carefully, with adult guidance for example mixing water and powder paint.</p>
<p>Third Milestone: In small group activities, children follow the steps in making bread with an adult. They independently fill their measures carefully to the top. They recognise the numerals on the recipe cards and they count the quantities. They say the numbers in the correct order (1-2-3) and know that the last number they say is the total number of spoonful's they have added.</p>	<p>As children become more independent there is minimal adult support as they follow recipe cards and follow paint mixing cards.</p>
<p>Final milestone: children follow the steps of a recipe independently. They measure ingredients, mix them and create their own bread roll by placing the mixture into baking tray ready to be put in the oven by the adult.</p>	

8. Write the first two letters of their name	
<p>First Milestone: Children can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects. Children will increasingly become confident in engaging in activities such as: throwing and catching balls, pushing the wagon, exploring a musical instrument, playdough and paint.</p>	<p>As children build up their large and fine motor skills they engage in activities for a longer period of time. They can grasp objects and can focus on what they are doing e.g. hold arms out and wait to catch a ball, thread beads on to a piece of string or build a stable tower of up to 10 blocks etc</p> <p>Where children need individualised and additional help, this will be offered promptly. Help includes: individualised support from key person; small group work; individual meetings with parents to map a way forward</p>
<p>Second Milestone: Children can make random marks with their fingers and some tools. Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a paint brush to make marks or using chalk on the ground in the garden etc.</p>	<p>As children become more confident in making marks they begin to talk about their marks with others and give meaning to these e.g. "That's mummy" or "It's a dinosaur."</p>
<p>Third Milestone: As children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with language of directionality such as 'up, down, round and round.' Children can find their name card and will look at it when attempting to write their name.</p>	<p>As children use their name cards repeatedly and becoming familiar with the formation of the letters in their names they become more confident in attempting to form letters. Some children will begin to form recognisable letters.</p>
<p>Final milestone: Children hold their pen or pencil with a comfortable grip. They write the first two letters of their name clearly and with correct directionality.</p>	

9. Learn the six basic steps to safe swimming

First Milestone:

Children gain confidence to be in the pool with a key member of staff. They are able, with support to get undressed and into their swimsuit and then to get dry and dressed into their clothes after swimming.

Children learn the safety around water rules of the nursery.

As children develop their confidence in using the pool they will know how groups are organised, they will be able to see their name on the swimming list and know which session they are attending. Children will listen to instruction and follow the lead of the teacher. Children will develop their gross and fine motor skills and ability to dress and undress themselves.

Second Milestone:

Children can make managed movements in the water, they learn how to 'blow' out of their nose when going under the water to prevent water entering their nostrils.

Children will learn to move from one side of the pool to the other.

As children become more confident in their movements in the water they will learn the safety rules of swimming. Children will follow instruction and know that they need keep themselves and others safe
Children will be able to recognise the letters of their names and begin to differentiate between time – morning and afternoon, also 1st and 2nd.

Third Milestone:

As children are more able to move safely and confidently in the water they will begin to learn how to swim across the width of the pool

As children become able to move in the water they will take part in imaginary and role play, singing and science and mathematical activities. They will learn about risk assessment when moving beyond the shallow end of the pool

Final milestone:

Children will be safe in the water, knowing how to breath and float when under the water to reach the surface. Children will know the 6 basic rules of swimming.

Children will enjoy being in the water and learn about physical exercise and how this affects their bodies

The characteristics of effective teaching and learning (links to development matters 2021)

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Playing and exploring;

Children will be learning to;

Realise that their actions have an effect on the world so they want to keep repeating them. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. Do things independently and begin to make independent choices. Bring their own interests and fascinations into the early years setting and respond to new experiences that you bring to them.

Active Learning;

Children will be learning to;

Being to predict sequences and participate in routines. Use a range of strategies to reach a goal they have set themselves. Begin to correct mistakes for themselves, keep on trying when things are difficult.

Creating and thinking critically;

Children will be learning to;

Sort materials, feel more confident about coming up with their own ideas and make links between ideas. Review their own progress as they try to achieve a goal, solve real life problems. Use pretend play to think beyond the 'here and now' and to understand another perspective. For example when role playing billy goats gruff, thinking that maybe the troll is lonely and hungry and that's why he is fierce.

Communication and Language;

Children aged birth to 3 will be learning to;

Copy what adults do, taking 'turns' in conversational interactions. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'
Understand single words in context, cup, daddy, milk
Understand simple instructions such as stop, bye-bye. Recognise and point to objects start to develop conversation. Use speech sounds p,b,m,w listen to simple stories and understand what is happening with the help of the pictures identify familiar objects, begin to put two words together such as Katie's coat, blue car.
Understand simple questions about who, what and where but not why.

Children aged 3 and 4 will be learning to;

Enjoy listening to longer stories and can remember much of what happens
Use wider vocabulary
Understand a question or two part instruction, understand why questions
Sing a large repertoire of songs, know many rhymes and be able to talk about familiar books, tell long stories
Use four to six words in a sentence, be able to express a point of view and debate and disagree.
Use talk to organise themselves and their play

Children in reception will be learning to;

Understand how to listen carefully and why it is important. Learn and use new vocabulary daily, ask questions to find out more. Articulate their ideas and thoughts in well-formed sentences. Connect ideas or actions using connectives. Use talk to help work out problems and organise thinking, plan and explain why things might happen. Describe events in detail. Engage in story times, retell the story when they have a deep familiarity of the text, engage in non-fiction books, listen and talk about non-fiction to develop new knowledge and vocabulary.

Personal Social and emotional development;

Children birth to three will be learning to;

Express preferences and decisions, try new things. Engage with others through gestures, find ways of managing transitions. Play with increasing confidence on their own and with other children. Feel strong enough to express a range of emotion, grow in independence and begin to show effortful control- such as waiting for a turn. Begin to talk about their own emotions, notice and ask questions about differences, such as skin colour, hair, gender. Develop friendships with others. Safely explore emotions beyond their normal range through play and stories, talk more about their own feelings.

Children aged 3 and 4 will be learning to;

Develop a sense of responsibility and membership of community, show more confidence in new situations. Play with one or more children extending play ideas. Help to find solutions to problems and rivalries, develop ways of being assertive begin to find resolutions. Follow rules independently, talk about their own feelings and begin to understand how others might be feeling

Children in reception will be learning to;

Build constructive and respectful relationships, express feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspective of others. Manage their own needs

Physical Development;

Children aged birth to three will be learning to;

Try a wider range of foods, eat finger foods independently. Pass things from one hand to another. Gradually gain control of their whole bod. Fit themselves into spaces, enjoy starting to kick, throw and catch balls. Walk independently, beginning to run, jump and climb. Develop manipulation control and explore different materials and tools. Use large and small motor skill to do things independently such as buttons, zips and pour drinks
Learn to use the toilet

Children aged 3 and 4 will be learning to;

Go up and down steps, skip, hop jump stand still. Use large muscle movements to wave objects
Start to take part in some group activities, increasingly remembering simple sequences and patterns of movements related to music and rhythm. Make decisions about method of movement for the task. Choose the right resources to carry out their own plan, collaborate with others to move large equipment. Use one handed tools and equipment, for example making snips in paper with scissors. Show a preference for a dominant hand. Become increasingly independent in meeting own care needs, washing hands, putting on coats and shoes. Make healthy choices about food, drink, activity.

Children in reception will be learning to;

Refine large motor movements, developing control and grace. Develop overall body strength to balance, coordination and agility. Developing confidence and precision when engaging in ball games. Develop small motor skills to use a range of tools competently and safely, pencils, scissors, knives and forks, developing the foundations of handwriting style which is fast, accurate and efficient. Know and talk about different factors that support their overall health & wellbeing

Literacy;

Children aged birth to 3 will be learning to;

Enjoy and join in with songs and rhymes, have favourite books and songs, repeating familiar words and phrases. Ask questions about familiar stories and begin to develop play around the narrative. Notice some print, such as the first letter of their name or familiar logos'. Enjoy drawing and mark making, adding some marks to their drawing to which they give meaning. Begin to sign their art work.

Children aged 3 and 4 will be learning to;

Understand the five key concepts about print:

- Print has meaning
- Print can have different purposes
- We read English text from left to right and top to bottom
- The names of the different parts of a book
- Page sequencing

Develop their phonological awareness so that they can:

- Spot and suggest rhymes
- Count or clap syllables in a word
- Recognise words with the same initial sound, such as money and mother.

Engage in extended conversation about stories learning new vocabulary.

Use some of their print and letter knowledge in their early writing, for example writing a shopping list that starts at the top of the page and write M for 'mummy', writing some or all of their name accurately.

Children in reception will be learning to;

Read individual letters by saying the sounds for them, blend sounds into words so they can read short words and some letter groups that represent one sound, saying the sounds for them. Read simple phrases and sentences made up of words with known letter sound-correspondences and, where necessary a few exception words. Re-read books to build their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letter correctly, spell words and write short sentences with known sound-letter correspondences. Use a capital letter and full stop. Re-read what they have written to check that it makes sense.

Mathematics;

Children aged birth to 3 will be learning to;

Combine objects, stacking and putting into other objects and taking them out again. Join in with finger rhymes, compare amounts saying lots, more or same. Counting like behaviour- making sounds pointing or saying some numbers in sequence. Count everyday objects, sometimes missing out numbers, 1,2,4,5.

Climb and squeeze themselves into different types of spaces. Build with a range of resources, complete inset puzzles. Compare sizes, weights etc using gesture and language bigger/little/smaller, high/low, tall, heavy. Notice patterns and arrange things in patterns

Children aged 3 and 4 will be learning to;

Fast recognition of up to 3 objects, without having to count them (subitising) recite numbers past 5, say one number name for each item and know that the last number reached when counting is the total. (cardinal principle) demonstrate 5 using fingers then link numerals to amounts correctly up to 5. Experiment with their own symbols and marks as well as numerals, solve real life mathematical problems with numbers up to 5, compare quantities using language more than, fewer than. Explore and talk about 2 and 3 D shapes using informal and formal mathematical language(triangle, cuboids, rectangles, corners, straight, flat , round) understand position through words alone, discuss and describe a familiar route and/or location using words such as in front of and behind. Make comparisons between objects, relating to size, shape and capacity, select shapes appropriately for a task and combine them to make other shapes. Identify and talk about pattern, extend and create ABAB patterns (stick, leaf, stick, leaf) noticing errors and correcting to form a repeating pattern. Begin to describe a sequence of events real or fictional using words first, last, then.

Children in reception will be learning to;

Count objects, actions and sounds. Subitise, link number symbol (numeral) with its cardinal number value. Count beyond 10, compare numbers understanding the one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 10, automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Recognise that shapes have other shapes within them, continue, copy and create repeating patterns. Compare length, weight and capacity.

Understanding the world;

Children from birth to 3 will be learning to;

Explore materials with different properties including natural materials both inside and out. Explore and respond to different phenomena in their setting and on trips. Make connections between features of their family and those of other families noticing difference in people

Children aged 3 and 4 will be learning to;

Use all their senses to explore natural objects and materials, noticing what is similar and what is not. Talk about what they see using a wide range of vocabulary. Begin to make sense of their own life story and family history, show interest in different occupations. Explore how things work. Understand the key features of the life cycle of a plant and animal, begin to understand the need to respect and care for the natural environment and all living things. Explore and talk

about different forces they can feel, differences between materials and changes they notice. Develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about them.

Children in reception will be learning to;

Talk about members of their immediate family and community, Naming and describing people that are important to them. Comment on images of familiar situations from the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of the community, recognise that different people have different beliefs and celebrate special times in different ways. Explore the natural world recognising that some similarities between life in this country and life in other countries, noticing that some environments are different to the one in which they live. Describe what they see, hear and feel whilst outside. Understand the effect of the changing season on the natural world

Expressive arts and design;

Children aged birth to 3 will be learning to;

Show attention to sounds and music, move to music, anticipate phrases and actions such as 'peepo'. Join in with songs and rhymes and make rhythmical and repetitive sounds with shakers, notice patterns with strong contrast. Join in with action songs. Start to make marks intentionally, explore paint and express ideas and feelings thought making marks. Use imagination as they consider what they can do with different materials, make simple models. Start to develop pretend play, pretending that one object represents another.

Children aged 3 and 4 will be learning to;

Join in with pretend play beginning to develop complex stories, using small world, blocks to create complex 'worlds'. Explore different materials in order to develop their ideas about how to use them, join different materials. Create closed shapes with continuous lines and begin to use to use these shapes to represent objects. Draw with increasing complexity and detail, representing ideas and showing emotions, explore colour mixing. Listen with increased attention to sounds, remember entire songs, sing the melodic shape (moving melody, such as up and down, down and up) create their own songs or improvised. Play instruments with increasing control.

Children in reception will be learning to;

Explore, use and refine a variety of artistic effects to express their ideas and feelings, returning to and building upon their previous learning. Collaborate sharing ideas resources and skills. Listen attentively, talk about dance, performance art expressing their feelings and responses. Sing in a group or solo, matching pitch and flowing melody. Develop more complex storylines in their pretend play.

Planning and Assessment

In the first term the majority of planning is focussed on the three prime areas, these are communication, self-confidence and awareness and physical health.

Key people are spending quality time getting to know their key children and their families. Building trusting relationships that help children to settle well into the nursery environment. Our assessment starts with a home visit meeting with parents where they share with us what their child can do and where there might be struggles. During the settling in period, key people will observe children's interests noting where they have skills and where there are areas for development. After 2 weeks key people will meet with parents to discuss their child's settling in. We will use the 'check points' in Development Matters to note children's development in the prime areas and to see if any additional support is required.

Next steps from children's starting points are usually linked to how the children have settled or anything else of significance; e.g. toilet training, relationship building, language development. If children settle quickly and are engaging in a wide range of activities there will be no need to set out next steps.

Once children are settled and can access the nursery environment confidently we begin thinking about how they will access the curriculum. We support learning around their interests. For those that settle quickly and are confident, especially those children moving into nursery from the under 3's we move onto using the wider curriculum goals.

If we notice that a child might be having difficulties with their development, we will take action quickly. It is important that we get to know and understand these vulnerable starters so we will spend time observing them closely and reflecting on what we notice to inform the extra help they might need. This could include meeting with the schools SENDCO or Psychotherapist for advice or referring to another professional such as speech therapy. The curriculum for these children will remain ambitious, extra help and support will be given to help them overcome barriers to their learning.

Children with Special Educational Needs

For children with SEND, precise assessment needs to focus on what the child can do and what the barriers to their learning are. The staff team will then provide those interventions or resources to scaffold and support them. For example if a child is having difficulties with their communication then visual symbols and props will be used to help them to understand what is happening around them and to support their choice making and communication with others.

Assessment and Tracking overview

Our curriculum is not driven by assessment and tracking.

Assessment should serve children's learning and our curriculum.

Most assessment is formative, in that it helps us to make a difference to children's learning, however we also need an overview of children's progress so that we can take further actions where needed and so that we can monitor inequalities. We aim to have an assessment system that is proportionate and not over burdensome. Most formative assessment will be part of the daily evaluation session in each class.

We will also use the assessment facility on our family app as a starting point for assessment. Key people will add to the assessment tracker as they notice that a child has acquired a skill or new concept or has achieved a curriculum goal. This information, for the vast majority of children, will be collated at the end of each term.

All children aged 2 will have their 2 yr check by the time they are 2 years and 6 months.

Our objectives:

- To maintain a clear dialog with parents about their children's progress and to support children's learning both at home and at school
- To maintain a dialog with children about their learning, focusing on how they learn to promote metacognitive thinking.
- Early identification of children who may need additional support or who may have special educational needs
- To check that individual children and groups of children are making progress and that we are taking action where they are not.
- Reporting formally to parents and receiving reception classes at the end of the nursery year. This is to support children's learning throughout the EYFS.

Activity	Key features of the activity	Planning outcomes
Autumn Term		
2 week assessment	Co-written with parent. Will include next steps in settling if needed	<p>Most children will be on a universal pathway accessing the curriculum with appropriate scaffolding and support</p> <p>Some children and their families will be accessing some additional support e.g family support, language groups or other interventions</p> <p>Some children will be referred to the SENCO to assess whether they have emerging needs</p>

Two year check	This should be integrated into their 2 week assessment if age appropriate or carried out between the age of 2 and 2years 6 months	Where possible we should include information from the health visitor ASQ assessment
Learning Journey – Family app	This must include significant examples of learning over time, showing characteristics as a learner. They are usually linked to curriculum goals or children’s interests but can include significant learning moments. They must include the child’s voice and may show some barriers to learning. They should not be a record of where a child cannot do something.	These observations help us to develop the partnership with families and celebrate the child’s learning
Language assessment	These assessment are carried out with the support of the SENCO and should be part of the 2 week settling assessment Children demonstrating language delay will continue to be assessed half termly	This assessment is age related and will demonstrate where any delay in speech and language development may be. This is to be shared with parents and interventions put into place quickly
Termly progress discussion	Towards the end of each term team leaders/teachers will collate an overview of children’s progress from the Family app for discussion at evaluation meetings. This will then be used as a base for the discussion with parents at parent review days to see if additional help and support are required and to celebrate children’s learning and progress	Prior to discussion with the team SLT and team leaders will review children’s progress. Additional assessments may be used if and when required.
Parent meetings	Key people meet with every parent to celebrate their child’s learning. We summarise and evaluate how we are working in partnership and agree on what is next. Any targets are stated briefly and smartly. This information is woven into the observations on Family This discussion may include an exploration of a child’s barriers to learning and how we can work together to help the child overcome these.	
Spring Term		
Learning Journey – Family app	As above	Teachers/team leaders and SLT continue to review progress of children receiving additional support and those with emerging needs. Team leaders/teachers and SLT continue to monitor the

		progress of children with SEND alongside the SENCO
Termly progress discussion	As Above	Any issues arising regarding progress and learning to be shared with SLT
Parent meetings	As above	
Summer Term – summer 1		
Learning Journey – Family app	As above	As above
Half termly progress discussion	As above	As above
Summer Term- summer 2		
Learning Journey – Family app	As above	As above
End of year progress discussion	As above	As above
Parent review day and summative report	Focus is on progress and access to curriculum, any barriers to learning should be identified and how these have been overcome. Parent and child voice to be included	To support child's transition to school these reports should be sent to receiving schools at least three weeks before the end of term

Assessment and Planning

One of the most powerful forms of assessment is in the here and now, when we notice something and act on it immediately that builds on their learning. That response might take different forms, we might;

- Stand back and be encouraging
- Get involved to extend the learning by joining in the play, engaging in conversation or showing a child a specific skill that help them accomplish what they needed to do.
- Reflect afterwards, maybe at the evaluation session, and bring in new resources or plan something special in response to what we noticed.

This type of assessment is not always written down, it often focusses on key miles stones within the curricular goals. It shows how we can assess what children can do and help them progress through interactions.

The focus of our assessment is on clear and specific things that a child needs to be able to do, or needs to know. In order to do this practitioners need to understand how the different elements of the curriculum fit together to help children build on their learning over time. Practitioners need to have a secure understanding of child development and knowledge of effective pedagogy. When to encourage, when to scaffold, how not to over help.

Some children will need a lot more support to access the curriculum; adults need to notice what they can do and what they cannot. They need to decide when to intervene and what is the best way to do that.

Curriculum learning (adult initiated) must be balanced with learning that stems from children's own interests (child initiated). Planning must be flexible and move with children's fascinations and ideas. We must never miss the moment... we do this by providing a high quality learning environment.

Observations of significant learning will be recorded in family, or in a floor book, or as a display. The teaching will be included in the observation to demonstrate how a child got to where they are. Parents will work with us as partners in their children's learning.