



# Lillian De Lissa Nursery School

## Pedagogy and Curriculum Document



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Vision  
Values  
Intent  
Implementation  
Impact  
Key documentation

### 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.

## Contents

|  |    |
|--|----|
| Contents.....  | 1  |
| Vision Statement.....  | 3  |
| Key Principles .....   | 3  |
| Overarching Principles of the EYFS .....                     | 4  |
| Our Key Principles .....                                     | 4  |
| Rationale for our Curriculum Design .....                    | 6  |
| Cultural Capital.....  | 6  |
| Our Curriculum.....  | 8  |
| Curriculum Intent.....                                       | 9  |
| Curricular Programmes/ Threads.....                          | 10 |
| Safeguarding Through the Curriculum.....                     | 13 |
| Reading, Writing and Maths .....                             | 44 |
| Implementation .....   | 70 |
| Characteristics of Effective Learning.....                   | 70 |
| Leuven scales of involvement and well being.....             | 71 |
| Use of stories and play based practice.....                  | 73 |
| Pedagogical teaching approaches and strategies .....         | 73 |
| Parental partnership - understanding the wider picture ..... | 78 |
| Children with Special Educational Needs.....                 | 78 |
| Children with English as an Additional Language .....        | 79 |
| Key daily routines and learning.....                         | 80 |

|   |    |
|---|----|
| Learning environment (indoors and outdoors) .....           | 82 |
| Individual, small group and class group teaching .....      | 83 |
| Technology.....   | 83 |
| Staff CPD.....  | 83 |
| Impact .....  | 86 |
| Formative assessment .....                                  | 86 |
| Summative assessment.....                                   | 86 |
| Moderation .....  | 87 |
| Gathering feedback.....                                     | 87 |
| Governance .....  | 87 |
| Key documentation .....                                     | 87 |
| Statutory Framework for EYFS .....                          | 87 |
| Development Matters (used to guide our curriculum).....     | 88 |
| Birth to 5 matters.....                                     | 88 |
| Working with the revised EYFS Principles into Practice..... | 88 |
| Exemplification materials.....                              | 88 |
| The Early Years Evidence Store .....                        | 88 |

## Vision Statement

Lillian de Lissa Nursery School opened in 1973 and has a long history of being highly valued and well supported by our local community.

We are a child-centred nursery school, which means that children spend much of their day engaged in self-directed learning. We believe that your children learn best through a play-based curriculum, with support from our established and experienced staff team who engage with children in their play to support social interaction, language development and all other learning and development opportunities.

Our children are citizens with rights which are promoted through caring respectful relationships.

Our values underpin our practice. We believe that high quality early years care and education is about supporting and developing strong, curious, confident children.

The best interests and welfare of children are at the forefront of all that we offer.

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

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

We want our children to be: **Valued, Confident, Curious, Communicative, Independent** and **Secure**.

-Our school principles are incorporated into all aspects of the curriculum, staff training and school policies.

-We value all children and families equally and strive to create a learning environment for all children, where they have opportunities to share, explore and celebrate a rich variety of cultural diversity, free of prejudice and discrimination.

## 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)

## Our Key Principles

At Lillian de Lissa 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

## Rationale for our Curriculum Design

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 developmental milestones in the three prime areas of learning lower than that expected for their chronological age. 74% of our children at Lillian de Lissa Nursery School are at a very early stage of acquiring English, and English is not the primary language of the home. For many children coming to nursery is their first experience outside the home and family. Our children are living in the Edgbaston District in inner-city Birmingham. Balsall Heath West is ranked the 9th most deprived ward of the 69 wards in Birmingham. It is in the top 10% of most deprived wards nationally. (Health inequalities - Public Health 2019, IMD 2015 (Most deprived 10%). It has an extremely high population density and has limited opportunities to access safe green spaces. 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. Communication & interaction are the highest areas of need. As a school we have noticed a rise in parental and child anxiety and an increase in Early Help needs. Our inclusive and ambitious curriculum is for all children and especially the most disadvantaged children in our community. All children have the right to a broad, balanced and carefully sequenced curriculum that builds on the unique needs, interests and strengths of each child. Our curriculum sees language development at the heart of it.

## Deprivation Rankings by Birmingham Ward

**Table 3: IMD Rankings by Birmingham Ward**

| Ward               | 2019 Birmingham Ward Rank | 2015 Birmingham Ward Rank | Change in Rank 2015 to 2019 | 2019 Decile (where 1 is 10% Most Deprived Nationally) |
|--------------------|---------------------------|---------------------------|-----------------------------|---|
| Balsall Heath West | 9                         | 6                         | - 3                         | 1   |

## 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).

## Rights Respecting Principles

- We are a school committed to the principles of Rights Respecting Schools
- Children are rights 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:

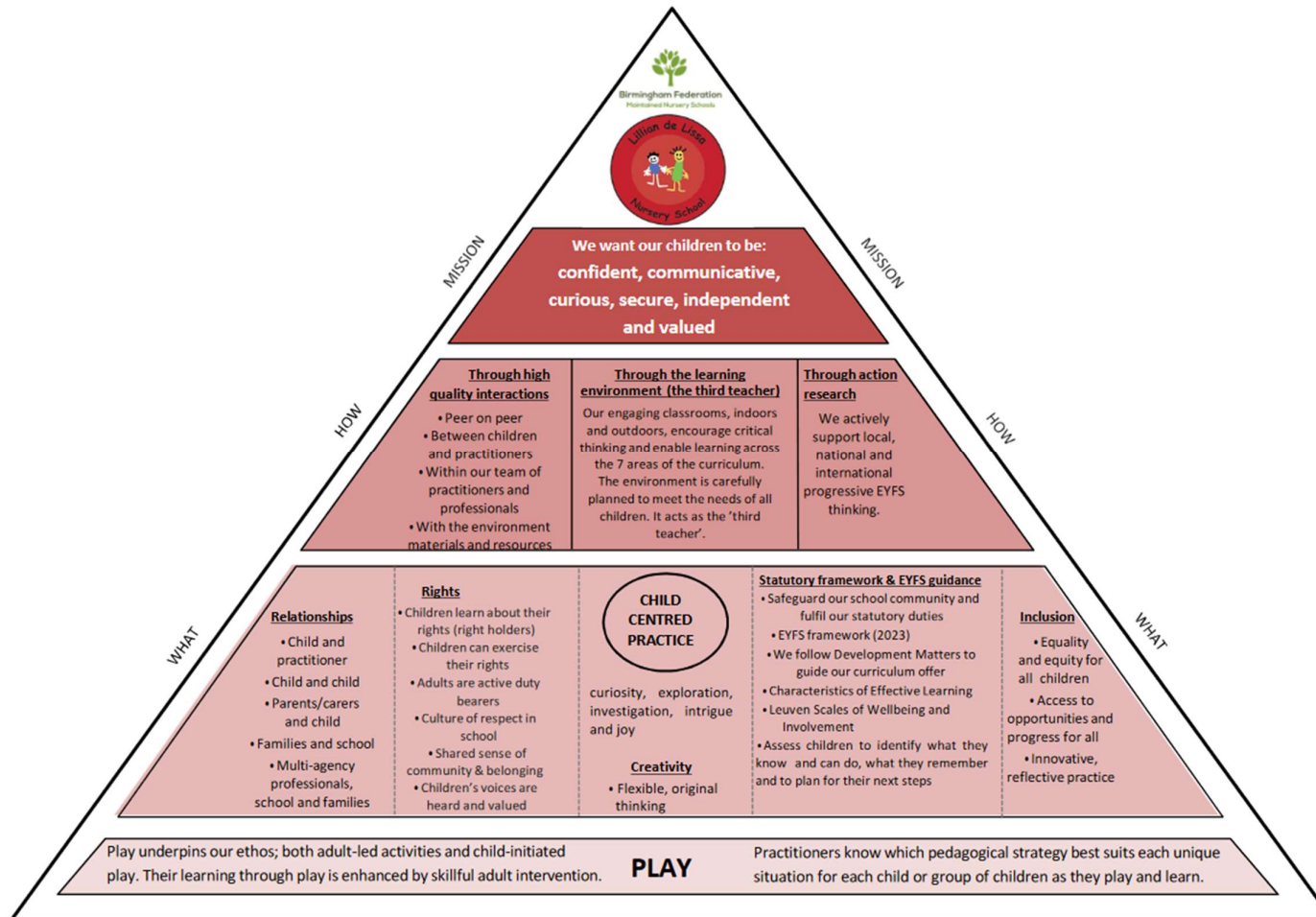
We have the right to rest and play,

We have the right to learn our way,

We have the right to food and drink,



# Our Curriculum



## Curriculum Intent

Our EYFS curriculum will provide opportunities for learning at every moment of the school day. Our curriculum aims to lay a secure foundation for future learning. We engage children in learning from the very start and are confident our children leave us with the fundamental skills and knowledge to help them on to the next phase of their educational journey. All staff work hard as a team to create a positive, caring and welcoming atmosphere where the children feel secure, yet are challenged to achieve their best. We are fully inclusive, and all children are expected to think about the needs of others. We respect and value all parents/carers as their children's 'first teachers' and aim build strong parent/school partnerships and opportunities for parents to be involved in their children's learning both at school and at home. We provide for and support every child. Within our Federation of schools, we know that children do their best when all their physical and emotional needs are being met. We embrace each child as an individual and all staff understand that each child is unique, as are their learning requirements. Our curriculum and provision demonstrate the understanding that all children develop at their own pace. Our methods to develop a child's skills and knowledge are through the implementation of a wide range of experience, all set within a stimulating, thought provoking and challenging environment. These experiences are led and guided by our qualified teacher and skilled practitioners. We will provide opportunities and learning experiences across a wealth of subjects, ensuring British fundamental values and cultural capital is at the heart of our learning. 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 include Communication and Language (CL) Physical Development (PD) Personal, Social and Emotional Development (PSED)

Specific Areas include Literacy (L) Mathematics (M) Understanding the World (UTW) Expressive Arts and Design (EAD) Our nurturing of children promotes high levels of wellbeing and involvement. 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 we also place great value on the characteristics of effective learning.

## Curricular Programmes/ Threads

| Specific programmes   | What children learn – Summary  |
|---|--|
| <p>Rights Respecting Schools (UNICEF)</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>Physical activity for early years (Birth- 5 year olds)</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>Forest Area</p> <p>Scandinavian educational programme</p> <p>Outdoor play</p> <p>Nature play</p>                               | <p><b>What is our forest area?</b></p> <p>Our forest area 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>In the Forest area. There will be 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>Wooded areas</p> <p>Specific knowledge and skills</p>                  | <p>This approach uses a range of learner-centred processes to create a community for being, development and learning.</p> <p>Forest area will promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.</p> <p>Self-esteem &amp; independence through nature play developing:</p> <p>Confidence and social skills</p> <p>Language &amp; communication</p> <p>Motivation &amp; concentration</p> <p>Physical skills</p> <p>Knowledge and understanding of the world</p>  |
| <p>Letters and Sounds</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>Startwell</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>Picture News</p>   | <p>We use Picture News in the Early Years with the children in our 3-4 year old provision. Each week we have a current news story, which is used as a stimulus for speaking and listening. The news item is shared with children with a focus on what is happening, where it is happening (in the country or the world) and how we feel about it. Each item of news always links with British Values, UNICEF children's rights and the protected characteristics. Children make sense of the world around them, broaden their knowledge and understanding of current events in the world and make connections to what they already know. Children learn new vocabulary linked to the event/news and often ask questions to find out more. Each</p> |

|                      |  |
|----------------------|--|
|                      | <p>pack includes a vibrant poster with a big, open question based on the news story. The question encourages children to discuss, debate and form opinions. This gives us opportunities to teach children respect, tolerance and to celebrated differences. Also included is a vocabulary list and some activities linked to the news item.</p>  |
| Health for Life      | <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>  |
| Wellcomm             | <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> |
| Attention Birmingham | <p>Attention Autism – Gina Davies Small group intervention for children with communication &amp; social interaction needs. 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. 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.</p>  |

## Safeguarding Through the Curriculum

| Lillian de Lissa Nursery School - Provision Plan Safeguarding in the Curriculum   |   |
|---|---|
| <p><b>Policies and procedures</b> – All policies and procedures are reviewed yearly, and staff sign to say they follow and understand.</p> <p><b>DSL's</b> – pictures and names in reception, on the safeguarding board and parents informed on induction.</p> <p><b>Weekly DSL panel meetings</b> – all concerns are discussed and followed up by DSL.</p> <p>All Health and safety, medical needs and accidents discussed, reviewed and monitored.</p> <p><b>Staff training:</b> A rolling cycle of development is in place so all staff are up to date with relevant safeguarding training.</p> <p><b>Inductions:</b> Rigorous inductions take place to gather child protection, medical, SEND and personal needs</p> <p><b>Contextual safeguarding:</b> 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.</p> <p><b>Role of the key person:</b> 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</p> |   |
| Focus areas   | Focused teaching - (adult led, small group)   |
| Learning the concept of safety  | <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> |
| Online safety   | 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   |

|  |   |
|--|---|
| Safe touch and consent and relationships | 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. |
| Conflict resolution                      | 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<br><br>Children are supported to make choices, given a voice and given safe spaces to reflect and retreat to when needed  |
| Weather and safe clothing                | 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                                  |
| Health and self-care                     | Children are taught about being healthy<br><br>Oral Health activities in group times and advice shared with parents<br><br>Mindfulness and feelings group time activities<br>Healthy eating activities promoted daily – snack time, cooking, Health for life  |
| UNCRC – Children’s Rights                | Children are taught about their Rights and staff role model through correct language and group time discussions.<br><br>The rights we will be focusing on throughout the year are:  |
| Risk taking and managing risks.          | 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.   |

|  |  |
|--|--|
| Emotional literacy – language and understanding of emotions and feelings   | 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....   |
| How to keep ourselves safe and others  | <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 model 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  |  |
| <ul style="list-style-type: none"> <li>• <b>2 year old</b> progress checks</li> <li>• <b>Key Person</b> for all children</li> <li>• <b>Access to healthy snack and Lunch</b> - All children encouraged to access a healthy snack. With access to water throughout the day.</li> <li>• <b>Self-care</b> – supporting children to become independent in their self-care for example toilet training.</li> <li>• <b>Oral Health</b> – Children to learn about oral health and the importance of keeping our teeth healthy.</li> <li>• <b>Risk assessments</b> – Staff complete daily risk assessments and support children involved in identifying risks in their environment. Staff to complete daily in/out risk assessments.</li> <li>• <b>Handwashing</b> – Children supported to and encouraged to wash hands throughout the day.</li> </ul> |  |



Skills and Knowledge Progression for our 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>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>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>Begins to use language to share feelings, experiences and thoughts</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>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>Assessment Opportunities:</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>   |  |   |

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

Names of everyday objects and objects in Nursery

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

Feeling words: sad, happy, angry, hurt, loved

|   |   |
|---|---|
| <p>2 year progress check</p> <p>Look out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</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> <p>Responds to familiar music, songs and rhymes</p> |
| <p>Communication and language goal (end of 2 – 3 year old provision)</p>  | <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>  |

| PHYSICAL DEVELOPMENT  |  |   |
|---|--|---|
| Autumn  | Spring   | Summer  |
| <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>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>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 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>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 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> |
| Assessment Opportunities:   |  |   |

|  |  |
|--|--|
| 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  |  |
| Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of little nursery year:<br><br>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 |  |
| 2 year progress check<br><br>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles.   | <ul style="list-style-type: none"> <li>Climbs over obstacles</li> <li>Uses a spoon or fork to feed themselves</li> <li>Climbs stairs independently</li> <li>Walks independently</li> <li>Can squat and balance to pick up objects.</li> </ul>  |
| <u>Physical development goal</u><br>(end of 2 – 3 year old provision)  | <ul style="list-style-type: none"> <li>Manages a range of equipment purposefully (e.g. uses a spade to fill a bucket)</li> <li>Can run around, change direction and slow down so they do not bump into things</li> <li>Can make lines and marks</li> <li>Can build a tower</li> <li>Can jump with both feet off the ground</li> <li>Can kick a ball</li> <li>Has general control of their whole body</li> <li>Claps and stamps to music</li> </ul> |

| 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 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</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>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>Shows some understanding that other people have perspectives, ideas and needs that are different to 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</p> |

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| <p>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>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> |
| <p>Assessment Opportunities:</p> <p>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</p>       |   |  |
| <p>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of little nursery year:</p> <p>Rights, different, same, rules, community/ ies, feeling words, respect, listen, friend, safe, germs</p>  |   |  |
| <p>2 year progress check</p> <p>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</p>   | <p>Separate from carer with the support of key person approach</p> <p>Makes some decisions for self. For example, decide what to play with, what to eat, what to wear</p> <p>Show an interest in what other children are playing or doing</p> <p>Sometimes joins in with other children's play</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person</p> <p>Seeks physical contact from others</p> <p>Uses pointing to let an adult know what they want</p> |  |

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| <p>parents and other agencies to find out more about these developmental difficulties.</p> | <p>Enjoys simple make believe play e.g. having a cup of tea, making dinner</p> <p>Likes to do things for themselves</p> <p>Displays a range of emotions</p>  |
| <p>PSED goal<br/><br/>(end of 2 – 3 year old provision)</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> |

Skills and knowledge progression for 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>Understands simple sentences e.g. group time now</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>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> |



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| <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>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture</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> |
| <p>Assessment Opportunities:</p> <p>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</p>  |   |   |
| <p>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of big nursery year:</p>   |   |   |

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 3-4 year old provision 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>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.</p> <p>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>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacle</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>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, 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> |

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| <p>Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions.</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> |
| <p>Assessment Opportunities:</p> <p>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</p>  |  |   |
| <p>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of big nursery year:</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>By the end of 3-4 year old provision children will:</p> <ul style="list-style-type: none"> <li>• Can catch a large ball.</li> <li>• Can pedal a tricycle.</li> </ul>  |  |   |

- 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>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>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> |

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| <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>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>Attempts to put on own coat and pulls up zipper once it is fastened at the bottom</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> |
| <p>Assessment Opportunities:</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>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of big nursery year:</p> <p>Rights, different, same, rules, community/ies, feeling words, respect, listen, friend, safe, healthy, clean, danger, germs, privacy, pavement, road, seatbelt</p> |   |  |

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| <p>PSED goal</p> <p>By the end of 3-4 year old provision children will:</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> |
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| LITERACY   |   |   |
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| 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>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 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>  |

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| <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</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>Begins to develop phonological and phonemic awareness</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>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>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>Assessment Opportunities:</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>Key vocabulary to be taught by the end of big nursery year:</p>  |  |  |

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

Literacy goal

Enjoys listening to stories and making up play scenarios

By the end of 3-4 year old provision children will:

Looks at books and has some favourites

Will talk about stories as they are read to them

Can recall what happened in a story

Knows the difference between pictures and words

Begins to recognise familiar letters or words e.g., letters in their names, familiar names and shop signs

Makes many different marks

Makes marks to represent their name

Can form shapes that are starting to look like letters

Uses letters or symbols to convey meaning

Talks about their drawings

Begins to recognise similarities in words e.g., words that rhyme audibly, words that start with the same letter audibly or visually

| MATHEMATICS   |   |  |
|---|---|--|
| Autumn  | Spring  | Summer   |
| <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, 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><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 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><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, 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><u>Comparison</u><br/>Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'</p> <p><u>Counting</u><br/>Begins to say numbers in order, some of which are in the right order (ordinality)</p> <p>Uses some number names and number language within play, and may show fascination with large numbers</p> <p><u>Cardinality</u><br/>Begin to notice numerals</p>  | <p><u>Comparison</u><br/>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><u>Counting</u><br/>Counting verbally as far as they can go</p> <p>Begin to recognise numerals 0 to 10</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2,3,4,5.</p> <p><u>Cardinality</u></p> | <p><u>Comparison</u><br/>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</p> <p>Begins to use number names and symbols when comparing numbers, showing interest in large numbers.</p> <p><u>Counting</u><br/>Enjoys reciting numbers from 0 up to 10 (and beyond) and back again</p> <p>Increasingly confident putting numerals in order 0 – 10 (Ordinality)</p> |

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| <p>Beginning to count on their fingers</p> <p><u>Composition</u><br/>Beginning to use understanding of number to solve practical problems in play and meaningful activities</p> <p><u>Spatial Awareness</u><br/>Begins to remember their way around familiar environments</p> <p>Responds to some spatial and positional language</p> <p><u>Measures</u><br/>Explores differences in size, length, weight and capacity</p> <p><u>Shape</u><br/>Recognises that two objects have the same shape</p> <p>Makes simple constructions</p> <p>Chooses puzzle pieces and tries to fit them in</p> <p>Responds to both informal language and common shape names</p> <p><u>Pattern</u><br/>Is interested in what happens next using the pattern of everyday routines</p> | <p>Explores using a range of their own marks and signs to which they ascribe mathematical meanings</p> <p>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><u>Composition</u><br/>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p><u>Spatial Awareness</u><br/>Responds to and uses language of position and direction</p> <p>Predicts, moves and rotates objects to fit the space or create the shape they would like.</p> <p><u>Measures</u><br/>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</p> <p>Recalls a sequence of events in everyday life and stories</p> | <p><u>Cardinality</u><br/>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>Begins to subitises up to five objects (without counting)</p> <p><u>Composition</u><br/>Beginning to recognise that each counting number is one more than the one before.</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><u>Spatial Awareness</u><br/>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.</p> <p><u>Measures</u><br/>Enjoys tackling problems and making predictions involving length, weight or capacity- paying attention to fairness and accuracy.</p> <p>Becomes familiar with measuring tools in everyday experiences and play.</p> <p><u>Shape</u></p> |
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|   | <p><u>Shape</u><br/>Attempts to create arches and enclosures when building, using trial and improvement to select blocks<br/>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><u>Pattern</u><br/>Explores and adds to simple linear patterns of two repeating items e.g. stick, cone, stick, cone<br/><br/>Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next.</p> | <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</p> <p>Uses a mixture of mathematical language and informal language to describe shapes, e.g. heart shaped</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p><u>Pattern</u><br/>Explores and adds to simple linear patterns of three repeating items e.g. stick, cone, leaf, stick, cone, leaf</p> <p>Spots patterns in the environment and begins to identify the pattern rule</p> |
| <p>Assessment Opportunities:</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>Key vocabulary to be taught by the end of big nursery year:</p> <p>Count, number, numeral, more than, less than, total, altogether, positional language, empty, full, fill, long, short, length, weight, heavy, light, measure, shape, 2D, 3D</p>            |  |  |
| <p><u>Mathematics goal</u> By the end of 3-4 year old provision children will:</p>  | <p>Confident in subitising up to 3 objects.<br/>Knows how to solve everyday problems in their play.<br/>Recognises numerals in the environment, knowing they are numbers.<br/>Recognises and names some numbers and is beginning to put them in order.</p>   |  |

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|  | <p>Shows an interest in counting.</p> <p>Counts objects in their play.</p> <p>Counts, mostly accurately, to find out how many things they have, up to 10.</p> <p>Understands how different shapes fit together. E.g., in artwork or block play.</p> <p>Notices (and may comment on) who has more or less.</p> <p>Knows the names of some shapes.</p> <p>Notices and compares size, weight, and capacity in their play.</p> <p>Experiments with own symbols and marks representing number or quantity.</p> |
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| UNDERSTANDING THE WORLD  |  |  |
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| 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>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>  |



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| <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>Talks about why things happen and how things work</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> |
| <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>Key vocabulary to be taught by the end of big nursery year:</p> <p>Religion, community, family, culture, traditions, celebrations, jobs, differences, similarities (specific cultural celebration names).</p> <p>Old, new, young, past, present, future, Queen, King, Princess.</p> <p>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.</p> <p>Senses.</p> <p>Information, technology, digital.</p> |  |  |

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| UTW goal  | Remembers and talks about significant events in their own experience   |
| By the end of 3-4 year old provision children will: | Shows care and concern for living things and the environment   |
|   | Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets |
|   | Talks about past and present events in their own life and in the lives of family members   |
|   | Looks closely at similarities, differences, patterns and change in nature  |
|   | Knows that information can be retrieved from digital devices and the internet.   |
|   | Developing positive attitudes about the differences between people.  |
|   | Understand the key features of the life cycle of a plant and an animal   |
|   | Can use the internet with adult supervision to find and retrieve information of interest to them   |
|   | Recognise that people have different beliefs and celebrate special times in different ways   |
|   | Understand the effect of changing seasons on the natural world around them   |

| EXPRESSIVE ARTS AND DESIGN   |  |   |
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| 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. They are interested in colour mixing and texture. They explore materials using their senses and begin to ‘make believe’ by pretending.</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 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><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 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>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>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>        |

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| <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>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</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 representations of both imaginary and real-life ideas, events, people and objects</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>Key vocabulary to be taught by the end of big nursery year:</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>EAD goal</p> <p>By the end of 3-4 year old provision children will:</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.




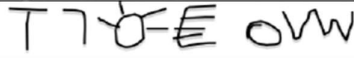

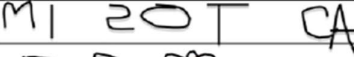
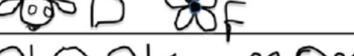

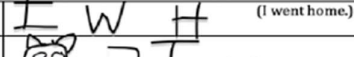
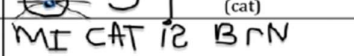
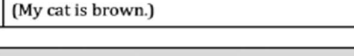
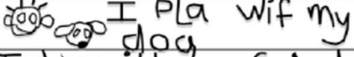
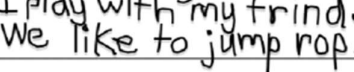
| Role of the adult   |  |  |
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| SUPPORTING EARLY READING  | SUPPORTING EARLY WRITING   | SUPPORTING EARLY MATHEMATICAL CONCEPTS   |
| <ul style="list-style-type: none"> <li>* Be seen as positive reading role models</li> <li>* Read with excitement, 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> </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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| <ul style="list-style-type: none"> <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 activity opportunities (inc. sound exploration) within continuous provision</li> <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> |  |   |
|   | We Provide:  |   |
| READING   | WRITING  | MATHS   |
| * A range of reading resources both inside and outside  | * Free access to quality mark making equipment both inside and outside | * A range of quality mathematical equipment for exploration in independent play, a range of |

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| <ul style="list-style-type: none"> <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> <li>* 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)</li> </ul> | <ul style="list-style-type: none"> <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> | <p>resources that lend themselves to mathematical exploration and embedding mathematical skills</p> <ul style="list-style-type: none"> <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> |
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## Developmental Stages of Writing

| <b>Pre-Literate</b>   |   |
|---|---|
| <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   |    |
| <b>Emergent</b>   |   |
| <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   |    |
| <b>Transitional</b>   |   |
| <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 |  |
| <b>Fluent</b>   |   |
| <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 Lillian de Lissa 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

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| <p><b>Phonemes</b></p> <ul style="list-style-type: none"> <li>• The smallest units of sound <u>heard/said</u> within a language.</li> </ul> <p><b>Grapheme</b></p> <ul style="list-style-type: none"> <li>• A letter or letters that <u>spell</u> a sound in a word.</li> </ul> <p><b>Grapheme-Phoneme Correspondence:</b></p> <ul style="list-style-type: none"> <li>• Being able to hear a phoneme and know the grapheme that represents it. (Spelling)</li> </ul> | <p><b>Syllables</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>For Example</b></p> <ul style="list-style-type: none"> <li>• Dog has 1 syllable</li> <li>• Apple (a-pul) has 2 syllables</li> <li>• Potato (po-tay-to) has 3 syllables</li> </ul> | <p><b>Blending</b></p> <ul style="list-style-type: none"> <li>• This is the process of combining sounds (phonemes) together to create a word. This is necessary to develop reading skills</li> </ul> <p><b>Segmenting</b></p> <ul style="list-style-type: none"> <li>• This is the process of splitting words up into phonemes. This is important for developing spelling skills.</li> </ul> <p><b>Pure Sounds</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> |
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| <ul style="list-style-type: none"> <li>Being able to see a grapheme and know the phoneme that relates to it (Reading)</li> </ul> | <ul style="list-style-type: none"> <li>Activity (ac-tiv-i-tee) has 4 syllables</li> <li>Electricity (e-lec-tri-ci-tee) has 5 syllables</li> </ul> <p>Alliteration:</p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p>For Example</p> <ul style="list-style-type: none"> <li>“Peter Piper Picked a Peck of Pickled Peppers”</li> </ul> | <p>together to build word recognition and spelling as they get older.</p> <p>Phonics: How to pronounce pure sounds   Oxford Owl - YouTube</p> |
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2 year old provision

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 |

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| <p>Show an interest in and begin to identify environmental sounds in both the indoor and outdoor learning environments.</p> <p>Small world play provides opportunities to include, for example, vehicle sounds, animal sounds etc.</p> | <p>Opportunities to listen to and explore creating sounds using different parts of the body through action rhymes and physical, music activities.</p> | <p>Opportunities to listen to and explore creating different sounds using the voice through imaginative play eg. role play and small world play.</p> | <p>Opportunities to listen to and explore creating sounds using traditional musical instruments, other resources through singing and music activities.</p> | <p>Opportunities to listen to and explore words which begin or end with the same phonemes through singing, rhymes and stories.</p> |  |
| 3-4 year old provision   |   |  |  |  |  |
| Continuous Provision and Focused Group Time Sessions   |   |  |  |  |  |
| Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2                               |
| Environmental Sounds: Aspect 1   | <p>Body Percussion: Aspect 3</p> <p>Voice Sounds: Aspect 6</p>  | Instrumental Sounds: Aspect 2  | Rhythm and Rhyme: Aspect 4   | Alliteration: Aspect 5   | Oral Blending and Segmenting: Aspect 7 |
|  |   |  |  |  |  |

| Key Aspects   | Focused teaching<br>(adult led, small group)  | Continuous provision   | A range of stories, rhymes and songs to choose from        |  |
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| Environmental Sounds<br><br>Letters and Sounds Phase 1 - Aspect 1: General sound discrimination – Environmental - YouTube | Listening walks – indoors and outdoors<br><br>Describe it and find it<br><br>Enlivening stories<br>Favourite sounds<br>Old Macdonald had a farm | Opportunities to question and identify environmental sounds in both the indoor and outdoor learning environments.<br><br>Small world play provides opportunities to include, for example, vehicle sounds, animal sounds etc. | Old MacDonald Had a Farm                                   | The Ding Dong Bag<br><br>We're Going on a Bear Hunt (Core Text)<br><br>Animal Fun                        |
| Instrumental Sounds<br><br>Letters and Sounds Phase 1 - Aspect 2: General sound discrimination – Instrumental - YouTube   | Animal sounds game<br><br>Getting to know the instruments<br><br>New words to old songs<br>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<br><br>I am the Music Man | Down by the Cool of the Pool<br><br>Flo the Flamingo<br><br>And the Train Goes....<br><br>Bear Snores On |
| Body Percussion   | Action songs  |  | If You're Happy and you Know it.                           |  |

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| <p>Letters and Sounds<br/>Phase 1 - Aspect 3:<br/>General sound<br/>discrimination –<br/>Body percussion -<br/>YouTube</p> | <p>Follow the sound<br/><br/>Noisy neighbour<br/><br/>Sound songs</p>  |   | <p>Here we go Round the Mulberry Bush<br/><br/>Hickety Pickety Bumble Bee</p>  |  |
| <p>Rhythm and Rhyme<br/><br/>Letters and Sounds<br/>Phase 1 - Aspect 4:<br/>Rhythm and rhyme<br/>- YouTube</p>             | <p>Rhyming soup<br/><br/>Odd one out<br/><br/>Our favourite nursery rhymes<br/><br/>Playing with words<br/><br/>Rhyming bingo<br/><br/>Rhyming pairs</p> | <p>Opportunities to explore creating<br/>and distinguishing words which<br/>begin or end with the same<br/>phonemes through word play,<br/>singing, rhymes and stories.</p> | <p>Hickory Dickory Dock<br/><br/>1,2,3,4,5...<br/><br/>Jack and Jill<br/><br/>The Grand Old Duke<br/>of York<br/><br/>Mary Mary Quite<br/>Contrary<br/><br/>Little Bo Peep<br/><br/>5 Currant Buns<br/><br/>Miss Polly had a Dolly</p> | <p>Fox's Socks (core text)<br/><br/>Rhyming Rabbit<br/><br/>Jake's Cakes<br/><br/>Clarabelle's Scarf<br/><br/>Trish the fish<br/><br/>This is the Bear</p> |
| <p>Alliteration<br/><br/><br/><br/>Letters and Sounds<br/>Phase 1 - Aspect 5:<br/>Alliteration -<br/>YouTube</p>           | <p>Silly soup<br/><br/>Bertha goes to the zoo<br/><br/>Digging for treasure<br/><br/>Making aliens</p>   |   | <p>There's a Worm at the<br/>Bottom of the Garden</p>  | <p>Digby the Diggedy Dog<br/><br/>ClipClop's Picnic<br/><br/>Sir Charlies Sticky Socks<br/><br/>Millie Makes a Mess</p>                                    |

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|  | <p>Musical corners</p> <p>Our sound box</p>   |   | <p>Keelo's Cookies</p> <p>Chatty Bat</p> <p>Sally the Sea Lion</p>                    |
| <p>Voice Sounds</p> <p>Letters and Sounds Phase 1 - Aspect 6: Voice sounds - YouTube</p>                                 | <p>Mirror play – model voice sounds.</p> <p>Animal face masks</p> <p>Making trumpets</p> <p>Metal mike</p> <p>Voice sounds game</p> | <p>Opportunities to explore creating and distinguishing different sounds using the voice through imaginative play eg. role play and small world play.</p> | <p>Five Little Ducks</p> <p>Five Speckled Frogs</p> <p>Hickety Pickety Bumble Bee</p> |
| <p>Oral Blending and Segmenting</p> <p>Letters and Sounds Phase 1 - Aspect 7: Oral blending and segmenting - YouTube</p> | <p>I spy</p> <p>Say the sounds</p> <p>Toy talk</p> <p>Which one?</p>  | <p>Opportunities for adults to model and children to experiment with blending and segmenting phonemes in key vocabulary.</p>                              | <p>Click, Clack, Moo Cows that Type</p> <p>Jin's First Day</p>                        |
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| Planning for Mathematics  |  |
| <p>“Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.” (EYFS 2021)</p> <p>“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)</p> |  |
| Relevant Terminology  |  |
| <p>Number and Numerical Pattern</p> <p><u>Verbal Counting</u><br/>Verbal counting means that a child can say number words, “one”, “two”, “three” etc, in a correct sequence both forwards and backwards.</p> <p><u>Object Counting (1:1 Correspondence)</u><br/>In early counting development, this refers to the matching of one object or number word to another (corresponding) object or number word.</p> <p><u>Cardinality</u><br/>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.</p>  | <p>Spatial Reasoning, Shape and Measure</p> <p><u>Spatial Awareness</u><br/>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.</p> <p><u>Positional Language</u><br/>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.</p> <p><u>2D Shapes</u></p> |



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| <p><u>Ordinality</u><br/>Ordinality refers to the capacity to place numbers in sequence</p> <p>An ordinal number describes the numerical position of an object, e.g., first, second, third, etc.</p> <p><u>Comparison</u><br/>Comparison of quantity refers to identifying which groups of objects, which have more or less items in them.</p> <p><u>Composition</u><br/>Composition is the understanding that one number can be made up from (composed from) two or more smaller numbers.</p> <p><u>Conservation</u><br/>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.</p> <p><u>Subitising</u><br/>Subitising is the ability to instantly recall the number of objects or images without needing to count them individually</p> | <p>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.</p> <p><u>3D Shapes</u><br/>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.</p> <p><u>Pattern</u><br/>A pattern in mathematics consists of an arrangement of numbers, shapes, colours, pictures or objects that are repeated in a certain order.</p> <p><u>Measurement</u><br/>Measurement relates to the ability to recognise and define the size or amount of something using standard and non-standard units of measurement.</p> |
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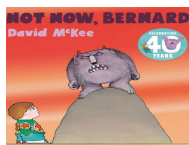
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| 2 year olds             |   |   |  |
| Mathematical Categories | Continuous provision (Examples of)  | A range of stories, rhymes and songs to choose from |  |
| Spatial Awareness       | Explore the outdoor environment, moving in and around different spaces, using spatial and positional language in context. Create tunnels and bridges to | Head shoulders knees and toes Incy Wincy            |  |

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| Shape                       | 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.  | Spider Round and Round the Garden  |   |
| Pattern                     | Explore transient art opportunities in forest school and mud kitchen, arranging natural resources. Explore patterns and sequences through mark making and creative activities using different colours, shapes and resources. Use songs and musical instruments to make repetitive sounds and actions, | Two Little Dicky Birds<br>One Little Finger 5 Fat Sausages   | The Very Hungry Caterpillar<br>Fish Eyes  |
| Measures                    | 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.   |  | 1,2,3 To the Zoo<br>Handa's Hen<br>Ten Little Ladybugs We're Going on a Bear Hunt |
| Number & Numerical Patterns | Comparison<br>Cardinality<br>Counting   | Children can use bucket, 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.<br><br>Sing number rhymes and songs, and beginning to use fingers to represent quantity | Monkey Do<br>Where's Spot<br>Elmer<br><br>One Mole Digging a Hole                 |

| 3-4 year olds           |  |  |   |   |
|-------------------------|--|--|---|---|
| Mathematical Categories | Focused teaching<br>(adult led, small group)   | Continuous Provision (Examples of)   | A range of stories, rhymes and songs to choose from   |   |
| Spatial Awareness Shape | Wellcomm activities to introduce and embed positional language.<br><br>Introduce and create maps Shape Lotto<br><br>Jigsaws  | 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.<br><br>During play, children identify and can talk about the properties of 2D and 3D shapes.<br><br>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<br><br>One Finger One Thumb Keep Moving Ten Green Bottles<br><br>5 Fat Sausages 5 Little Men in a Flying Saucer | 10 Black Dots<br>Mouse Count<br><br>The Shape of Things Absolutely One Thing<br><br>How Big is a Million Henry the Fourth Hide and Seek |
| Pattern                 | Threading and loose parts play to explore repetitive sequencing<br><br>Turn taking games (emphasising the repeating pattern. For example your turn, my turn, your turn)<br><br>Visual timetables | During transient art sessions in the outdoor studio, children will have opportunities to gather natural resources and arrange them into patterns. For example, pine cone, stone, pine cone, stone.<br><br>Providing patterned resources in the studio. For   | 5 Little Monkeys Jumping on the Bed 10 in the Bed   | The Great Pet Sale Elmer  |

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|                             |  |  | example different cultures, nature.   |  |  |
| Measures                    |  | Caterpillar life cycle focus to include the growth of the caterpillars using mathematical language<br><br>Visual timetables Growing sunflowers   | Providing jugs and funnels of varying sizes in water play.<br><br>Spoons of differing sizes used in cooking, on the mixing table and in the mud kitchen.<br><br>Adults to model the use of rulers, height charts,<br><br>timers, scales and tape measures.  |  |  |
| Number & Numerical Patterns | Comparison<br>Cardinality<br>Counting<br>Composition | Counting the number of children in the group<br><br>Estimating and checking the number of cups for group time.<br><br>Number song bags Large dice games<br><br>Turn taking games (ordinal numbers) | 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<br><br>blocks they will need to build their structures. |  |  |

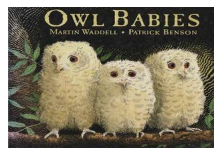
CORE BOOKS for our 3-4 year olds, the blurbs and key vocabulary: Promoting a love of books and early reading



**Not Now Bernard by David McKee**

Bernard's got a problem. He's found a monster in the back garden but his mum and dad are just too busy to notice. So Bernard tries to befriend the monster... and that doesn't go quite to plan

**Key Vocabulary:** mother, father, garden, monster, dinner, television., indoors



**Owl Babies by Martin Waddell**

Three baby owls, Sarah, Percy and Bill, wake up one night in their hole in a tree to find that their mother has gone. So they sit on a branch and wait. Darkness gathers and the owls grow anxious, wondering when their mother will return. But, at last, she does, and they bounce up and down with joy, welcoming her home.

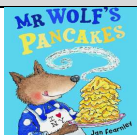
**Key Vocabulary:** Owl babies, Sarah, Lucy, Bill Mummy, flapped, danced, swooped, love



**Oi frog1 By Kes Gray and Jim Field**

The laughter never ends with Oi Frog and Friends! Jam-packed with the silliest of animals, this is a bestselling rhyming story. Cats sit on mats, hares sit on chairs, mules sit on stools and gophers sit on sofas. But Frog does NOT want to sit on a log.

**Key Vocabulary:** frog, cat, hare, log, chair mule, stool, gopher, sofa, lion, iron, parrot, carrot, foxes, boxes, cows, ploughs, storks, forks, gorillas, pillars weasels, easels, moles, poles, seals, wheels.



**Mr Wolf's Pancakes by Jan Fearnley**

Mr Wolf fancies some tasty pancakes but he doesn't know how to make them! Asking his neighbours is of no use they're a mean and horrible lot who refuse to help. Poor Mr Wolf! He has to work it out all by himself. But what happens when those nasty neighbours want to help Mr Wolf eat his delicious pancakes?

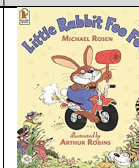
**Key Vocabulary:** Mr Wolf, pancakes, hungry, delicious, help, neighbours, BANG, shop, chicken licken., wee willy winkey, three little pigs, the gingerbread man



**Shark in the Park By Nick Sharratt**

Timothy Pope, Timothy Pope, what can you see through your telescope? Is there really a shark in the park? Go on, be brave, open the book and see! A delightful, entertaining story.

**Key vocabulary:** Shark, park, boy, toy, Timothy Pope, telescope, left, right, loudest, cat, crow, dad, Timothy's dad

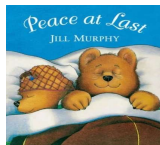


**Little Rabbit Foo Foo by Michael Rosen**

The subject of bullying is tackled with humour and the bully is given the stark choice of either changing his behaviour or facing the negative consequences.

**Key Vocabulary:** Little rabbit foo foo, forest, riding, scooping, field mice, bopping, good fairy, wriggly worms, goonie, tigers, goblins, Pow, head

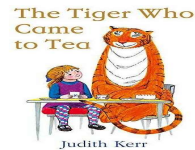
CORE BOOKS for our 3-4 year olds, the blurbs and key vocabulary: Promoting a love of books and early reading



**Peace at Last by Jill Murphy**

With a snoring Mrs Bear, an excitable Baby Bear and a house full of tapping and dripping and ticking, peace is hard to come by – will Mr Bear ever get a decent night's sleep? Explores feelings and what happens at night time.

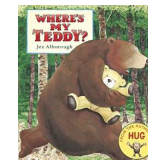
**Key Vocabulary:** Mr Bear, Mrs Bear, Baby Bear, tired, snoring, bed, asleep, aeroplane, clock, kitchen, refrigerator, garden, owl, hedgehog, uncomfortable



**The Tiger Who Came to Tea by Judith Kerr**

The doorbell rings just as Sophie and her mummy are sitting down to tea. Who could it possibly be? What they certainly don't expect to see at the door is a big furry, stripy tiger! Explores the theme of kindness

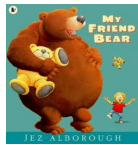
**Key Vocabulary:** Tiger, tea, Sophie, mummy, kitchen, milkman, daddy, sandwich, hungry, biscuits, cupboards, bath, orange juice



**Where's My Teddy? By Jez Alborough**

Little Eddy loses his toy bear and has to go looking for him in the dark, horrible woods – where he's in for a gigantic surprise. Explores the feeling of losing something special and feeling scared. Useful for teaching language relating to size

**Key Vocabulary:** Eddy, teddy, Freddy, wood, dark, horrible, scared, help, look out. What's that? Huddle and cuddle, gigantic, tiddly, stomping



**My Friend Bear by Jez Alborough**

Eddy is feeling sad and so is his bear. Eddy wishes his bear could talk and is feeling lonely. Can bears really talk? Explores different feelings and themes of friendship. Also uses language related to size

**Key Vocabulary:** Eddy, Freddy, bear, giant, woods, lonely, shuffling, whimpered, whispered,, gulped, scratched, scared, muddle, cuddle, shrieked,



**It's the Bear by Jez Alborough**

Eddy doesn't want to go into the woods with his mum as he is scared of the bear! What will happen when they go for a picnic in the woods? Also uses language related to size.

**Key Vocabulary:** Eddy, mum, Freddy, picnic, tomatoes, creamy cheese spread, eggs, crusty brown bread, orange juice, biscuits, blueberry pie, hamper, hungry, sniffing

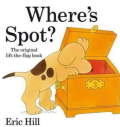

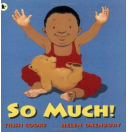

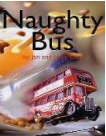



**I will NOT ever NEVER eat a tomato by Lauren Childs**

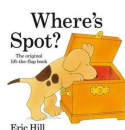
Lola doesn't like tomatoes. Charlie tries to persuade her try them. Explores trying new food and new things.

**Key Vocabulary:** Charlie, Lola, little sister, carrots peas, tomatoes, incredibly, tasty, language related to countries and space

CORE BOOKS for our 3-4 year olds, the blurbs and key vocabulary: Promoting a love of books and early reading

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|  <p><b>Where's Spot? By Eric Hill</b><br/>Lift the flaps and follow the search for Spot on his first and most famous adventure. Language related to prepositions</p> <p><b>Key Vocabulary:</b> Spot, Sally, naughty, dinner time, Where can he be? Behind, inside, in the, under,</p>  |  <p><b>A Squash and a Squeeze by Julia Donaldson</b><br/>A little old lad is not happy as her house is too small. How will the wise old man be able to help? Explores feeling worried but then appreciating what you have got.</p> <p><b>Key Vocabulary:</b> The little old lady, wise old man, goat, pig, hen, cow, larder, house, squash and a squeeze. Won't you help me please? Enormous</p>            |  <p><b>So Much by Trish Cooke</b><br/>Everybody wants to squeeze the baby, everybody wants to kiss the baby, everybody loves the baby...so much! Explores love and a sense of family. A birthday gathering for dad at the end.</p> <p><b>Key Vocabulary:</b> Mum, baby, door, Aunte Bibba, squeeze, Uncle Didi, eyebrows, kiss, Nannie, Gran Gran, Cousin Kay Kay</p>   |
|   |   |  |
|  <p><b>Handa's Surprise by Eileen Browne</b><br/>E Handa puts seven different fruits in a basket to take to Akeyo as a surprise. What will happen as she walks past different animals on her way to Akeyo's house.</p> <p><b>Key Vocabulary:</b> Handa, Akeyo, banana, guava, orange, mango, pineapple, avocado, passion fruit, tangerines, monkey, ostrich, zebra, elephant, giraffe, antelope, parrot, goat</p> |  <p><b>Naughty Bus by Janet Oke</b><br/>This is a mentally stimulating and in which children could recognise themselves and the ways in which they like to play. Floor play is where children learn to exercise their imagination, where they create their own characters and stories.</p> <p><b>Key Vocabulary:</b> Naughty bus, passengers, garden, pond, handsome, rescue truck, powerful, night bus</p> |  <p><b>The Very Hungry Caterpillar by Eric Carle</b><br/>This story introduces life cycles and supports an emerging understanding of days of the week and time. It encourages early maths skills through counting. The text links to our commitment to Startwell and encouraging healthy eating and lifestyles.</p> <p><b>Key Vocabulary:</b> hungry, caterpillar, moon, egg, warm, food, days of the week, number names, big, fat, cocoon, beautiful, butterfly</p> |

CORE BOOKS for our 3-4 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading



**Mr Magnolia By Quentin Blake**

Mister Magnolia has old trumpet, lots of friends and only one boot. Will he find another one? This is an amusing rhyming story.

**Key Vocabulary:** Mr Magnolia, one boot, two lovely sisters, frog newt, parakeets fat owls, mice, dinosaur magnificent



**Stick Man by Julia Donaldson**

Stick man gets lost from his family and has an adventure to be back reunited with them. Themes of Christmas

**Key Vocabulary:** Stick man, stick lady love, family tree, pooh stick, swan, floating, nest, sea, beach, castle mast, snow, snowman, choir, fire, Santa Christmas



**Mr Gumpy's Outing by John Burningham**

Mr Gumpy decides to go out one day in his boat. All his friends want to come. What will happen next? Explores themes of friendship and negotiation. Links to capacity in maths.

**Key Vocabulary:** Mr Gumpy, river boat, children, squabble, rabbit, hop, cat, chase rabbit, chickens, flap, sheep bleating, calf trample, goat kick, pig, mucked about



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

E A family go on a dramatic and exciting adventure and meet an unexpected friend in the form of a Bear!

**Key Vocabulary:** Bear, bear hunt, long wavy grass, thick oozy mud, deep cold river, big dark forest, swirling whirling snowstorm, narrow gloomy cave



**The Gruffalo by Julia Donaldson**

A mouse took a stroll through the deep dark wood. A fox saw the mouse and the mouse looked good. The rhyming story of a mouse and a monster that is always popular with children.

**Key Vocabulary:** stroll, deep, dark, wood, underground, kind, roasted, feast, wonderfully, prickles, knobbly, poisonous, terrible, scariest, afraid, astounding




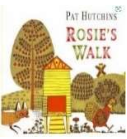
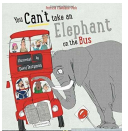


**Dear Zoo by Rod Campbell**

Lift the flaps and see what the zoo has sent. Will there be the perfect pet in the end?


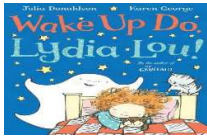
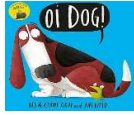


**Key Vocabulary:** Elephant, too big, giraffe, too tall, lion too fierce, camel, too grumpy, snake, too scary, monkey, too naughty, frog, too jumpy, puppy, perfect



CORE BOOKS for our 3-4 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading

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|  |   |   |
|  <p><b>Where the Wild things are by Maurice Sendak</b><br/>         One night Max puts on his wolf suit and makes mischief - so his mother calls him 'Wild Thing' and sends him to bed without his supper. That night a forest begins to grow in Max's room, an ocean rushes by with a boat to take Max to the place where the wild things are... Max tames the wild things and crowns himself as their king, and then the wild rumpus begins!</p> <p><b>Key Vocabulary:</b> max, wolf suit, mischief, wild thing, forest vines, world boat, ocean, wild things, terrible roars, eyes, claws, wild rumpus, lonely supper.</p> |   | <p><b>Rosie's Walk by Pat Hutchins</b></p>  <p>Rosie the hen is going for a walk. But she'd better watch out-there's a very sneaky fox, hot on her tail feathers. Links with positional language in maths</p> <p><b>Key Vocabulary:</b> Rosie, hen, walk, yard, pond, haycock mill, fence, beehives, dinner.</p> |
|  <p><b>You can't take an elephant on a bus by Patricia Cleveland</b><br/>         This is delightfully brought to life with David Tazzyman's quirky illustrations and a rhyming text. You will laugh out loud as tigers ride on trains, whales ride on bikes and giraffes go on aeroplane</p> <p><b>Key Vocabulary:</b> elephants, monkeys, tigers, seal, centipede, camel, giraffe, whale, pig, hippo, bear, bus, shopping trolley, train, taxi, roller skates, sailing boat, aeroplane, bike, skateboard, hot air balloon, ice cream van</p>  |  <p><b>Marmalade by David Walliams</b><br/>         Cuddle up and laugh with this heart-warming and funny children's picture book from number-one bestselling author David Walliams, gloriously illustrated by the awesome Adam Stower! One morning, deep in the forest, a beautiful baby panda was born. His panda was different to all the others, as he had dazzling orange fur.</p> <p><b>Key Vocabulary:</b> forest, beautiful, dazzling orange fur, surprised, embarrassment, perfect, waterfall</p> |  <p><b>Martha Maps it Out by L. Hodgkinson</b><br/>         Martha draws maps of everything, even her hopes and dreams. She starts in outer space and then focuses on her local community. Accompanied by facts, non-fiction labels and unusual details.</p> <p><b>Key Vocabulary:</b> space, Martha, maps,</p>  |

CORE BOOKS for our 3-4 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading- 2 more to order

|  |  |  |
|--|--|--|
|  <p><b>Its Ok to be different by Sharon Portill</b><br/>It's okay to need some help. It's okay to be a different color. It's okay to talk about your feelings.</p> <p>From the bestselling author Todd Parr comes a reassuring book about being who you are.</p> <p><b>Key Vocabulary:</b> different, colour, hair, wheels, small, medium, large, extra large, glasses, feelings, bath tub, embarrassed, proud, adopted</p> |  <p><b>Lydia Lou. Where are you?</b><br/>Mew! Moo! Too-whit too-whooh!<br/>Wake up do, Lydia Lou!<br/>Will anything ever wake her?</p> <p>A gentle and playful bedtime read from Julia Donaldson, the author of The Gruffalo, and prize-winning illustrator Karen George. Wake Up Do, Lydia Lou! is full of fun sounds which children will love to join in with time and time again</p> <p><b>Key Vocabulary:</b> ghost, Lydia Lou, wake up, asleep, dream, scream snore, floated, pillow, enormous</p> |  <p><b>Oi Dog! By Kes Gray</b><br/>The laughter never ends with Oi Frog and Friends!<br/>The absurdly funny sequel to the bestselling Oi Frog, this hilarious rhyming story will have children rolling around with laughter!</p> <p><b>Key Vocabulary:</b> dogs, frogs, squishy, squashy, cats, masts, frogs, logs, bears, stairs, slugs, plugs, crickets, tickets, moths, cloths etc</p> |
|  <p><b>Welcome to Our World by Moira Butterfill</b><br/>Children all over the world are very different, but they also have much in common.</p> <p><b>Key Vocabulary:</b> world, hello, animals, family, school, different countries, different languages</p>  |  <p><b>The Colour Monster Goes to School by . Llenas</b><br/>Preparation for the transition to school is a focus this half term but what are children's expectations and what do they know. This book tackles fears and misconceptions.</p> <p><b>Key Vocabulary:</b> school, colour, first, up, in, scary, jungle, guarded, classroom, scared, lesson, favourite, read, playground, hungry, afternoon, exhausted</p>  |  |

CORE BOOKS for our 2-3 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading

|   |   |   |
|---|---|---|
|  <p><b>Fox's Socks by Julia Donaldson</b><br/>This story has a simple rhyming storyline. It supports children's developing self-help skills by demonstrating getting dressed. Opportunities to develop matching skills. Interactive as children have to lift the flaps to find the missing sock.</p> <p><b>Key Vocabulary:</b> fox, socks, chest, vest, cold, toes, shirt, tie, mat, hat, under, clock</p> |  <p><b>Postman Bear by Julia Donaldson</b><br/>Bear is writing letters to his friends. But what could his letters be about? Lift the flaps and join Frog, Squirrel and Mole for Bear's special surprise!</p> <p><b>Key Vocabulary:</b> bear, letters, door, one, two, three. Have a look and see</p>   |  <p><b>Hide and Seek Pig by Julia Donaldson</b><br/>Pig and Hen are playing hide-and-seeK. But where on earth could Hen be? Can you lift the flaps and help Pig find out where Hen is hiding?</p> <p><b>Key Vocabulary:</b> hide and seek, pig, follow me. Where can she be?</p> |
|  <p><b>Rabbit's Nap by Julia Donaldson</b><br/>Rabbit is trying to get to sleep, but everyone is being so noisy. Lift the flaps and find out who is keeping Rabbit awake! Will she ever have her nap?</p> <p><b>Key Vocabulary:</b> rabbit, sleepy, builder bear, nap, a band of mice, deckchair tortoise, surprise</p>  |  <p><b>Opposites by Julia Donaldson</b><br/>Opposites is an early learning book featuring the animals from Acorn Wood. Who is big and who is small? Who is feeling sad and who is feeling happy? Who is awake and who is asleep? Who is being loud and who is being quiet</p> <p><b>Key Vocabulary:</b> rabbit's door, closed, open, surprise, friends, big, small, sad, happy, up down, on, off, awake, asleep, far, near, quiet, loud, empty, full</p> |  <p><b>Counting by Julia Donaldson</b><br/>In the story counting, count from one Pig playing hide-and-seeK to ten friends enjoying a sunny picnic in Acorn Wood!</p> <p><b>Key Vocabulary:</b></p>   |
|  <p><b>Friends by Julia Donaldson</b><br/>In Friends, spot Bear's red waistcoat, Fox's blue socks and the yellow flowers in Rabbit's garden</p> <p><b>Key Vocabulary:</b> fox, mouse, frog, hen, rabbit, squirrel, pig, mole, bear, blackbird, bear, badger, dormouse, tortoise</p>  |   |   |

| Books to Further Enhance our Curriculum  |  |
|--|--|
| Celebration Books  |  |
| Halloween:   |  |
| <b>Key Vocabulary:</b> pumpkin, hunt, scared, watchful, cobweb, bats, flapping, spooky, trick or treat   |  |
| We're Going on a Pumpkin Hunt  | A Halloween based version of We're Going on a Bear Hunt. Lots of repetition which will enable children to join in a non scary story for Halloween.   |
| Diwali:  |  |
| <b>Key Vocabulary:</b> Diwali, festival, Indian, sari, jalebis, Hindu, celebration, divas, rangoli pattern, temple   |  |
| The Best Diwali Ever   | The story of a family excited by celebrating Diwali, the festival of lights. Ariana, the main character is excited about having sweets, pretty clothes, divas, having presents, rangoli patterns, fireworks and seeing her family. The story follows the family as they<br><br>prepare for and celebrate Diwali.   |
| Binny's Diwali   | This book celebrates the joy of Diwali. Binny has a lovely new outfit to wear. She describes the Hindu Festival of Lights, celebrating victory and hope to her friends. She has sweet jalebis and pedas to share with everyone and shows them how to make pictures with coloured chalk powder. Binny reminds her class that Diwali is just one of thousands of religious festivals that exist in the world, and that they are all special and wonderful. |
| Christmas:   |  |
| <b>Key Vocabulary:</b> Christmas, Christmas Eve, postman, letter, Santa, Jesus, innkeeper, stable, shepherds, kings, angels, stockings, chimney, St Nicholas, clatter, sleigh, reindeer, presents, Christmas tree, decorations |  |
| The Night Before Christmas   | Every Christmas Eve brings with it hushed anticipation and wonder. Here is the story of this magical night, when children<br>around  |

|  |   |
|--|---|
|  | the world await the arrival of the gifts that symbolise all the warmth and love of Christmas.   |
| Jesus' Christmas Party   | A story about the true meaning of Christmas from the perspective of the innkeeper. It includes Mary and Joseph, the stable, the bright star, the shepherds, kings, angels and baby Jesus  |
| Kippers Christmas Eve  | Kipper and his friends are preparing for Christmas and trying to decide which is better, Christmas Eve or Christmas Day.  |
| The Jolly Christmas Postman  | A seasonal rhyming story about a postman delivering letters to lots of familiar characters. Early reading opportunities as children open the letters in the book.   |
| Chinese New Year:  |   |
| <b>Key Vocabulary:</b> Chinese, new year, lunar, celebration, tradition, decorate, lanterns, family, noodles, dumplings, China, twelve, animal names, powers, race, ordinal numbers, dragon, lucky, delicious, fireworks, parade |   |
| I Love Chinese New Year  | The story of a family preparing for Chinese New Year. Mai-Anne, the main character thinks about the twelve animals, each with special powers, a race to cross the river, decorating their home and enjoying traditional foods such as fish, noodles, dumplings and<br><br>chicken. But most of all she loves listening to her Grandma telling the story of how the Lunar New Year began |
| Maisy's Chinese New Year   | Maisy and her friends are celebrating Chinese New Year. It features all of the preparations and the telling of the story of Chinese New Year  |
| Shrove Tuesday:  |   |
| <b>Key Vocabulary:</b> pancake, delicious, hungry, recipe, ingredients, reading, writing, shopping list, count, cook, share, unhelpful   |   |
| Mr Wolves Pancakes   |   |

| Rhymes and Songs  |   |   |  |  |
|---|---|---|--|--|
| Supporting children's language and communication, literacy and mathematical skills and knowledge through daily singing opportunities in nursery and at home |   |   |  |  |
| Provision   | Autumn  | Spring  | Summer   | Enhancements   |
| 3-4 year olds   | <p>Twinkle Twinkle</p> <p>Baa Baa Woolly Sheep</p> <p>Jack and Jill Went up the Hill<br/>Head, Shoulders, Knees and Toes</p> <p>Hickory Dickory Dock</p>  | <p>Row Row Row Your Boat Two<br/>Little Dickie Birds Wind the<br/>Bobbin Up Incy Wincy Spider<br/>Sleeping Bunnies</p>  | <p>Who's Under the Blanket?<br/>Miss Polly had a Dolly</p> <p>Up and Down (parachute) The<br/>Wheels on the Bus Five<br/>Cheeky Monkeys</p>  | <p>Create song/rhyme bags with<br/>props, puppets and visual<br/>images.</p> <p>All songs and rhymes to be<br/>added to each child's Tapestry<br/>as we learn them.</p> <p>Additional songs and rhymes<br/>will be learned throughout the<br/>year linked to interests,<br/>celebrations and events.</p> |
| 2 3-year olds   | <p>Old MacDonald Had a Farm<br/>(environmental sounds)</p> <p>I If You're Happy and you Know it<br/>(body percussion)</p> <p>Here we go Round the Mulberry<br/>Bush (body percussion)</p> <p>Hickety Pickety Bumble Bee x2<br/>(body percussion and voice<br/>sounds)</p> <p>Five Little Ducks (voice sounds,<br/>counting and spatial awareness)</p> | <p>We Can Play on the Big Base<br/>Drum (instrumental sounds)<br/>The Grand Old Duke of York<br/>(rhythm and rhyme, spacial<br/>awareness, counting)</p> <p>1,2,3,4,5 Once I Caught a Fish<br/>Alive (rhythm and rhyme,<br/>counting and cardinality)</p> <p>Mary Mary Quite Contrary<br/>(rhythm and rhyme)</p> <p>Five Currant Buns in a Bakers<br/>Shop (rhythm and rhyme,<br/>counting)</p> | <p>There's a Worm at the<br/>Bottom of the Garden (rhythm<br/>and rhyme and alliteration)</p> <p>Ten Green Bottles (counting)<br/>Ten in the Bed (counting)<br/>Diddle Diddle Dumpling my<br/>Son John (rhythm and rhyme<br/>and alliteration)</p> <p>One Finger One Thumb</p> |  |

## 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  |

## Leuven scales of involvement and well being

Interactions are key

The adult's role in continuous provision is key. Knowing when to interact and how is vital in moving the children's knowledge on. At Lillian de Lissa Nursery School, we use the Leuven Scales of involvement and wellbeing. A simple five scale assessment of the engagement pupils are showing. These can be seen below:

### The Leuven Scale for Well-being

| Level | Well-being     | Signals  |
|-------|----------------|--|
| 1     | Extremely low  | The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.  |
| 2     | Low            | The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.  |
| 3     | Moderate       | The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.  |
| 4     | High           | The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.  |
| 5     | Extremely high | The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance. |



### The Leuven Scale for Involvement

| Level | Well-being     | Signals  |
|-------|----------------|--|
| 1     | Extremely low  | Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.  |
| 2     | Low            | Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.                             |
| 3     | Moderate       | Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted. |
| 4     | High           | Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.  |
| 5     | Extremely high | The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.   |

This simple scale can be used to monitor the activity of children as they move around the environment or it can be a useful tool to identify which areas of the provision are most and least engaging. In cases when high levels of engagement are high, an adult's interaction may not be necessary as the play is developing well and by interacting at this point may interrupt deeper thinking or play development.

## Use of stories and play based practice

We use our core books 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  |
| Direct instruction/teaching   | Adult-led teaching that is focused on the child achieving a specific learning outcome.<br><br>Children are provided with all the information and modelling they need to complete a task or skill independently. | Today, we are learning about winter.<br><br>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. |

|   |  |  |
|---|--|--|
| <p>Commenting own actions / commenting children's actions / thinking out loud</p> | <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'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</p> <p>I wonder if...</p> <p>I wonder why...</p> |
| <p>Explicit teaching of vocabulary</p>  | <p>Explicitly teaching new vocabulary and its meaning</p> <p>Key vocabulary is displayed in each area of continuous provision, supported by symbols.</p> <p>Key vocabulary for each core book has been identified.</p>                                 | <p>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.</p> <p>Nocturnal. Can you say that? Noc-tur-nal.</p> <p>Hedgehogs are nocturnal because it is safer for them to come out at night.</p>  |
| <p>Modelling language and use of vocabulary</p>                                   | <p>Using appropriate language, vocabulary, terminology and grammatical structures purposefully to children</p> <p>Adults continue to model vocabulary previously taught to children in order to consolidate and embed.</p>                             | <p>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?</p> <p>While we are here at nursery today, I wonder how many nocturnal animals like hedgehogs there are sleeping somewhere safe nearby.</p>   |

|  |   |   |
|--|---|---|
| <p>Modelling<br/>(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 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. .</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>Practitioners must consider thinking time after asking a question.</p> <p>Practitioners should interweave questions with comments<br/>Practitioners should ponder with children rather than always questions.</p> | <p>It doesn't quite fit, does it? What tool could you use to make a bigger hole?</p> <p>Why? How could you make it better? Can you tell me how you made that? What might happen if...? Why do you think...?</p> <p>How did you do that? How could we find out...?</p> <p>What else could you use? What do you know about...?</p> <p>I wonder what would happen if... Do you know?</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>What about having another look on the shelf to see if there is anything else there that might help?</p> <p>That was a great idea. What else could you try? How could you make it stand up by itself?</p> <p>Oh no, I've run out of space. I can't think what else I could use...</p> <p>I wonder how / why...</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       | You could try...It might be a good idea to...Good try. I think it could stand by itself if you tried... I think... because...  |
| 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 in order to encourage deeper thinking   |   |
| Facilitating children working together/ encouraging collaboration | Practitioners encourage children to join others' play, encourage them to allow another child to join their play, make suggestions   | Imaan is building too. Why don't you build together and then you could make your structure even better?   |
|   | for working together (often with a great reason why or how they could help each other)<br><br>Collaborative learning actively encourages learning and focusing together, coming up with solutions/ideas/processes together, sharing roles, negotiating and sharing ownership.   | Jannat wants to visit the shop but there is no shopkeeper. Would you like to join?<br><br>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?    |
| 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. | Please remember to use kind hands. We all have a right to be safe.<br><br>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? |
| 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**

Research shows that involving parents and carers in their children's learning is the most important factor in enabling some children to do well regardless of background. Working in partnership with parents and carers is central to the early year's foundation stage (EYFS). **(GOV.UK)**

At Lillian de Lissa, we value families as children's first educators. The information that they share with us is vital as we develop our relationships with their children. We promote an open-door policy for parents to engage in dialogue with us about their child and their lived experiences. We provide a range of opportunities for parents to take an active part in their child's time at nursery. These include:

- Induction meetings
- Settling in sessions
- Workshops
- Target tracker
- Parent consultations
- Stay and Play sessions linked to special events or celebrations e.g. Kings Coronation
- SEN meetings/TACs
- Trips and visits

## **Children with Special Educational Needs**

All children are individuals with their own unique interests, skills, talents and needs. At Lillian de Lissa, our carefully planned environments, resources and adapted planning enable us to ensure that all children make progress and enjoy high levels of well-being. The implementation of the curriculum is adapted to suit the needs of all children.

We are committed to ensuring all children have access to high quality teaching.

Some children with Special Educational Needs and/or disabilities and their families have opportunities to:

- Access sensory experiences and sensory spaces within the environment
- Access low arousal spaces
- Access an adaptive learning environment and activities within continuous provision
- Utilise tapestry as a home communication platform
- Have input in target setting for SEN Plans and/or EHCPs, using Wellcomm, PIC, and/or external professional advice
- Small group intervention and targeted 1:1 support
- 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.

### **Children with English as an Additional Language**

“Difficulties related solely to learning English as an additional language are not SEN. Developing a sense of belonging is an important part of inclusive practice. Feeling different or being marginalised can lead to feelings of social isolation. When children and their families are able to develop a sense of belonging to a wider community this can reduce these feelings and provide children with a more secure base from which they can learn, develop and flourish. Early years settings are well placed to promote feelings of belonging which are an important part of inclusive practice. Practitioners should actively plan to help children develop positive peer relationships, for example having focused small group times, celebrating difference and diversity in all its guises and creating a culture of “we” rather than “us and them” Taken from Birth to Five Matters

At Lillian de Lissa Nursery School, we provide dual languages books that are part of our continuous provision. Families can have regular access to our dual languages books.



## Key daily routines and learning

| Routine activity                | What we want the children to know and remember?  |
|---------------------------------|--|
| Arrival at nursery/Registration | <p>Children develop a sense of security through predictable routines and consistency of familiar adults and environments.</p> <p>Children develop a sense of belonging as they identify as being members of a key group</p> <p>Early reading skills are developed through the use of self-registration name cards.</p> <p>Children learn to understand the importance of healthy eating and hydration at snack time.</p> |
| Lunch time                      | <p>Children learn to make healthy choices. The right to food and water (RRSA ART:24)</p> <p>Children will recognise and communicate when they are thirsty and hungry</p> <p>Children learn the expected etiquette of meal-times at nursery eg using a knife and fork, sitting at a table, clearing plates away.</p> <p>Enjoying mealtimes as a social occasion with friends</p>  |
| Hand washing                    | Children are taught good hygiene practices in order to prevent infections .  |
| Toilet                          | Children learn to be independent in their self-care, and can recognise and communicate when they need the toilet or need help dressing and undressing.   |
| Group time                      | <p>Expectations of behaviour for group time learning – Good sitting, good looking and good listening.</p> <p>Children develop communication skills through shared attention activities with an adult focus.</p> <p>Children are taught early maths, early reading, phonics and gross-motor activities.</p>   |

|                      |  |
|----------------------|--|
| Continuous provision | <p>Children have the autonomy to choose which area/s of continuous provision they access to further develop their own interests.</p> <p>Adults scaffold the development of children’s skills and knowledge in each area through a combination of adult-led and child-initiated learning.</p> |
| Transitions          | <p>Children develop an understanding of the daily routine of nursery which, over time, they are able to follow.</p> <p>Children are able to follow and respond to adult direction and instruction.</p>   |

### **Learning environment (indoors and outdoors)**

Children are unique and holistic learners, thriving within environments that support their individual and diverse motivations, interests and needs. They require a wealth of possibilities within varied contexts, and this is best supported within stimulating and challenging environments that value exploration and play. **(Birth to Five Matters 2021)**

Our purposeful environments are the platform from 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 vibrant classrooms, both indoors and outdoors, actively encourage autonomy, curiosity, problem solving, perseverance and collaboration. The environments are skilfully planned to provide challenging learning opportunities that encourage high levels of engagement and motivation. It supports the relationships between peers, the adults and the environment, which in turn, facilitates and embeds effective learning.

Our classrooms, both indoor and outdoor, have clearly defined areas of continuous provision as follows:

- Construction
- Malleable
- Sensory play
- Small world
- Role Play
- Mud kitchen
- Gardening
- Forest area
- Physical play
- Sand / Water
- Books/stories

We provide a learning environment based on individual children's needs and interests, which allows for building on previous skills and knowledge. It starts with what children know and understand. Our adaptive curriculum supports both spontaneous and carefully planned opportunities for children to learn

about the wider world and to enable 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 using a range of strategies and teaching styles. In addition to learning through play during free-flow continuous provision opportunities as a whole cohort, children are also taught:

- In key groups
- In small groups for focused activities
- In small groups for targeted intervention
- Individually for 1:1 intervention, where appropriate.

### **Technology**

We use technology to enhance all areas of learning. We recognise the importance of ensuring we prepare our children for growing up in a digital world and ensure opportunities are provided for them to access a range of technology resources across each area of the curriculum. Digital technology plays a huge part in our society.

We agree with the National Literacy Trust (digital technology and early years) who state that, *just like a book, technology is used as a tool for learning and play, rather than a replacement for adult interaction*. Providing opportunities for supervised use of technology as part of early year's education means we can support children in developing the digital literacy skills to use technology safely, effectively and moderately, and in this way, positively influence children's ideas and understanding of what digital devices are for.

### **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

| When                                | Impact: Assessment, Screening and Observations   |
|-------------------------------------|--|
| Induction<br>(termly as applicable) | <ul style="list-style-type: none"> <li>• Meetings with new parents and completion of induction packs</li> <li>• One page profiles given to parents to complete</li> </ul>  |
| Autumn Term                         | <ul style="list-style-type: none"> <li>• Baseline assessment (3 Prime Areas for 2 year olds, 7 areas of learning for 3- 4 year olds) within 4 weeks of start date.</li> <li>• Autumn Term assessment (3 Prime Areas for 2 year olds, 7 areas of learning for 3-4 year olds). Intervention groups/targets for children identified as working above or below age-related expectation.</li> <li>• Wellcomm screening of all new children. Wellcomm re-screening of all children scoring red/amber below their age expected level. Intervention groups/targets for those children working below age-related expectation.</li> <li>• Liaison with SENDCo for children new to Shenley Fields working significantly below age-related expectation. SENDCO to arrange initial meetings with parents of new children and discuss next steps.</li> </ul> |

|             |   |
|-------------|---|
|             | <ul style="list-style-type: none"> <li>• SENDCo to complete SENDCo to initiate/review/update short term targets on Early Support Plans or EHCPs</li> <li>• Observations of children's skills, learning and interests discussed at regular planning meetings. From these discussions, learning objectives are planned and implemented. This is shared on every child's tapestry.</li> </ul>  |
| Spring Term | <ul style="list-style-type: none"> <li>• Baseline brushstroke assessment for children starting after Christmas (3 Prime Areas for 2- 3year olds, 7 areas of learning for 3-4 year olds) within 4 weeks of start date.</li> <li>• Spring Term assessment (3 Prime Areas for 2-3 year olds, 7 areas of learning for 3-4 year olds). Intervention groups/targets reviewed for children identified as working above or below age-related expectation.</li> </ul>  |
|             | <ul style="list-style-type: none"> <li>• Wellcomm screening of all new children. Wellcomm re-screening of all children scoring red/amber below their age expected level. Intervention groups/targets for those children working below age-related expectation.</li> <li>• Liaison with SENDCo for children new to Lillian de Lissa working significantly below age-related expectation or not making expected progress. SENDCO to arrange meetings with parents and discuss next steps.</li> <li>• SENDCo to complete/update PIC profiles. SENDCo to initiate/review/update short term targets on Early Support Plans or EHCPs</li> <li>• Observations of children's skills, learning and interests discussed at regular planning meetings. From these discussions, learning objectives are planned and implemented.</li> </ul> |
| Summer Term | <ul style="list-style-type: none"> <li>• Baseline brushstroke assessment for children starting after Easter (3 Prime Areas for 2- 3 year olds, 7 areas of learning for 3-4 year olds) within 4 weeks of start date.</li> <li>• Summer Term assessment (3 Prime Areas for 2-3 year olds, 7 areas of learning for 3-4 year olds). Intervention groups/targets reviewed for children identified as working above or below age-related expectation.</li> <li>• Wellcomm screening of all new children. Wellcomm re-screening of all children scoring red/amber below their age expected level. Intervention groups/targets for those children working below age-related expectation.</li> <li>• Liaison with SENDCo for children new to Lillian de Lissa working significantly below age-related expectation or not</li> </ul>      |

|  |   |
|--|---|
|  | <p>making expected progress. SENDCO to arrange meetings with parents and discuss next steps.</p> <ul style="list-style-type: none"> <li>• SENDCo to complete/update PIC profiles. SENDCo to initiate/review/update short term targets on Early Support Plans or EHCPs.</li> <li>• Observations of children’s skills, learning and interests discussed at regular planning meetings. From these discussions, learning objectives are planned and implemented. This is shared on every child’s tapestry.</li> <li>• Transition documents shared with parents and new settings.</li> </ul> |
|--|---|

**Impact**

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.

**Formative assessment**

We assess children through daily observation, discussions with families, target tracker observations and by getting to know each child extremely well. 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 next interaction or moment. We use the long-term planning document as a guide to implementing sequential learning for all children.

**Summative assessment**

Each child has a summative baseline assessment (within 4 weeks of joining), and again at the end of each term (maximum of 4 times annually). The purpose of the assessments is to identify whether children are working within their age expected level and/or making good progress. Information from these assessments, informs our planning to ensure we plan provision to further develop children’s skills and knowledge. We use the long-term planning document as a guide to implementing sequential learning for all children. We carefully analyse patterns in areas of learning and across various pupil groups. This helps us to identify whether children are not making expected progress in particular areas of the curriculum, both at an individual level and at a cohort level. We use Development Matters and Birth to 5 Matters as supportive tools for assessment. We identify whether children are working above, within, below or significantly below their age related expectation at the end of their year for all our children.

We use assessment information, both summative and formative, to measure the impact of our curriculum over time. Governors are regularly updated with assessment data through Curriculum and Pedagogy reports presented at Governor Local Committee cluster meetings.

### **Moderation**

The process is led by senior leaders and is a supportive tool to ensure assessment data is accurate and consistent. We moderate judgements through discussions with the child's key person identifying what the practitioner knows about them, sharing examples of each child's sequence of learning.

### **Gathering feedback**

Throughout the year, we gather feedback from parents through daily dialogue and termly consultations. We gather feedback from staff through professional discussions in planning meetings and supervision. Feedback gathered from staff helps us to measure the impact of leadership as well as staff morale 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 what is going well and areas for development.

### **Governance**

The role of our governors is to support and professionally challenge our thinking and practice to ensure the children at Shenley Fields get the best possible education. Our link governors for safeguarding, curriculum and SEND at Shenley Fields visit regularly. These visits include discussion with senior leaders, which focus on what is going well, new initiatives, current challenges and the local context. This is followed by a learning walk. A report is written, detailing the discussions had, strengths of current practice and areas to consider/questions raised. Governors ask probing questions, raise issues and queries, and hold senior leaders to account in order to scrutinise the effectiveness and impact of our curriculum and pedagogy.

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

The impact of our curriculum and pedagogy at Lillian de Lissa Nursery School is that children leave us and transition into primary and special schools with the knowledge, skills and positive dispositions needed to be lifelong learners.

### **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\\_web2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web2.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**

This 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>

<https://early-education.org.uk/continuous-provision-in-eyfs>