



St Thomas Centre Nursery School – Our Curriculum

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.



Birmingham Federation
Maintained Nursery Schools

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St Thomas Centre Nursery School

'Happy, healthy children playing and learning together.'

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

Vision Statement

Happy, healthy children playing and learning together.

Our vision is: Every child has the right to the best possible start in life, with access to a high-quality early year learning environment and skilled, well-trained Early Years practitioners. All children deserve the support and care needed to enable them to succeed.

Every step a child makes is celebrated, so all children reach their full potential.

School Values

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

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

We want our children to be:

Happy, Independent, Confident, Resilient, Excited, Curious, Sociable, Respectful, Creative

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

We value independence: To have the belief that they are competent and capable. To act for oneself.

We Value confidence: To be brave, take risks and persevere. To withstand difficulty.

We value resilience: To never give up, even though to persevere is difficult.

We value curiosity: To question things that they don't understand and to ask what if?

We value excitement: To want to learn and find more demonstrating enthusiasm and eagerness.

We value expression: To express thoughts or feelings through words, emotions, face and body expressions or the creative arts.

We value motivation: To have the desire, want or drive to do something.

We value play and playfulness: To be light-hearted. To be fond of playing, games and amusement.

We value respect: To be regarded for own feelings, wishes and rights. To be admired for own abilities, qualities or achievements.

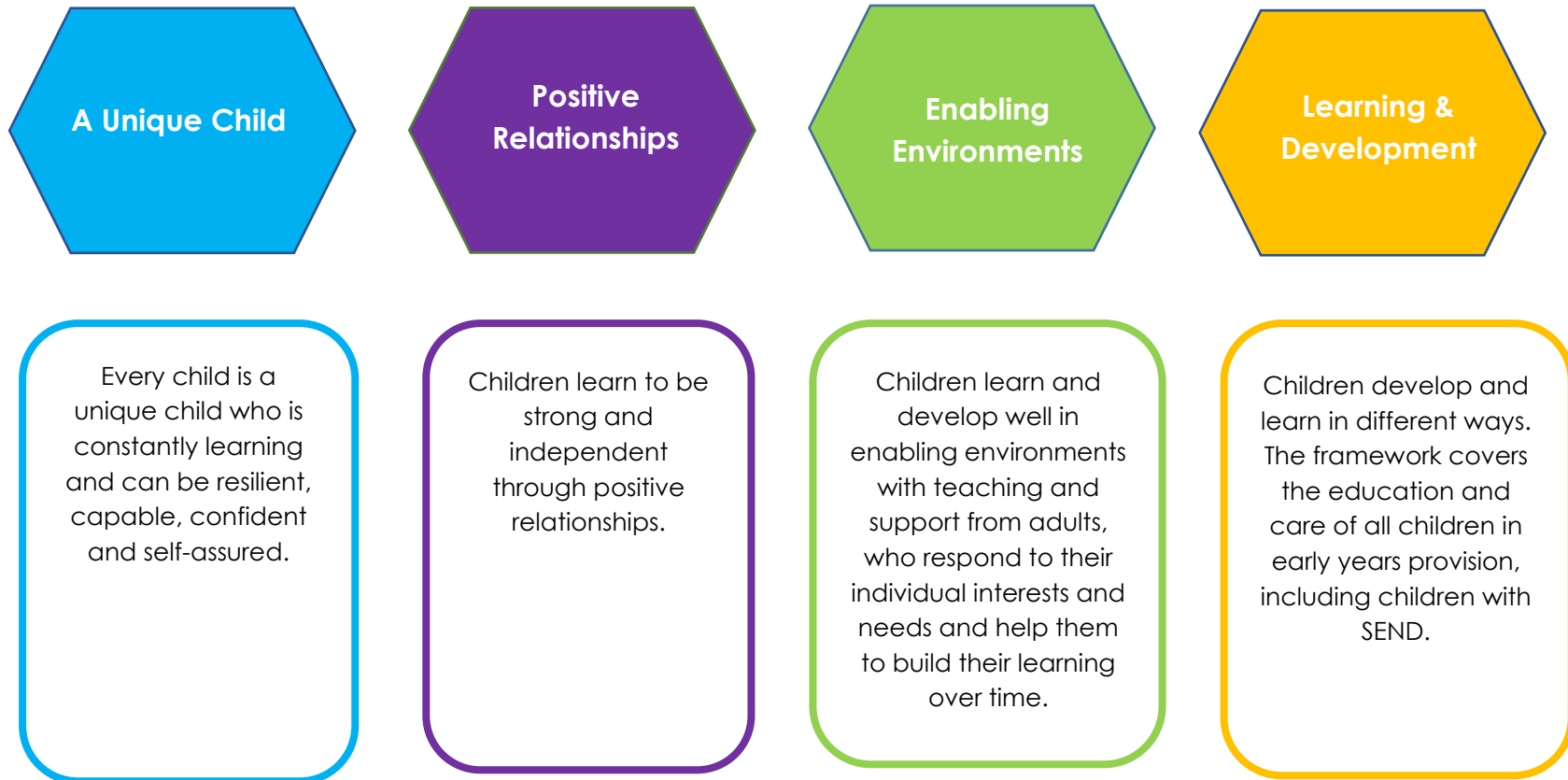
We value creativity: To use imagination. To generate ideas and possibilities

We see huge value in children feeling important, and to be and feel cherished (valued).

Key principles

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

The four guiding principles of the Early Years Foundation Stage



Our key principles

At St Thomas Centre 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

Our children come into nursery with a strong sense of family and attachment to home. On entry to nursery, the majority of our children have achieved earlier developmental milestones (than expected for their chronological age) in the three Prime areas of learning. 63% of our children at St Thomas Centre 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 Ladywood District in inner city Birmingham. Ladywood Ward is ranked 32nd out of 69 most deprived wards in Birmingham. It is the 527th out of 7511 most deprived wards nationally (Health inequalities - Public health 2019, IMD 2015 (Most deprived 10%). Nationally children in the most deprived areas are more than twice as likely to be living with obesity compared to those living in the least deprived (for reception this was 13.6% compared to 6.2% respectively. This is true in Birmingham as 12.2% of the reception aged children are living with obesity (Startwell Data 2023).

Some of our children have temporary additional needs mostly due to COVID 19 isolation and limited socialisation or through not having early access to identification and support services before Nursery. We have seen an increase in the number and complexity of children with SEND, (Census Jan 2023, 13% SEND). Communication & interaction are the highest areas of need. Covid 19 isolation has resulted in many children under five not accessing early childhood education and care at their earliest eligibility point and two-year old uptake remains below pre COVID 19 levels. As a school we have noticed a rise in parental and child anxiety and an increase in Early Help needs and support for basic parenting.

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

What is Cultural Capital?

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

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)

Our Rights Respecting Pledge:

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

Our Curriculum



We want our children to be: Happy, Independent, Confident, Resilient, Excited, Curious, Sociable, Respectful and Creative

Through high quality interactions: Peer on peer; between children and practitioners; within our team of practitioners and professionals; with the environment and resources.

Through the learning environment: Our engaging classrooms, indoors and outdoors, encouraging critical thinking and enabling learning across the 7 areas of the curriculum. The environment is carefully planned to meet the needs of all children. It acts as the third teacher.

Through action research: We actively support local, national and international progressive EYFS thinking.

Relationships: Child and practitioner; child and child; parent/care and child; families and school; multi agency professionals, school and families.

Rights: Children learn about their rights (rights holders); children can exercise their rights; Adults are active-duty bearers; culture of respect in school; shared sense of belonging; children's voices are heard and valued.



Statutory framework & EYFS guidance: safeguarding our school community and fulfil our statutory duties: EYFS drives our provision; we follow Development Matters to guide our curriculum offer; Characteristics of Effective Learning – abilities and attitudes of strong learners are nurtured: assess children, both summatively and formatively, to identify what they know and can do, what they remember and to plan for the next steps.

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

Curriculum Intent

Intent: Why do we teach what we teach?

We aim to ensure that children are:

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

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

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

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

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

Prime Areas of Learning

- Personal and Social Development (PSD)
- Communication and Language (CL)
- Physical Development (PD)

Specific Areas or Learning

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Our nurturing of children promotes a high level of wellbeing. This in turn leads to high levels of child development and the ability to create and think critically.

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

St Thomas Centre Nursery School - Provision plan Safeguarding in the curriculum

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

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

Welfare meetings – all concerns discussed and followed up by DSL. All Health and safety, medical needs and accidents discussed, reviewed and monitored.

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

Inductions: Personal care plans signed by parents, Child protection statement signed by parents, Early Help screen

Contextual safeguarding: DSL's review concerns regularly and share contextual safeguarding concerns with staff to be aware of and highlight where needed – e.g.- Mental health, Domestic Abuse, Safe Sleeping, Home safety, Frozen water safety, Food poverty.

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

Focus areas	Focused teaching - (adult led, small group)
Learning the concept of safety	<p>Feeling safe and being safe – Discussions with children about what safety means.</p> <p>Feeling safe – emotional literacy, key person, Attachments, friendships, to have a sense of belonging (key group, coat pegs)</p> <p>Being safe – 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. Children are supported to make choices, given a voice and given safe spaces to reflect and retreat to when needed.
Safe clothing and weather Safety	Children learning about different seasons and weathers. Ensuring they are dressed appropriately and what they need to stay safe in the weather – eg: 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, Oral Health activities in group times and advice shared with parents. Mindfulness and feelings group time activities, 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. 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 eg. I can see you feel sad....
How to keep ourselves safe and others	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. All activities are discussed, and children taught how to safely access the environment, staff role model appropriate use of resources. 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. Children are taught consistent rules and boundaries and positive praised for their contributions. Children learn about life cycles and living things following an annual planner.
EYFS welfare requirements	
<ul style="list-style-type: none"> • 2 year progress checks • Key Person for all children 	

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

Curriculum Overview – Potential Themes

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Collective Ideas - (NB: These collective ideas will be adapted at various points to allow for children's interests)					
Celebrating me!	Colour, Lights and festivals	Living and Growing	Farm Life	Animals	Traditional Tales
Predictable interests					
This is Me! Identity cards All about me profile Me and my family Celebration boards Baby photos Family group sense of belonging Key adults	Signs of Autumn, seasonal changes Celebration of light/ colour, Pumpkins, Diwali, Bonfire night Christmas Traditions, Nativity	Planting and growing Life cycle of a chick	Old Macdonald Farm animals and their babies	Jungle animals Life cycle of a butterfly	To include: Goldilocks and the Three Bears The Gingerbread Man
Enrichment opportunities - Cultural Capital					
Parents Stay and Play Sessions	Signs of Autumn Walk Parent/ child Christmas Workshops Visit from/to Father Christmas	Insect Outdoor Hunt Animal man Healthy Eating Workshop Chinese New Year Celebrations Pancake Day- cooking	Parents sharing books in Nursery, home language Living eggs Cooking for Easter	Pets from home/ staff pets Insect Lore- caterpillars	Visits to nursery classes Teddy Bears Picnic Celebration
Collective Ideas - (NB: These collective ideas will be adapted at various points to allow for children's interests)					
Celebrating me!	Colour, Lights and festivals	Traditional Tales	How does your garden grow?	Animals and their homes	Moving on
Predictable interests					
This is Me! Identity cards All about me profile Me and my family Celebration boards Baby photos Family group sense of belonging Key adults Nursery Rhymes Rhyme Challenge	Signs of Autumn, seasonal changes Celebration of light/ colour, Pumpkins, Diwali, Bonfire night Christmas Traditions, Nativity	Animals Cooking Helping others Traditional Tales to include: Goldilocks Billy Goats Gruff 3 Little Pigs Gingerbread man	Planting and growing Life cycle of chick Traditional Tales to include: Jack and Beanstalk The Enormous Turnip The Little Red Hen	Farm Zoo Ocean Jungle animals Life cycle of Butterfly	Starting School Holidays Summer celebrations

Song boxes/ bags/ spoons/ dice					
Enrichment opportunities - Cultural Capital					
Parents coffee Morning	Signs of Autumn Walk- local environment/ Cannon Hill Park Parent workshops- Christmas Craft Theatre Visit- MAC/ REP/ Hippodrome	Cooking focus: Gingerbread man, Chinese New Year, Pancake day, Parents sharing books in home language. Botanical Gardens	Forest school sessions DLP Living Eggs Shop/supermarket visit Allotment visit	Insect Lore – caterpillars Farm visit Sealife Centre Zoo visit Animal Man Pets from home	Visits to reception classes Reception teacher visits City centre beach
My Celebrations					
October Grandparents day Harvest Festival Black History month	October Diwali Halloween November Bonfire Night Remembrance Sunday December Christmas	January Chinese New Year February Valentine's day Pancake day March World Book Day Mothers' Day	April Easter Sunday Eid-Al- Fitr St George's day	May Walk to school week Road safety and safety awareness	June Fathers' day Eid Al-adha July E safety awareness Week
Awareness days:					
European languages day World hygiene week,	11 th Nov. - Remembrance Day 14 th Nov - Nursery rhyme week World kindness day. Christmas jumper day	National storytelling week NSPCC number day Random Acts of kindness day	24 th March - Emotional Health day 2 nd March World Book Day 11 th March – British science week 18 th March – Comic relief 20 th March – World Oral health 22 nd March – World water week	28 th May – children's gardening week 1 st April - National pet month 7 th April – World health day 27 th April – stop food waste	10 th June - Brakes kids walk 13 th June – BNF healthy eating week 18 th June – international picnic day 21 st June – World music day 29 th June – children's art week 29 th June – love parks week
RRSA Articles:					
Article 8: I have the right to an identity: Introduction of Class Charter.	Article 15 I have the right to make friends.: Take home RRSA bears	Article 24 I have the right to good quality health care, to clean water and good food	Article 31 I have the right to play and relax: Planting fruit and vegetables	Article 13 I have the right to find things out and share what I think with others Continued development of class :	Article 28 &29 I have the right to good quality Education

Why we have a charter		Cooking opportunities	Cooking opportunities Learning about importance of dental hygiene	Care for fruit and vegetables grown	My education should help to develop and use my talents and abilities:
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Skills and knowledge progression

COMMUNICATION AND LANGUAGE – 2 Year Olds					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations (L&A)</p> <p>Listen to other people's talk with interest but can easily be distracted by other things (L&A)</p> <p>Understands different situations - able to follow routine events and activities using nonverbal cues (U)</p> <p>Make themselves understood and can become frustrated when they cannot (S)</p> <p>Start to say how they are feeling, using words as well as actions (S)</p>	<p>Pays attention to own choice of activity, may move quickly from activity to activity (L&A)</p> <p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group (U)</p> <p>Start to develop conversation, often jumping from topic to topic (S)</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' (S)</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 (L&A)</p> <p>Understands simple sentences (e.g. Throw the ball) (U)</p> <p>Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' (S)</p> <p>Copies familiar expressions, e.g. Oh dear, All gone. (S)</p>	<p>Listens with interest to the noises adults make when they read stories (L&A)</p> <p>Shows interest in play with sounds, songs and rhymes (L&A)</p> <p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple' (U)</p> <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) (S)</p> <p>Beginning to ask simple questions (S)</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures (L&A)</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat' (U)</p> <p>Learns new words very rapidly and is able to use them in communicating (S)</p> <p>Uses a variety of questions (e.g. what, where, who) (S)</p>	<p>Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus (L&A)</p> <p>Developing understanding of simple concepts (e.g. fast/slow, good/bad) (U)</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') (U)</p> <p>Uses longer sentences (e.g. Mummy gonna work) (S)</p> <p>Beginning to use word endings (e.g. going, cats) (S)</p>
<p>Wellcomm – Section 2</p> <p>Use everyday objects on themselves</p> <p>Point to pictures and everyday objects when asked.</p> <p>Point to facial features</p> <p>Follow simple everyday instructions</p> <p>Begin to use words or uses gestures to request things</p> <p>Know their name</p>		<p>Wellcomm – Section 3</p> <p>Relates 2-3 objects together in play and carry out actions on toys</p> <p>Follow 2 word instructions or some instructions outside of routine</p> <p>Understands negative 'no'</p> <p>Can use up to 10 everyday words or put 2 words together when talking</p> <p>Join in with Nursery rhymes/ action songs</p> <p>Tells adults about things they have seen</p> <p>Interacts with others in play</p> <p>Engages in imaginative play</p>		<p>Wellcomm – Section 4</p> <p>Remembers 2 items correctly and understands simple prepositional language and the word 'broken'.</p> <p>Follows 3 word instructions</p> <p>Puts 2-3 words together and uses some prepositional language (e.g. in or under). Can repeat words after adults</p> <p>Identifies some colours and some descriptive language (e.g. 'big' or 'little')</p> <p>Refers to themselves as "I"</p> <p>Understands questions involving 'where'</p> <p>Uses questions involving 'what' and 'where'</p>	

		<p>Begins to use plurals and word endings (e.g. cats' or 'ing')</p> <p>Can identify object functions</p>
<p>C&L regular routine knowledge</p> <p>Know a selection of familiar rhymes and songs Know a range of actions to familiar rhymes and songs</p> <p>Know the names of everyday objects of reference Know how to gain the attention of an adult</p>		
<p>C&L knowledge progression</p>		
<p>AUTUMN</p> <p>Know why listening is important</p> <p>Know some feeling words to communicate own feelings</p>	<p>SPRING</p> <p>Know instructions require an action/s</p>	<p>SUMMER</p> <p>Know I can find out more by asking questions</p>
<p>Key vocabulary to be taught by the end of 2 Year Old Provision:</p>		
<p>Names of everyday objects linked to routines in Nursery: coat, hat, bottle, drink. Plate, nappy, toast, fruit, bag, mat, knife, fork, spoon, cup, bowl, book, ball, car,</p> <p>Names of actions linked to what children do in Nursery, such as: <i>sit, play, sing, dance, run, walk, feel, touch, jump, draw, build, pretend, share, scoop, fill, empty, read</i></p> <p>Feeling words: <i>sad, happy, angry, hurt, loved</i></p>		
<p>2 year progress check</p> <p>Look out for children whose speech is not easily understood by unfamiliar adults/ early signs of developmental delay- initial concerns. Check that children respond to their name. 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 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, begin to access them independently.</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 words like me, I, you.</p> <p>Responds to songs and rhymes; begins to join in with familiar songs and rhymes, copy actions</p>	

COMMUNICATION AND LANGUAGE – 3 Year Olds

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus (L&A)</p> <p>Engage in small groups and story time (L&A)</p> <p>Listen carefully to rhymes and songs and join in (L&A)</p> <p>Developing understanding of simple concepts (e.g. fast/slow, good/bad)</p> <p>Is able to follow directions (if not intently focused on own choice of activity) (U)</p> <p>Use simple sentences to share wants/ needs (S)</p> <p>Learns new words very rapidly and is able to use them in communicating (S)</p> <p>Sing a wider repertoire of songs (S)</p>	<p>Listens to others in one-to-one or small groups, when conversation interests them (L&A)</p> <p>Understand and respond to simple questions- who, what, where (U)</p> <p>Understands use of objects (e.g. Which one do we cut with? (U)</p> <p>Use new vocabulary through the day (S)</p> <p>Learn new vocabulary (S)</p> <p>Use longer sentences of four to six words (S)</p> <p>Develop social phrases (please can I...) (S)</p> <p>Learn rhymes, poems and songs and have some favourite ones. (S)</p> <p>Begin to use connectors in sentences ‘and’, ‘Because’ (S)</p>	<p>Listens to familiar stories with increasing attention and recall (L&A)</p> <p>Follow a more complex instruction (in two parts) (U)</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” (U)</p> <p>Ask questions to find out more and to check they understand (S)</p> <p>Learn rhymes, poems and songs and be able to sing some familiar ones (S)</p> <p>Describe and recall events (S)</p> <p>Be able to talk about familiar books, and be able to tell a story (S)</p>	<p>Listen to and talk about a wider range of stories to build familiarity and understanding, e.g. Naming characters, repeating key refrains, recalling key events (L&A)</p> <p>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture (U)</p> <p>Connect one idea or action to another using a range of connectives (S)</p> <p>Use new vocabulary in different contexts (S)</p> <p>Retell the story once they have developed a deep familiarity with the text (S)</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box (U)</p> <p>Articulate thoughts and ideas in well-formed longer sentences (S)</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (S)</p> <p>Start a conversation with an adult or a friend and continue it for many turns (S)</p> <p>.</p>	<p>Focusing attention – can still listen or do, but can change their own focus of attention (L&A)</p> <p>Is able to follow directions (if not intently focused) (L&A)</p> <p>Beginning to understand why and how questions (U)</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others (S)</p> <p>Talks more extensively about things that are of particular importance to them (S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences (S)</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver. (S)</p>

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Section 4	Section 5	Section 6
<p>Understanding ‘in’, ‘on’ and ‘under’ at the simplest level</p> <p>Learning to remember and then say the names of two things</p> <p>Learning to play with a friend</p> <p>Learning the names of colours</p> <p>Learning the meaning of ‘where’</p> <p>Beginning to use ‘what’ and ‘where’</p> <p>Understanding what things are for</p>	<p>Understanding and using pronouns: ‘he’ and ‘she’</p> <p>Understanding ‘behind’ and ‘in front’</p> <p>Understand negatives with ‘no’ and ‘not’ and then progress to understanding the reduced form (e.g. ‘isn’t’, ‘can’t’ and ‘don’t’).</p> <p>Developing expressive language</p> <p>Generating ideas about the function of objects</p>	<p>Take on a new role in pretend play</p> <p>Understand the concept of ‘many’ and ‘few’</p> <p>Understand ‘long’ and ‘short’</p> <p>Understand ‘why’ questions</p> <p>Understand ‘first’ and ‘last’</p> <p>Use comparatives such as shorter and longest</p> <p>Use ‘because’ in sentences</p> <p>Use pronouns ‘his’ and ‘her’ correctly</p>

Understanding 'why' questions

Word Aware: Concept Cat

Level One Concepts

Size: Big, little, fat
Touch/ Look: Dry, wet
Sound: Noisy, quiet, loud
Movement: Fast, slow
Space: in, out, under, behind, top, bottom
Quantity: empty, full, more, lots

Level Two Concepts

Size: long, short, tall, small, large
Touch/ Look: hard, soft
Movement: quick
Space: through, near, between, side, front, back, over, around, next to
Quantity: some, less, a bit, all, most
Order: first, last,
Time: after, before, day, night
Comparison: old, new, same, different
Weight: heavy

Level Three Concepts

Size: thick, thin, wide, narrow
Touch/ Look: shiny, rough, smooth
Space: above, below, forwards, backwards
Quantity: both, few, enough, half, whole
Order: second, next
Time: early, late
Weight: light
Light: dark, light
Shape: corner, straight, bendy
Superlatives and Comparatives: bigger, heavier, taller, longer, biggest, heaviest, tallest, longest

Core Makaton (signs used daily):

hello, goodbye, good morning, good afternoon, good looking, good sitting, good listening, stop, sit, sad, happy, sorry, more, drink, toilet, nappy.

C&L regular routine knowledge:

Know why listening is important
Know a range of rhymes and songs from memory

C&L knowledge progression:

AUTUMN

Know repeated phrases within familiar stories
Know instructions require an action, they follow a sequence and know the purpose of instructions
Know that my voice can be heard
Know that talk and gestures can be used to make meaning clear to others

SPRING

Know repeated phrases within familiar stories
Know what response is required from key question words
Know that talk can be used to build relationships

SUMMER

Know repeated phrases within familiar stories
Know that conversation consists of back and forth returns
Know that talk can be used to share ideas.

Key vocabulary to be taught by the end of Nursery Year:

- Names of everyday objects and objects in Nursery and the home: book, ball, bottle, snack, fruit, toast, milk, sand, water, apron, building, cooking, drawing, hat, coat, Trikes, mud kitchen,
- Know language associated with behaviour expectations: good looking, good listening, good sitting, stop, finished, wait
- 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*

Communication and language goal

Talks with other children. Talks about what they are doing and things they remember. Starts conversations with familiar people. Talks in clear sentences about people 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.

(end of nursery year)

Asks and answers questions to find out more. Asks and answers questions about stories and events.
Listens to and responds to things said by others. Listens when they are in a group with other children. Listens attentively in a range of situations.
Able to follow an instruction with two parts.
Sings songs and rhymes.
Uses language to express their imaginative ideas.
Remember and recall detailed information.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT – 2 Year Olds

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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Is beginning to separate from their close carers and explore new situations with support and encouragement from another familiar adult (MR)</p> <p>Enjoys playing alone and alongside others (MR)</p> <p>Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink (MR)</p> <p>Knows their own name (SoS)</p> <p>Children try new things and start establishing their autonomy (SoS)</p> <p>Asserts their own agenda strongly displaying frustration having to comply with others agenda and with change and boundaries</p> <p>Experiences a range of feelings with great intensity, such as anger and frustration, which can be overwhelming</p>	<p>Separate from care giver with more confidence (MR)</p> <p>Build relationships with peers and adults in the environment but may show anxiety in the presence of strangers (MR)</p> <p>Explore the environment more independently (SOS)</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available (SOS)</p> <p>Thrive as they develop self-assurance (SOS)</p> <p>Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated (UE)</p>	<p>Enjoys playing alone and alongside others and is also interested in being together and playing with other children (MR)</p> <p>Shows their growing sense of self through asserting their 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 (SoS)</p> <p>Grow in independence, rejecting help ("me do it").</p> <p>Establishes a sense of self Become familiar with our nursery routines.</p> <p>Feel strong enough to express a range of emotions (SoS)</p> <p>Shows empathy by offering comfort that they themselves would find soothing (UE)</p>	<p>Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions (MR)</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (MR)</p> <p>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions (SoS)</p> <p>Be increasingly able to talk about and manage their emotions (UE)</p> <p>Responds to the feelings of others, showing concern and offering comfort (UE)</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 (MR)</p> <p>Express the desire for other children to play with them (MR)</p> <p>Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability (SoS)</p> <p>Through play and stories, talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." (UE)</p> <p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions (UE)</p>	<p>Develop friendships with other children (MR)</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest (MR)</p> <p>Is gradually learning that actions have consequences but not always the consequences the child hopes for (SoS)</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion (SOS)</p> <p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows(UE)</p> <p>Safely explore emotions beyond their normal range (UE)</p>

and result in losing control of feelings, body and thinking (UE)					
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Learn to use the toilet with help, and then independently.

PSED regular routine knowledge

Know that behaviours and actions have consequences
 Know children have rights
 Know they can get help if they need it

PSED knowledge progression

AUTUMN Know feeling words Know that they can play alone or alongside others	SPRING Know that they can make their own choices in play Know that playing with others requires shared interests and sharing of resources.	SUMMER Know rules around friendships Know that they can play co-operatively with others, sharing and taking turns Know how they are the same as and different from others.
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Key vocabulary to be taught by the end of 2 Year Old Provision:

- Names of key workers and friends Rights different, same, rules, community/ies, respect, listen,
- Stop, wait, choose, now, next, later
- Feeling words: I am feeling... happy, sad, angry, scared, excited
- Friend, being kind, kind hands, share, your turn, my turn, mine, yours
- Help, safe, danger, germs,

2 year progress check

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

Separate from carer with the support of key person approach.
 Makes some decisions for self. For example, decide what to play with, what to eat, what to wear.
 Show an interest in what other children are playing or doing.
 Sometimes joins in with other children's play.
 Find ways to calm themselves, through being calmed and comforted by their key person.
 Seeks physical contact from others.
 Uses pointing to let an adult know what they want.
 Enjoys simple make believe play e.g. having a cup of tea, making dinner
 Likes to do things for themselves
 Displays a range of emotions

PSED goal (end of 2 year old provision)

Watches what friends are doing and joins in with play.
 Shows an interest in particular others and begins to make relationships.
 Explores the environment and new environments.
 Likes to help you when you are busy.
 Begins to assert independence or challenge boundaries.

	Sometimes manage to share or take turns with others with adult guidance. Can settle to some activities for a short while.
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PERSONAL, SOCIAL AND EMOTIONAL – 3 Year Olds

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Building attachment to key person (MR)</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest (MR)</p> <p>Explore the whole environment (SoS)</p> <p>Separating from care giver (SoS)</p> <p>Understanding simple School Rules (SoS)</p> <p>Manage their own needs (UE)</p> <p>Through play and stories, talk about their feelings in more elaborated ways:</p> <p>"I'm sad because..." or "I love it when ..." (UE)</p> <p>Give children appropriate tasks to carry out to develop a sense of responsibility and membership of the community:</p> <ul style="list-style-type: none"> -Self-registration on arrival to nursery. -Learn self-care routines such as hanging own coat and bag up -Pouring own drinks at snack. 	<p>Build relationships with peers and adults in the environment (MR)</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting (MR)</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them (SOS)</p> <p>Enjoys a sense of belonging through being involved in daily tasks (SOS)</p> <p>Increasingly follow rules, understanding why they are important (SOS)</p> <p>Express their feelings. Safely explore emotions beyond their normal range (UE)</p> <p>Self-help skills:</p> <ul style="list-style-type: none"> -Putting on coat/ doing up zip -Feeding self, using cutlery -Toileting and hand-washing routine and sequence more independently 	<p>Seeks out companionship with adults and other children, sharing experiences and play ideas (MR)</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers (SOS)</p> <p>Show more confidence in new social situations (SOS)</p> <p>Identify and moderate their own feelings socially and emotionally (UE)</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (UE)</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 (MR)</p> <p>Play with one or more other children, extending and elaborating play ideas (MR)</p> <p>Think about the feelings of others (UE)</p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt (UE)</p> <p>Make healthy choices about food, drink, activity and tooth brushing</p>	<p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers (MR)</p> <p>Show resilience and perseverance in the face of challenge (SOS)</p> <p>Develop their sense of responsibility and membership of a community (SOS).</p> <p>Remember rules without needing an adult to remind them (SOS)</p> <p>Talk with others to solve conflicts (UE)</p> <p>Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants (UE)</p> <p>Learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p>	<p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play (MR)</p> <p>Show resilience and perseverance in the face of challenge (SOS)</p> <p>Be increasingly independent in meeting their own care needs. E.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (SOS)</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas (UE)</p> <p>Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings (UE)</p> <p>Begin to talk about Transition to Reception, What to expect, how children feel about it (link to reception teacher visits and visits to new schools)</p>

-Toileting and hand-washing

PSED regular routine knowledge

Know that behaviours and actions have consequences
Know children have rights, know about their rights and the rights of all children
Know the importance of listening to others

PSED knowledge progression

AUTUMN	SPRING	SUMMER
Know the routines of the day Know rules around friendships Know feeling words Know how to express feelings Know the dangers of roads and cars	Know the nursery rules/ class charter Know everyone has things that make us the same and make us different Know about different people and how they help us Know about dangers and how to keep safe Know the importance of hygiene	Know some healthy foods and that our body needs a range of food types Know about how to keep self and others safe Know about transition into primary school and what to expect

Key vocabulary to be taught by the end of Nursery year:

- Names of key workers and friends
- Rights different, same, rules, Charter, community/ies, respect, listen, same, different, similar, achievement, celebrate
- Stop, wait, choose, now, next. Later, keep going,
- Feeling words: I am feeling... happy, sad, angry, cross, scared, upset, excited, worried, afraid, anxious, sick, tired, hungry, thirsty, tired, bored, embarrassed, surprised, shocked, sleepy, thoughtful, because...
- Friend, being kind, kind hands, share, your turn, my turn, mine, yours, patient, caring, helping, helpful,
- Help, safe, danger. germs, clean
- *Pavement, road, seatbelt*

PSED goal (end of nursery year)

Shows awareness of the feelings of others and begins to respond thoughtfully.
Knows what they want to play with and where to find it.
Plays with others, sharing what they are using with help.
Plays imaginatively with other children and listens to their ideas.
Plans and carries out own ideas.
Confident to have a go and try new things.
Can talk about some things they like or don't like and why.
Stays at activities that they really like without being distracted by other things or people.
Understands and follows some rules.
Is able to make friends.

PHYSICAL DEVELOPMENT - 2 Year Olds

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gradually gain control of their whole body through continual practice of large movements, such as: Waving, kicking, rolling, crawling and walking (M&H)</p> <p>Clap and stamp to music (M&H)</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them (M&H)</p> <p>Builds independently with a range of appropriate resources.</p> <p>Hands operate independently during a task that uses both hands with each hand doing something different at the same time.</p> <p>Uses whole hand to grasp mark making tools</p>	<p>Enjoy starting to throw and catch balls (M&H)</p> <p>Build independently with a range of appropriate resources (M&H)</p> <p>Walk, run, jump and climb and start climbing stairs independently(M&H)</p> <p>Sit on a push-along wheeled toy (M&H)</p> <p>Starts eating independently learning how to use a spoon or fork (H&SC)</p>	<p>Enjoy starting to kick balls (M&H)</p> <p>Independently use ropes and swings For example, tyre swings (M&H)</p> <p>Holds mark making tools with thumb and all fingers</p> <p>Feeds self competently</p> <p>Showing increasing control in holding, using and manipulating a range of tools and objects such as jugs</p> <p>**cooking opportunities</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks (H&SC)</p> <p>Climb large scale equipment with increasing independence (M&H)</p> <p>Uses one-handed tools and equipment, for example using a knife</p> <p>Sits up from lying down, stands up from sitting and squats with steadiness to rest/ play with an object on the ground and rises to feet without using hands</p>	<p>Develop manipulation and control (M&H)</p> <p>Use a scooter or ride a tricycle with increasing skill such as pedalling, balancing, holding handlebars and sitting astride (M&H)</p> <p>Uses large and small motor skills to do things independently, for example manage buttons and pours drinks</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Ball skills- rolling, throwing and catching different size balls, kicking and dodging</p>	<p>Explore different materials and tools (M&H)</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. (H&SC)</p> <p>Uses a comfortable grip (pincer/ tripod) with good control when holding pens and pencils.</p> <p>Draw lines and circles using gross motor movements. Starts eating independently learning how to use a knife and fork</p> <p>Exploring different ways of moving Obstacle activities children moving over, under, through and around equipment</p>

PD regular routine knowledge

Know how to keep ourselves safe when being physical
 Know our bodies move in different ways
 Know that scissors are used to cut things
 Know that pencils are used to make marks

Key vocabulary to be taught by the end 2 Year old Provision:

Instructional: Stop, start, go
Positional vocabulary: on off, next to, over, through, under, on top, front, back
Action: crawl, run, walk, skip, jump, climb, throw, catch, grip, cut, hold, up, down, stretch, roll, Bent, straight, , round, circles, corner
Speed: fast, slow
Direction: forward, backwards

2 year progress check

Look out for children who find it difficult to sit

Climbs over obstacles.
 Uses a spoon or fork to feed themselves.
 Climbs stairs independently.

comfortably on chairs/
seating position on the
floor/ tip-toing They
may need help to
develop their core
muscles.

Walks independently.
Can squat and balance to pick up objects.

**Physical
development goal
(end of 2 year old
provision)**

Uses the toilet with some support.
Manages a range of equipment purposefully (e.g. uses a spade to fill a bucket).
Can run around, change direction and slow down so they don't bump into things.
Can make lines and marks.
Can build a tower.
Can jump with both feet off the ground.
Can kick a ball.
Has general control of their whole body
Claps and stamps to music.

PHYSICAL DEVELOPMENT 3 and 4 year olds

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Develop their gross motor skills- Use large-muscle movements to wave flags and streamers, paint and make marks (M&H)</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet (M&H)</p> <p>Support with personal hygiene (H&SC)</p> <p>Support with getting dressed (H&SC)</p> <p>Sit in group times (M&H)</p> <p>Moving safely around the environment</p> <p>Begin to be aware of other children around them.</p> <p>Able to change speed and direction</p>	<p>Develop their fine motor skills e.g. Pencils, scissors, paintbrush, knives, forks and spoons (M&H)</p> <p>Finger strengthening activities</p> <p>Begin to use cutlery Use hand over hand help until children can use them independently.</p> <p>Confidently and safely use a range of large and small apparatus inside/outside (M&H)</p> <p>Ball skills- rolling, throwing and catching different size balls, kicking and dodging</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips (H&SC)</p> <p>Oral health - develop an understanding of keeping themselves (specifically their teeth) healthy (H&SC)</p>	<p>Revise and refine the fundamental skills of rolling, crawling, walking, jumping, running, hopping, skipping and climbing (M&H)</p> <p>Balance- children to use apparatus. Outdoor loose parts play and creating with a purpose in mind. (tyres, large planks, wooden crates etc.)</p> <p>Negotiate space when running and playing chasing games (M&H)</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. (M&H)</p> <p>Use one handed tools and equipment with skill and accuracy (M&H)</p> <p>Learn about safety when handling tools, and moving equipment and materials.</p> <p>Increasing understanding of healthy practices - healthy foods (H&SC)</p>	<p>Revise and refine fine and gross motor skills (M&H)</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow block (M&H)</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm (M&H)</p> <p>Obstacle activities children moving over, under, through and around equipment</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (M&H)</p> <p>Develop independence with getting dressed/ undressed (H&SC)</p> <p>Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers.</p>	<p>Progress towards a more fluent style of moving with control and grace (M&H)</p> <p>Combine different movements with ease and fluency (M&H)</p> <p>Further develop and refine a range of ball skills- throwing, catching, passing, aiming and kicking (M&H)</p> <p>Know and talk about the different factors that support overall health: -healthy eating -teeth brushing -good sleep -physical exercise (H&SC)</p>	<p>Revise and refine fundamental skills in movement (M&H)</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. (M&H)</p> <p>How to use PE equipment/Sports Day practise</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors (M&H) Lots of opportunities for writing. (shopping lists, instructions etc.)</p> <p>Use a comfortable grip with good control when holding pens and pencils (M&H)</p> <p>Show a preference for a dominant hand (M&H)</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (H&SC)</p> <p>Team games to encourage children to use space</p>

			Use hand over hand help until children can use them independently. Pencil control activities, encouraging children to hold pencil correctly and with good control		effectively when playing racing games. Start to eat independently and begin to learn how to use a knife and fork. Dressing and undressing practice
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PD regular routine knowledge

Know how to keep ourselves safe when being physical
Know our bodies move in different ways
Know the purposes of different tools and equipment
Know the effects of exercise on the body

PD knowledge progression

AUTUMN Know the risks of not keeping safe when being physical	SPRING Know why we must be physical and active (physical health and mental health)	SUMMER Know, understand and talk about why we must be physical and active (physical health and mental health)
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Key vocabulary to be taught by the end of Nursery year:

- **Instructional:** Stop, start, go
- **Positional vocabulary:** on, off, next to, over, through, under, on top, in front of, behind, back, above, beside,
- **Action:** crawl, run, walk, skip, jump, climb, throw, catch, grip, cut, hold, up, down, stretch, roll,
- Bent, straight, , round, circles, corner
- **Speed:** fast, slow, medium, change, speed
- **Direction:** forward, backwards, sideways, diagonally, turn, change

Physical development goal (end of nursery year)

Can catch a large ball.
Can pedal a tricycle.
Uses the toilet independently.
Climbs, runs and jumps with confidence.
Uses toys and tools safely.
Can dress and undress themselves with some support.
Is aware of their own safety.
Uses resources with some control and accuracy.
Can move around spaces with control and coordination.
Shows some knowledge that it is important to keep their bodies healthy with exercise and eating well.

LITERACY 2 YEAR OLDS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Enjoy songs and rhymes, tuning in and paying attention (R)</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo (R)</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures (R)</p> <p>Enjoy sharing books with an adult and looking at books independently (R)</p> <p>Pick up and hold a one-handed tool (palmer grip initially) (W)</p> <p><i>Randomised mark making, distinguishing between the marks they make</i></p>	<p>Sing songs and say rhymes independently. For example, singing whilst playing (R)</p> <p><i>Enjoys rhythmical and musical activities with percussion instruments, actions, rhymes. Clapping along to the beat</i></p> <p>Pay attention and respond to the pictures or the words (R)</p> <p>Be able to hold a book the correct way up and turn the pages independently (R)</p> <p>Enjoy looking at illustrations in books (R)</p> <p>Enjoy drawing and mark making freely- these may look like scribbles, lines and circles (W)</p>	<p>Have favourite books they enjoy to share with an adult, with another child, or to look at alone (R)</p> <p>Make connect between movements and marks they make (W)</p> <p><i>Enjoys drawing freely on paper, screens or different textures (such as sand, playdough etc)</i></p>	<p>Repeat words and phrases from familiar stories (R)</p> <p><i>Develops play around favourite stories using props</i></p> <p>Make comments and shares their own ideas (R)</p> <p>Add some marks to their drawings, which they give meaning to. For example: "that says mummy." (W)</p>	<p>Begin to demonstrate a desire to look at their favourite books (R)</p> <p>Ask questions about the book (R)</p> <p>Notice print in the environment such as familiar logos (R)</p> <p>Enjoy mark making using a range of one-handed tools (W)</p> <p>Add some meaning to their marks (W)</p>	<p>Develop play around favourite stories or rhymes using props (R)</p> <p>Listen attentively for short periods (early phonics) (R)</p> <p>Recognise and remember some sounds and name them from memory (R)</p> <p>Make marks on their picture to stand for their name (W)</p>

Literacy knowledge progression

AUTUMN	SPRING	SUMMER
<p>Knows that marks can be make using a variety of medium</p> <p>Know how to hold a book</p> <p>Know how to turn pages</p>	<p>Know a favourite book of theirs</p> <p>Know marks can convey meaning (different media, including digitally)</p> <p>Know and remember some repeated phrases from favourite rhymes or stories</p> <p>Know print in the environment gives us information</p>	<p>Know that print conveys meaning</p> <p>Know the purpose of a range of mark making tools (e.g. paint brush for painting pencil for drawing)</p> <p>Know that pictures in books can be used to re-tell the story</p>

Key vocabulary to be taught by the end of 2 Year Old Provision:

- Write, draw, mark making,
- pencil, paintbrush,

- *book, page, story, print, pictures, characters, beginning, end, front cover, back cover, sound/s*

Literacy goal
(end of 2 Year
Old Provision)

Enjoys sharing books with adults.
Enjoys looking at books by themselves.
Notice pictures in books.
Uses simple marks including lines, curves and circular movements.

LITERACY 3YEAR OLDS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Knows how books work, handles them carefully (R)</p> <p>Listen and join in with stories and poems in small groups with increased attention and recall (R)</p> <p>Notice pictures and print in the environment (R)</p> <p>Differentiate between text and illustrations (R)</p> <p>Recognise the front and back cover of a book, the title and the blurb (R)</p> <p>Enjoy drawing and mark making freely- these may look like scribbles, lines and circles (W)</p> <p>Randomised mark making</p>	<p>Can recognise own name (with photo) (R)</p> <p>Begin to gain an idea about how stories are structured with characters, settings and events (R)</p> <p>Learn new vocabulary (R)</p> <p>Develop social phrases (R)</p> <p>Learn rhymes, poems and songs (R)</p> <p>Orally create a new story using pictures, understanding story structure, sequence and characters (R)</p> <p>Pick up and hold a pencil correctly. (pincer grip) (W)</p> <p>Enjoy drawing and mark making freely- these may look like scribbles, lines and circles (W)</p>	<p>Develop their phonological awareness, so that they can: -Spot and suggest rhymes -Count or clap syllables in a word (R)</p> <p>Engage in extended conversations about stories, learning new vocabulary (R)</p> <p>Show interest in illustrations and print in books and the environment (R)</p> <p>Takes an active part in rhyming, music and singing activities (R)</p> <p>Be able to say what that their marks mean (W)</p> <p>Be able to tell the adult what they want to write- for adult to scribe (W)</p> <p>Sequence simple/ familiar stories e.g. describing what happens at the beginning, middle and end of the story.</p>	<p>Can recognise name without photo (R)</p> <p>Knows identifies the initial sounds of the name and some of their friends (R)</p> <p>Follow a text with fingers (R) Recognise and understand that: Print has meaning Pint can have different purposes We read English from left to right. The names of different parts of a book Page sequencing. Directional mark marking Sometimes gives meaning to marks as they draw and paint and gives meaning to marks that they see in different places (W)</p> <p>Child distinguishes between drawing and writing (W)</p> <p>Symbolic mark making (letter like shapes, some recognisable letters such as from name)</p>	<p>Anticipate key events or suggest how a story might end (R)</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) (R)</p> <p>Takes an active part in rhyming, music and singing activities showing awareness of rhyme and alliteration (R)</p> <p>Recognise words with the same initial sound, such as money and mother (R)</p> <p>Writing has some letter like formation (W)</p> <p>Begin to use some indefinable letters</p> <p>Increasing control using one handed tools and equipment (developing pincer grip)</p>	<p>Shows awareness of rhyme and alliteration (R)</p> <p>Recognises rhythm in spoken words, songs, poems and rhymes (R)</p> <p>Claps or taps the syllables in words during sound play (R)</p> <p>Hears and says the initial sound in words (R)</p> <p>Mark make and write for a variety of purposes - e.g. lists, recipes, letters, notes (W)</p> <p>Recognising familiar words and signs (including own name) (R)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy (W)</p> <p>Write some or all of their name (W)</p>
<p>Phonic Links (Letters and Sounds Phase 1)</p>	<p><u>Environmental Sounds</u> Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p>	<p><u>Instrumental Sounds</u> Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Talk about instrumental sounds, describing and comparing them.</p>	<p><u>Body Percussion</u> Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion</p>	<p><u>Rhythm and Rhyme</u> Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme. Copy and keep a simple beat.</p>	<p><u>Alliteration</u> Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration.</p>

Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.

sounds. Create their own sequences of body percussions. Join in with longer sequences of body percussion. Describe body percussion. Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly

Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally. Break words down into syllables with a beat. Create their own beat.

Voice Sounds

Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds.

Ongoing:
 Makes free marks on paper
 Extend vocabulary and use new words
 Develop strength in muscles in their shoulders and arms through gross motor activities.
 Develop strength in muscles in their hands through a range of fine motor activities
 Develop their phonological awareness, so that they can:

- spot and suggest rhymes - singing familiar rhymes from memory and learning new ones
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother
- Recognise the initial letter and sound to their name
- Begin to discriminate between sounds in words, orally
- Begin to use sounds-talk to segment words into phonemes

Literacy regular routine knowledge

Know information can be found in books, magazines, signs, the environment and electronically
 Know how to carefully turn pages in a book
 Know that print is read left to right and top to bottom
 Know where the front cover, back cover and spine are on books and what they are for
 Know that text carries meaning and 'tells' the story

Literacy knowledge progression

AUTUMN	SPRING	SUMMER
Know why reading is important (knowledge and enjoyment) Know print in the environment gives us information Know talk can be written down for themselves or for others to read	Know the name of a favourite book of theirs Know marks can convey meaning (different media, including digitally) Know that stories have characters	Know some letters in their name Know that stories are structured with a beginning, middle and end. Know the difference between fiction and non fiction texts

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

- Write, draw, make marks, think, listen track,
- scribble, lines, dots, circle, letter names/ shapes
- pencil, paintbrush, tools, crayon, chalk, pen, felt tip
- story, print, text, words, illustrations,

- plot, characters, beginning, middle, end, villain, hero,
- front cover, back cover, spine, blurb, title, author, illustrator,
- information, fiction, non-fiction
- list, menu, letter, invitation, story,
- Sound, noise, listen
- Rhyme, repeat, Rhythm- clap, tap, beat

Literacy goal
(end of nursery
year)

Enjoys listening to stories and making up play scenarios.
 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, including closed shapes.
 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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Take part in finger rhymes with numbers (N)</p> <p>React to changes of amount in a group of up to three items. (N)</p> <p>Climb and squeeze themselves into different types of spaces (SA)</p> <p>Build with a range of resources (S)</p> <p>Becoming familiar with patterns in daily routines (P)</p>	<p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.(N)</p> <p>Say some numbers within play (N)</p> <p>Enjoys filling and emptying containers (SA)</p> <p>Pushes objects through different shaped holes, and attempts to fit shapes into spaces (S)</p> <p>Complete inset puzzles (S)</p>	<p>Uses number words, like one or two and sometimes responds accurately when asked to give one or two things (N)</p> <p>Beginning to count on their fingers (N)</p> <p>Show awareness of mathematical concepts such as big and little (N)</p> <p>Develop an understanding of enclosure (SA)</p> <p>Enjoys using blocks to create their own simple structures and arrangements (S)</p> <p>Joins in with and predicts what comes next in a story or rhyme (P)</p> <p>Beginning to arrange items in their own patterns, e.g. lining up toys (P)</p>	<p>Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. (N)</p> <p>Beginning to notice numerals (number symbols) (N)</p> <p>Investigates fitting themselves inside and moving through spaces (SA)</p> <p>Select a shape for a specific space (S)</p> <p>Beginning to anticipate times of the day such as mealtimes or home time</p> <p>Notice and copy simple patterns (P)</p>	<p>Begins to say numbers in order, some of which are in the right order (ordinality)</p> <p>Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’ (C)</p> <p>Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram (SA)</p> <p>Complete simple jigsaw puzzles (S)</p> <p>Is interested in what happens next using the pattern of everyday routines (P)</p> <p>Arrange things in patterns (P)</p>	<p>Demonstrate knowledge of knowing that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’) (N)</p> <p>In everyday situations, takes or gives two or three objects from a group (N)</p> <p>Responds to some spatial and positional language (SA)</p> <p>Recognises that two objects have the same shape (S)</p> <p>Beginning to understand some talk about immediate past and future (M)</p> <p>Explores differences in size, length, weight and capacity (M)</p>

Mathematics regular routine knowledge

Know objects can be counted
 Know numbers mean how many
 Know some number names
 Know that the last number counted is how many altogether

Mathematics knowledge progression

AUTUMN	SPRING	SUMMER
Know things are different sizes	Know things can be weighed	Know numerals have meaning related to how many

Key vocabulary to be taught by the end 2 Year Old Provision:

- *Count, number, number names, shape, pattern,*
- *More than, less than, total, altogether, same*
- *Positional language: on off, next to, over, through, under, on top, front, back,*
- *empty, full, fill, long, short, length, heavy, light,*

Mathematics goal (end of 2 year old provision)

Shows an awareness of number.

Uses mathematical language in their play e.g. big, small, heavy, light.

Joins in number rhymes and songs.

MATHEMATICS 3 Year Olds

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Can say some counting words in sequence to 5. (N)</p> <p>Count objects 1-5 (N)</p> <p>Show 'finger numbers' up to 5 (N)</p> <p>Join in rhymes involving counting forwards and back (N)</p> <p>Responds to and uses language of position and direction (SA)</p> <p>Chooses items based on their shape which are appropriate for the child's purpose (S)</p> <p>Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! (M)</p>	<p>May enjoy counting verbally as far as they can go (N)</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. (N)</p> <p>Uses some number names and number language within play, and may show fascination with large numbers (N)</p> <p>Predicts, moves and rotates objects to fit the space or create the shape they would like (SA)</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (M)</p> <p>Compare quantities using language: 'more than', 'fewer than' (M)</p> <p>Experiments with making own patterns/ arrangements of shapes e.g. loose parts (P)</p>	<p>showing interest in large numbers (N)</p> <p>Begin to recognise numerals 0 to 10 (N)</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (N)</p> <p>Begin to represent number through writing</p> <p>* Show awareness of and explore 2D shapes (S)</p> <p>Responds to both informal language and common shape names (S)</p> <p>Begin to describe position using prepositional language e.g. 'In front of', 'behind' (SA)</p> <p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items (M)</p> <p>Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next (P)</p>	<p>Begin to count beyond 10</p> <p>Solve real world mathematical problems with numbers up to 5 (N)</p> <p>Links numerals with amounts up to 5 and maybe beyond (N)</p> <p>Order numbers up to 5</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Show awareness of and explore 3D shapes (S)</p> <p>Shows awareness of shape similarities and differences between objects</p> <p>Select shapes appropriately, e.g. flat surfaces for building, a triangular prism for a roof etc(S)</p> <p>Understand position through words alone in</p>	<p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) (N)</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same (N)</p> <p>Begin to estimate how many objects there are and check by counting (up to 5)</p> <p>Begin to recognise numerals to 10</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language such as 'sides', 'corners'; 'straight', 'flat', 'round' (S)</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf (P)</p> <p>Create musical patterns using clapping and stamping</p>	<p>Explores using a range of their own marks and signs to which they ascribe mathematical meanings (N)</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities (N)</p> <p>Say which number is one more in group (up to 5)</p> <p>Say which number is one less in group (up to 5)</p> <p>Develop an understanding of shape properties (S)</p> <p>Loose parts den making, talking about shapes and how their properties suit the purpose.</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes (S)</p> <p>Describe a familiar route (SA)</p> <p>Take children out to the shop and recall the route that was planned.</p> <p>Notice and correct an error in a repeating pattern (P)</p>

		the absence of gesture – for example, “The bag is under the table,” with no pointing (SA) Creates their own spatial patterns showing some organisation or regularity (P)	Make comparisons between objects relating to size, length, weight and capacity (M)	Have an understanding of language related to size, weight and capacity (M)
Key vocabulary to be taught by the end of Nursery year:				
<ul style="list-style-type: none"> Count, number, number names, numeral, shape, sides, corners, curved, straight, 2D, flat, 3D solid pattern, repeat, More than, less than, total, altogether, same Positional language: on off, next to, over, through, under, on top, front, back, Route, journey, left, right, turn 				
Word Aware: Concept Cat				
Level One Concepts Size: Big, little, fat Touch/ Look: Dry, wet Sound: Noisy, quiet, loud Movement: Fast, slow Space: in, out, under, behind, top, bottom Quantity: empty, full, more, lots	Level Two Concepts Size: long, short, tall, small, large Touch/ Look: hard, soft Movement: quick Space: through, near, between, side, front, back, over, around, next to Quantity: some, less, a bit, all, most Order: first, last, Time: after, before, day, night Comparison: old, new, same, different Weight: heavy	Level Three Concepts Size: thick, thin, wide, narrow Touch/ Look: shiny, rough, smooth Space: above, below, forwards, backwards Quantity: both, few, enough, half, whole Order: second, next Time: early, late Weight: light Light: dark, light Shape: corner, straight, bendy Superlatives and Comparatives: bigger, heavier, taller, longer, biggest, heaviest, tallest, longest		
Mathematics regular routine knowledge				
<p>Knows a number can show how many things there are</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Know a range of mathematical terminology and the meanings (more, less, altogether, count, check, total, add, and, problem, heavy, light, big, small, tall, short, pattern)</p>				
Mathematics knowledge progression				
AUTUMN Knows the name of some 2D shapes and their properties	SPRING Know the names of some 3D shapes	SUMMER Knows shapes can be 2D or 3D		

Know things can be measured (e.g. length and capacity) and using different tools e.g. cubes, cups...

Mathematics goal
(end of nursery
year)

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

UNDERSTANDING THE WORLD 2 YEAR OLDS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Talk about themselves and their family (P&C)</p> <p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life (TW)</p> <p>Remembers where objects belong (TW)</p> <p>Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times (T)</p> <p><i>Changing weather – Talking about things they have observed such as plants, animals and natural found objects (Autumn)</i></p>	<p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them (P&C)</p> <p>Matches parts of objects that fit together, e.g. puts lid on teapot (TW)</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking (TW)</p> <p>Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them (T)</p>	<p>Is interested in photographs of themselves and other familiar people and objects (P&C)</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects (TW)</p> <p>Seeks to acquire basic skills in turning on and operating some digital equipment (T)</p> <p><i>Changing weather – Talking about things they have observed such as plants, animals and natural found objects (Spring).</i></p>	<p>Make connections between the features of their family and other families (P&C)</p> <p>Notices detailed features of objects in their environment (TW)</p> <p>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car (T)</p>	<p>• Has a sense of own immediate family and relations and pets</p> <p>Beginning to have their own friends</p> <p>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms (TW)</p> <p>Plays with water to investigate “low technology” such as washing and cleaning (T)</p>	<p>Notice differences between people (P&C)</p> <p>Use all their senses in hands-on exploration of natural materials (TW)</p> <p>Uses pipes, funnels and other tools to carry/ transport water from one place to another (T)</p> <p><i>Changing weather – Talking about things they have observed such as plants, animals and natural found objects (Summer).</i></p>
<p>October Grandparents day Harvest Festival Black History month Oral health week</p>	<p>October Diwali Halloween November Bonfire Night Remembrance Sunday December Christmas</p>	<p>January Chinese New Year February NSPCC number day Valentine's day Pancake day March World Book Day Mothers' Day</p>	<p>April Easter Sunday Eid-Al- Fitr St George's day Healthy eating week</p>	<p>May Walk to school week Road safety and safety awareness</p>	<p>June Fathers' day Eid Al-adha July E safety awareness Week</p>

UTW knowledge progression

AUTUMN	SPRING	SUMMER
Know who is part of their family (P&C)	Know they take part in celebrations (P&C)	

<p>Know they were once a baby (Scientific) Know the names of facial features (Scientific) Know different weather types (Geographical)</p>	<p>Know people can travel to different places by walking, car, train, plane, bus (Geographical) Know that animals and plants need taking care of (food, water...) (Scientific) Know what night and day is (Scientific)</p>	<p>Know that there are people who help us (age appropriate through experience: doctors, dentists, teachers, police) (P&C) Know that experiences they have had happened in the past (Historical) Know they live in Birmingham (Geographical) Know the outdoors changes across the year (Scientific)</p>
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Key vocabulary to be taught by the end of 2 year Old Provision :

Community, family, celebration, job, different, same
 Old, new, young, baby, past,
 Press, pull, lift
 Weather: cold, warm, snow, rain, wind, cloud, sun
 House, garden, plants, seeds, water, grow, light, dark, day, night
 rough, smooth, hard, soft,
 Animals, farm, zoo, sea, home,
 Smell, taste, hear, sound, look, see

<p>UTW goal (end of 2 year old provision)</p>	<p>Explores a range of materials. Beginning to notice differences in materials and beginning to identify which materials may work best. Notices features of their own family and that that of others through shared experiences. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Talks about some of the things they have observed such as plants, animals, natural and found objects Uses pipes, funnels and other tools to carry/transport subject matter from one place to another Know how to operate technology toys</p>
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UNDERSTANDING THE WORLD - 3 YEAR OLDS

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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Is interested in photographs of themselves and other familiar people and objects (P&C)</p> <p>Shows interest in the lives of people who are familiar to them (P&C)</p> <p>The children will spend time talking about family celebrations. Children will talk about photos and memories. Parents will be encouraged to share photographs of family celebrations that children can enjoy retelling within their groups.</p> <p>Use all their senses in hands-on exploration of natural materials (TW)</p> <p>Notices detailed features of objects in their environment (TW)</p> <p>The children will use all their senses to explore a variety of natural materials. Children will make collections of natural materials (link to Autumn walk) to investigate and talk about. The children will use magnifying glasses and talk about what they see, using a wide vocabulary.</p> <p>Explore the whole nursery environment with interest (TW)</p>	<p>Enjoys joining in with family customs and routines (P&C)</p> <p>Remembers and talks about significant events in their own experience (P&C)</p> <p>Listen to a wide range of stories, featuring different cultures, religions and traditions (P&C)</p> <p>Children begin to know there are special places of worship(P&C)</p> <p>Children will talk about photos and memories. Parents will be encouraged to share photographs of family celebrations that children can enjoy retelling within their groups.</p> <p>Express interests and engage with activities throughout the nursery environment (TW)</p> <p>Explore role play- Small world, first hand, prop, transformation (TW)</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 (T)</p>	<p>Learns that they have similarities and differences that connect them to, and distinguish them from, others (P&C)</p> <p>The children will begin to notice differences between people. The children will continue to develop positive attitudes about the differences between people.</p> <p>Talk about and describe different types of houses, including where they live (walk in local environment)</p> <p>Talk about what they see, using a wide vocabulary (TW)</p> <p>Explore collections of materials with similar and/or different properties (TW)</p> <p>Talks about why things happen and how things work (TW)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (TW)</p> <p>Shows an interest in technological toys with knobs or pulleys (T)</p>	<p>Enjoys joining in with family customs and routines (P&C)</p> <p>The children will plant seeds and vegetables and learn how to care for them</p> <p>Understand the key features of the life cycle of a plant and an animal (TW)</p> <p>Children will observe the effects of life cycle of Caterpillars/chicks/ Sunflowers</p> <p>Begin to understand the need to respect and care for the natural environment and all living things (TW)</p> <p>Developing an understanding of growth, decay and changes over time (TW)</p> <p>Research and be interested in the world around them (TW)</p> <p>Shows an interest in real technological objects such as cameras, and touchscreen devices such as mobile phones and tablets (T)</p>	<p>Shows interest in different occupations and ways of life indoors and outdoors (P&C)</p> <p>Use non-fiction texts to research and find out about occupations (P&C)</p> <p>Continue developing positive attitudes about the differences between people (P&C)</p> <p>Shows care and concern for living things and the environment (TW)</p> <p>Explore natural materials in the outdoor environment to investigate and talk about, to create a suitable habitat for garden mini-beasts</p> <p>Learn to identify a variety of farm animals, matching adult animals to their young</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (TW)</p> <p>Find out about animals (around the world) hot/cold countries.</p>	<p>Begin to make sense of their own life-story and family's history (P&C)</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 or family (P&C)</p> <p>Begin to understand the effect their behaviour can have on the environment (TW)</p> <p>Talk about the differences between materials and changes they notice (TW)</p> <p>Knows that information can be retrieved from digital devices and the internet (T)</p> <p>Explore forces and magnets</p> <p>The children will explore and investigate how different toys work such wind-up toys, pulleys, sets og cogs and pegs with boards.</p>

Explore how things work (T) Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car (T)	Changing weather – understand weather changes and identify suitable clothing (Autumn)	Changing weather – understand weather changes and identify suitable clothing (Winter).	The children will plan and take part in a variety of scientific investigations such as: -Melting and freezing -Cooking -Colour mixing -Float/ sink	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images (T)	
October Grandparents day Harvest Festival Black History month Oral health week	October Diwali Halloween November Bonfire Night Remembrance Sunday December Christmas	January Chinese New Year February NSPCC number day Valentine's day Pancake day March World Book Day Mothers' Day	April Easter Sunday Eid-Al- Fitr St George's day Healthy eating week	May Walk to school week Road safety and safety awareness	June Fathers' day Eid Al-adha July E safety awareness Week

UTW knowledge progression

AUTUMN Know about different family structures and who is part of their family (P&C) Know the difference between past and present (Historical) Know they attend St Thomas Centre Nursery in Birmingham (Geographical) Know the main parts of the body (Scientific) Know about growth and age (Scientific)	SPRING Know about several religious or cultural celebrations (P&C) Know there are many countries around the world with different cultures and communities (P&C) Know some different terrains (exposure through story) (Geographical) Know the different parts of plants and trees (trunk, stem, leaf, flower, petal, roots, branches) (Scientific) Know plants and animals follow a life cycle (Scientific)	SUMMER Know about people who help us and their roles (P&C) Know that our country is led by King Charles and know basic information about the British monarchy (Historical) Know why and how we look after our natural world (Geographical) Know the 4 seasons and some key features of them (including physical changes and weather) (Scientific) Know what light and dark is (Scientific)
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Begin to understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.

Key vocabulary to be taught by the end of Nursery Year:

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

Ancient, old, new, young, past, present, future, famous,

Beach, seaside, land, sea, spring, summer, autumn, winter, farm, country, world, Birmingham, England, Earth, map,

Aeroplane, train, bus, car, walk, bike, coach, tram

Reptiles, fish, birds, habitat, plants, seeds, stem, roots, petal, flower, leaf, nocturnal, experiment, rough, smooth, hard, soft, magnetic, old, young, grow, light,

dark, day, night, morning, afternoon, freeze, frozen, melt

Senses: sight/ see, touch/ feel, taste, smell, hear/sound

Information, technology, digital

**UTW goal
(end of
Nursery)**

- Remembers and talks about significant events in their own experience.
- 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.



Picture News

We use 'Picture News' in the Nursery as a stimulus for speaking and listening weekly. The weekly news 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. The news always links with British Values, children's rights and often the protected characteristics. Children make sense of the world around them, broaden their knowledge and understanding on 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. Children have a voice and listen to and respect others' voices. Example session:

Let's look at this week's story

This week's news story is about a new BBC television programme called Dars. It has begun to help children learn from home in Afghanistan.

Have you heard of the country Afghanistan before? What do you know about the country?

A group called the Taliban took charge of Afghanistan in 2021 and since then, most girls older than 11 have been banned from going to school.

What does banned mean?

Do you think it is fair that boys can go to school but girls cannot? What do you think the girls will do all day? How would you feel, if you were told you weren't allowed to go to school anymore?

The new television programme has been specially made for children wanting to learn in Afghanistan and is called Dars, which means 'lesson' in the main languages spoken in Afghanistan.

There are many languages in the world. Can you say any words in a different language? Is there a language you would like to learn?

Do you think this new television programme to help Afghan children learn is a good idea? How do you think it could help?

British Values

Rule of Law

Different countries have different rules and laws about school and education. In the UK, all children must be provided with an education from age 5 to 18.

UN Rights of a Child

We all have the right to an education. Primary education should be free. Secondary and higher education should be available to every child. We should be encouraged to go to school to the highest level possible.

28 ACCESS TO EDUCATION

This week's story looks at events related to ...

Protected Characteristics

In Afghanistan, girls over 11 years of age are not allowed to attend school. Being a boy or a girl should never stop us from doing something or cause us to be treated unfairly.

Weekly vocabulary

Speaking and listening	Storytelling	Role-play	Maths	Outdoor
television programme presenter country Afghanistan Asia group Taliban charge banned fair languages learn exploring listening outside inside enjoy most	storytelling story turn pages Once upon a time beginning next suddenly then finally The end make up characters What's happening?	pretend TV presenter teacher teach learn talk tell video camera maths numbers phonics flashcards introduce yourself	different ways count say cloud listen objects large group write numbers build tower show use	explore find look mini-beasts legs wings body parts plants petals stalk leaves the same different How many? What?

EXPRESSIVE ARTS AND DESIGN 2 YEAR OLDS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression (CWM)</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' (BI&E)</p> <p>Anticipate phrases and actions in rhymes and songs, like 'peepo'. (BI&E)</p> <p>Expresses self through physical actions and sound (BI&E)</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools (CWM)</p> <p>Sings/vocalises whilst listening to music or playing with instruments/sound makers (BI&E)</p> <p>Make rhythmical and repetitive sounds (BI&E)</p> <p>Move and dance to music (BI&E)</p>	<p>Explore different materials, using all their senses to investigate them (CWM)</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone (BI&E)</p> <p>Join in with songs and rhymes (BI&E)</p> <p>Creates sound effects and movements, e.g. creates the sound of a car, animals (BI&E)</p>	<p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (CWM)</p> <p>Creates sounds by rubbing, shaking, tapping, striking or blowing (BI&E)</p>	<p>Manipulate and play with different materials (CWM)</p> <p>Moves to music exploring own movements through self-expression. (BI&E)</p> <p>Has some favourite rhymes and songs. (BI&E)</p>	<p>Use their imagination as they consider what they can do with different materials (CWM)</p> <p>Explore colour mixing and talk about the differences between colours.</p> <p>Make simple models which express their ideas (CWM)</p> <p>Begins to make believe by pretending using sounds, movements, words, objects BI&E)</p> <p>Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</p>

EAD knowledge progression

AUTUMN	SPRING	SUMMER
Know the names of primary colours, black and white	Know that colours change when mixed together Know we can express ourselves through movement and song	Know materials change when combined (e.g. adding water to flour) Know how to use tools safely

Key vocabulary to be taught by the end of 2 year old provision:

Rolling, patting, pinching, mixing, playing, dancing/dance, singing/song
 shapes, lines, colour, in, out, up, down, mix, light, dark,
 paint, clay, playdough, water,
 Music, sand names of some instruments (names of resources used)
 Pretend, rhythm, volume, loud, quiet, dance, move, fast, slow, stop, start, go, build

EAD goal (end of 2 year old provision)	Shows attention to sounds and music. Joins in with songs and rhymes, making some sounds. Beginning to make marks intentionally.
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	<p>Explores different materials, using all their senses to investigate them. Manipulates and plays with different materials. Expresses self through pretend play, building structures, moving to music and exploring instruments. Beginning to develop pretend play, pretending one object represents another. Explores paint and a range of media using fingers and hands, as well as brushes and other tools.</p>
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EXPRESSIVE ARTS AND DESIGN 3 YEAR OLDS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Continue to explore different materials, using all their senses to investigate them (CWM)</p> <p>Manipulate and play with different materials (CWM)</p> <p>Provide with a range of found materials, such as: blocks, clay, soft wood, off cuts of fabric with different textures.</p> <p>Enjoy and take part in action songs, such as 'twinkle, twinkle little star'. (CWM)</p> <p>Joins in singing songs (CWM)</p> <p>Move and dance to music (CWM)</p> <p>Creates sounds by rubbing, shaking, tapping, striking or blowing (CWM)</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar (BI&E)</p>	<p>Explore colour and colour mixing (CWM)</p> <p>Learn different art/ painting/ printing techniques to explore colour, texture</p> <p>Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow (CWM)</p> <p>Beginning to describe sounds and music imaginatively, e.g. scary music (CWM)</p> <p>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns (CWM)</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone (BI&E)</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc (BI&E)</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make (CWM)</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects (CWM)</p> <p>Enjoys joining in with moving, dancing and ring games (CWM)</p> <p>Explores and learns how sounds and movements can be changed (CWM)</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously (BI&E)</p> <p>The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.</p>	<p>Develop their own ideas and then decide which materials to use to express them (CWM)</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details (CWM)</p> <p>Listen with increased attention to sounds (CWM)</p> <p>Remember and sing entire songs (CWM)</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences (BI&E).</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park (BI&E)</p>	<p>Join different materials and explore different textures (CWM)</p> <p>Create their own songs or improvise a song around one they know (CWM)</p> <p>Has some favourite rhymes and songs (CWM)</p> <p>Taps out simple repeated rhythms (CWM)</p> <p>Moves to music exploring own movements through self-expression.</p> <p>Developing pretend play scenarios using objects that represent another (BI&E)</p> <p>Draw their own minibeasts and farm animals. add details to their drawings by selecting interesting objects to draw and by point out key features and discussing them. For example, a horse has four legs, a mane and two eyes.</p>	<p>Uses available resources to create props or creates imaginary ones to support play (BI&E)</p> <p>Begin to draw from their imagination and from observations.</p> <p>Plays alongside other children who are engaged in the same theme (BI&E)</p> <p>Make simple models which express their ideas.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Show different emotions in their drawings and paintings e.g. happiness, sadness, fear, etc.</p>

The children will remember entire songs and perform these during our Songs around the Christmas tree Celebration with parents

EAD knowledge progression

AUTUMN	SPRING	SUMMER
Know the names of primary colours, black and white Know that instruments can be played in different ways	Know that colours change when mixed together Know we can express ourselves through movement and song	Know materials change when combined (e.g. adding water to flour) Know how to use tools safely Know that the sounds of instruments can be changed.

Key vocabulary to be taught by the end of Nursery year:

Rolling, patting, pinching, mixing, playing, sticking, joining
 dancing/dance, singing/song, move/ still/ stop
 shapes, lines, colour, in, out, up, down, mix, light, dark,
 Paint, chalk, glue, foam, clay, playdough, water, sand, lentils, pasta, rice, loose parts
 Hammer, saw, screwdriver, nails, screws, tape, glue, wood, card, foam, tape measure, ruler
 Music, names of some instruments (names of resources used)
 Pretend, dress up, act out, rhythm, volume, loud, quiet, dance, move, fast, slow, stop, start, go, build

EAD goal (Nursery year)	<ul style="list-style-type: none"> Shows attention to sounds and music. Joins in with songs and rhymes, making some sounds. Beginning to make marks intentionally. Explores different materials, using all their senses to investigate them. Manipulates and plays with different materials. Expresses self through pretend play, building structures, moving to music and exploring instruments. Beginning to develop pretend play, pretending one object represents another. Explores paint and a range of media using fingers and hands, as well as brushes and other tools.
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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 , 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 in order to foster a love of maths and confidence in maths in the next stage of their education.

Role of the adult		
SUPPORTING EARLY READING	SUPPORTING EARLY WRITING	SUPPORTING EARLY MATHEMATICAL CONCEPTS
<ul style="list-style-type: none"> * Be seen as positive reading role models * Read with excitement, engagement and intonation * Model reading for pleasure or as part of shared activities * Ensure children are active participants in story sessions. * Develop children's comprehension of texts through questioning * Read a range of fiction, non-fiction and poetry books to individuals and groups 	<ul style="list-style-type: none"> * Be a positive writing role model * Model writing regularly and for a range of purposes * Have a genuine interest in what all children communicate. * Provide opportunities to explore creating marks in a variety of ways, notice children's marks and talk about them * Ensure children see adults write for pleasure * Write as part of a shared writing activity * Give children the confidence to 'have a go' 	<ul style="list-style-type: none"> * Support mathematical development in continuous provision through the observe - assess - plan cycle * Support mathematical development by singing counting songs and rhymes and encouraging children to join in games that involve counting * To plan both adult led and continuous provision activities that are ability appropriate, using the EYFS Development Matters

<ul style="list-style-type: none"> * Consider the needs and interests of children * Provide purposeful activities and times to read and develop early reading skills * Plan continuous provision activities for reading both inside and outside * Nurture and encourage a 'have a go' approach and build confidence in children around accessing books * 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 * Listen to encourage talking * Model good listening and eye contact * Ask questions that attentive listeners ask and comment on what children say * Provide ample opportunities for children to extend their spoken communication * Provide good models of spoken English and speaking clearly, how to structure comprehensible sentences and sustain dialogue (high-quality interactions) 	<ul style="list-style-type: none"> * Celebrate work produced through marking, sharing with others or displaying * Plan both adult led and continuous provision activities using the EYFS Development Matters 	<ul style="list-style-type: none"> * 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
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We provide:		
READING	WRITING	MATHS
<ul style="list-style-type: none"> * A range of reading resources both inside and outside * 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 	<ul style="list-style-type: none"> * Free access to quality mark making equipment both inside and outside * Activities that encourage mark making/writing for a range of purposes * Activities that encourage the development of children's pre writing skills - both Gross and fine motor skills 	<ul style="list-style-type: none"> * A range of quality mathematical equipment for exploration in independent play, a range of resources that lend themselves to mathematical exploration and embedding mathematical skills * Planned continuous provision activities linking to the children's interest and/or the

<ul style="list-style-type: none"> * A range of books linked to children's interests * Opportunities to support children and parents at home by providing reading books through bedtime story challenge * Regular experience of rhymes through song bags, spoons, nursery rhyme boxes developed by staff * 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) 	<ul style="list-style-type: none"> * 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 	<p>needs of the children at that time, both indoors and outdoors</p> <ul style="list-style-type: none"> * Daily adult-led sessions where maths is promoted and skills are developed
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Skills children will acquire in 2 Year Old Provision

READING	WRITING	MATHS
<ul style="list-style-type: none"> * Enjoy singing songs, listening and joining in with rhymes and stories * Enjoy sharing/looking at books either independently or with an adult * Enjoy sharing books with adults * Enjoy looking at illustrations in books * Begin to have some favourite books * Begin to repeat words and phrases from familiar stories * Enjoy using props and puppets for books, songs and rhymes * Be able to hold a book the correct way up and turn the pages independently * Notice and begin to recognise familiar logos 	<ul style="list-style-type: none"> * Notice print in the environment such as familiar logos. * Pick up and hold a one-handed tool (palmer grip initially) * Enjoy mark making using a range of one-handed tools * Make connect between movements and marks they make. * Enjoy drawing and mark making freely- these may look like scribbles, lines and circles. * Add some meaning to their marks. 	<ul style="list-style-type: none"> * Enjoy joining in with number songs and rhymes and know some by heart * Show awareness of mathematical concepts such as big and little * Say some numbers within play * Point and count objects, sometimes in sequence * Complete simple jigsaw puzzles * Explore shapes through block play and building with a range of materials and resources * Develop an understanding of enclosure * Notice and copy simple patterns * Begin to represent number using fingers

Skills children will acquire in Nursery Year



READING	WRITING	MATHS
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- * Orally create a new story using pictures, understanding story structure, sequence and characters
- * Be able to differentiate between text and illustrations
- * Identify where to start reading, which way to go, left page before the right and left to right orientation
- * Follow a text with fingers
- * Recognise the front and back cover of a book, the title and the blurb
- * Know that text carries meaning and 'tells' the story
- * Extend vocabulary and use new words
- * Develop their phonological awareness, so that they can:
 - spot and suggest rhymes - singing familiar rhymes from memory and learning new ones
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
 - Recognise the initial letter and sound to their name
 - Begin to discriminate between sounds in words, orally

- * Before children can write, they have to have something to say. They need to know talk can be written down for themselves or for others to read.
 - * Develop strength in muscles in their hands through a range of fine motor activities
 - * Develop strength in muscles in their shoulders and arms through gross motor activities.
 - * Be able to tell the adult what they want to write- Adults to scribe.
 - * Making free marks on paper – which may look like scribbles.
 - * Be able to say what that their marks mean.
 - * Pick up and hold a pencil correctly. (pincer grip)
 - * Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
 - * Write some or all of their name.
- N.B. Once a child becomes phonically more aware, they may become more reluctant to put pen to paper with the feeling that it 'doesn't look right'. Support should be given using letters/words to model.


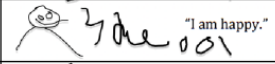
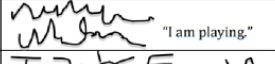
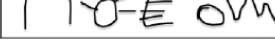

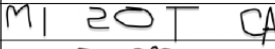
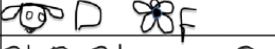

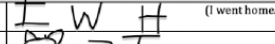
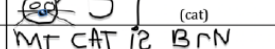
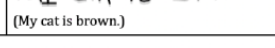
- * Join in rhymes involving counting forwards and back
- * To rote count to 10
- * Order numbers up to 5
- * Begin to recognise numerals to 10
- * Begin to count beyond 10
- * Match objects to numerals up to 5
- * Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- * Begin to represent number through writing
- * To subitise, recognise a small number of objects (up to 3) without counting
- * Compare quantities using language: 'more than', 'fewer than'
- * Begin to estimate how many objects there are and check by counting (up to 5)
- * Use language such as 'more', 'less', 'bigger', 'smaller' to describe things and compare things
- * Say which number is one more in group (up to 5)
- * Say which number is one less in group (up to 5)
- * Name and describe basic 2D shapes
- * Develop an understanding of shape properties
- * Show awareness of and explore 3D shapes
- * Understand position through words alone – for example, "The bag is under the table." (in the absence of gesture)

Stages of Pre-writing Development

- A child scribbles randomly on paper
- A child scribbles spontaneously in different directions, eg straight line, circle
- A child imitates simple shapes (ones that have one movement)
 - Imitation: when a child watches an adult and then copies the action
- A child copies simple shapes, eg 
 - Copying: when a child copies from a piece of paper and does not receive a visual demonstration as to how to make it
- A child imitates complex shapes (ones that involve multiple movements)
- A child copies complex shapes, eg 
- A child is able to write over and continue patterns
 - This stage may occur at a pre-writing or writing stage. Patterns give the opportunity for practicing motor movements and working on fluidity
- A child has an understanding of movement concepts connected with writing, eg up, down, around



Developmental Stages of Writing

Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	
Emergent	
Strings of Letters - 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	
Groups of letters - groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	
Transitional	
Letter/Word Representation - uses first letter sound of word to represent entire word, uses letter sound relationships	
First/Last Letter Representation - word represented by first and last letter sound	
Medial Letter Sounds - 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	

- * Begin to describe position using pre-positional language e.g. 'In front of', 'behind'
- * Make comparisons between objects relating to size, length, weight and capacity
- * Have an understanding of language related to size, weight and capacity
- * Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- * Extend and create ABAB patterns, e.g. stick, leaf, stick, leaf
- * Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Foundations for Phonics

PROGRESSION OVER TIME: It is expected that staff will seize opportunities and observe and respond to children's interests and curiosities linked to phonics. In addition to this, we will have a focus on the relevant skills along the below progression model

RELEVANT TERMINOLOGY					
<p>Phoneme The <i>smallest</i> unit of speech-sounds which make up a word. There are 44 phonemes (sounds) in English.</p> <p>Grapheme The written representation of phonemes (sounds). May be 1 letter (e.g. 'f'), 2 letters (e.g. 'ir'), three letters (e.g. 'igh') or four letters in length (e.g. 'ough')</p> <p>Grapheme-phoneme correspondence Being able to hear a phoneme and know the grapheme that represents it. (for SPELLING) Being able to see a grapheme and know the phoneme that relates to it (for READING)</p>		<p>Syllable A unit of spoken language that usually has one vowel sound (including y), with or without surrounding consonant. dog (1 syllable in dog) di-ry (2 syllables in diary) a-pul (2 syllables in apple) war-ter (2 syllables in water) ba-na-na (3 syllables in banana) xy-lo-phone (3 syllables in xylophone – exception as 4 vowel sounds but 3 syllables) When teaching syllables, we use the word 'beat' or 'beats' in the word. Alliteration – the occurrence of the same sound at the start of words said together – (<i>Practitioner language to use when teaching location of sounds in words: first sound – middle sound – last sound</i>) Onset rhyme level – first sound in the word is different, the rest of the word rhymes/sounds the same</p>		<p>Blending Involves merging the sounds in a word together in order to say it. This is important for READING because later on, if children know the sounds related to the graphemes in a word, they will be able to say it. (decodable words) The sounds j-a-m can be blended to say the word 'jam' to read it.</p> <p>Segmenting Involves breaking up a word that you HEAR into its phonemes. This is important for SPELLING/WRITING. The word 'jam' can be segmented into the sounds j-a-m to write it.</p> <p>Auditory – relating to hearing Auditory discrimination - tuning into sounds, hearing sounds, identifying sounds <i>*Required later to hear the units of sounds in words for writing</i> Auditory memory – remembering sounds Sequential auditory memory – remembering sequences of sounds/remembering sounds in order <i>*Required later to remember sounds in sequence for writing words, and remember words in sequence for writing sentences</i></p>	
<p>PHASE 1 Early phonics skills: intended to develop children's listening, vocabulary and speaking skills, to prepare them for reading and writing in the next phase. Children develop an awareness of sound, develop phonological awareness (speech sounds of language) and develop oral blending and segmenting skills. Phase 1 skills underpin phase 2+ and are the foundational skills of learning to read and write.</p>					
<p>2 YEAR OLDS REGULAR AND ONGOING: Instrumental sound exploration and discrimination (aspect 2) rhymes and songs (aspect 1-4), stories with sounds (aspects 1-4), talk about sounds we can hear, exposure to clapping beats in words (aspect 4)</p>					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Sound discrimination - Environmental sounds (aspect 1)	Sound discrimination - Body percussion (aspect 3)	Rhythm and steady beats (aspect 4)	Enhanced exposure to rhyme (aspect 4)	Voice sounds (aspect 6)
<p>3 YEAR OLDS REGULAR AND ONGOING: Instrumental sound exploration and discrimination (aspect 2), rhymes and songs (aspects 1-4), stories with sounds (aspects 1-4), talk about sounds we can hear, clapping beats in words</p>					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Sound discrimination - Environmental sounds and body percussion (aspects 1 and 3)	Rhythm and steady beats (aspect 4) Voice sounds (aspect 6)	Rhyme & rhyming words (aspect 4) Alliteration exposure (aspect 5)	Initial sounds & alliteration (aspect 5) Blending (aspect 7)	Blending and segmenting (aspect 7)

LETTERS AND SOUNDS ASPECT AND SKILL PROGRESSION	ACTIVITIES (TUNING INTO SOUNDS, LISTENING TO AND REMEMBERING SOUNDS, TALKING ABOUT SOUNDS)	GUIDANCE
<p>Aspect 1 General sound discrimination – environmental sounds Aim: Raise children's awareness of the sounds around them and the associated vocabulary Develop children's listening skills.</p> <p>Aspect 2 General sound discrimination – instrumental sounds Aim: Develop children's awareness of sounds made by various instruments and noise makers</p> <p>Aspect 3 General sound discrimination – body percussion Aim: Develop awareness and explore sounds that can be made with our bodies Develop children's ability to remember patterns of sounds</p> <p>-To listen attentively -To show understanding of concept vocabulary -To use vocabulary related to sounds they hear -Enjoys rhythmic and musical activity</p> <p>AUDITORY DISCRIMINATION -To identify a specific sound -To distinguish between sounds -To identify sounds that are the same -To identify sounds that are different -To identify sounds that are nearly the same</p> <p>AUDITORY MEMORY -To remember 2-6 different sounds</p>	<p><u>Listening walk indoors or outdoors</u> Use a sand timer. Remind the qualities of good listening. Use 'cupped' hands as a symbol for listening focus. Capture sounds heard. Make a list using words or pictures. Talk about what can be heard. Revisit list by trying to imitate the sounds heard.</p> <p><u>Drumming</u> Explore how different sounds can be made using sticks by tapping and stroking items such as a wire fence, a wooden fence, a brick wall, a plant pot, gravel floor etc. Can others copy the sound? Could sounds be combined to create music?</p> <p><u>Hot or cold</u> An item is hidden somewhere inside or outside. The item hider then sings 'Can you find it, can you find it...' either increasing/decreasing in speed, volume or pitch depending on how far or close (hot or cold) the 'seekers' are from the item</p> <p><u>Sound lotto</u> Images of sounds x4 on a grid. Sounds are made in the moment (inc. visual) or recorded sounds/audio clips (no visual) Such as: sneeze, cough, laugh, fingernails clanging, clicking, clapping, stamping feet, brrrr ('I'm cold' noise), crying, toilet flushing, door closing...</p> <p><u>Mrs/Miss/Mr X has a box (Old McDonald tune)</u> Select 5 items that make a particular sound and place in a box with a lid. E.g. shells, keys, blocks, squeaky toy, crisp packet. Show the children the items going in and name them. Sing 'Mrs/Miss/Mr ___ has a box, E-I-E-I-O. And in that box, he/she has a....' Can the children name the item? Can they imitate the sound with their voice too?</p> <p><u>Animal farm</u> Model farmyard with model farm animals. Describe one animal using vocabulary (number of legs, colour, horns, tail etc.) Can children name the animal? Can they make the sound it makes?</p> <p><u>Shakers</u> Make sound shakers (e.g. rice, lentils, pasta, shells, marbles...) Explore the sound each child's shaker makes and discuss how they sound and whether they sound the same, different or nearly the same. Use shakers to sing familiar songs or rhymes and shake along to the steady beat.</p> <p><u>Which instrument?</u> 2 identical sets of instruments, 1 set hidden – progress to just naming the instrument</p> <p><u>Instrument movement race</u> Mr Wolf has 2/3/4 instruments. Each instrument makes a different sound and has a different movement. E.g. shaker is walk on tiptoes, drum is march, bells is hop. Hide the 3 instruments behind a screen/under a blanket. The children move towards the instrument player in the right movement to match the sound while the instrument is being played. The movement must stop when the instrument stops.</p> <p><u>Instrument exploration</u> Explore instrument sounds, playing with different volumes (loud and quiet) and playing at different paces (fast and slow)</p> <p><u>Instrument sound patterns</u> An instrument is used to make a pattern of sound. The instrument is passed round the circle and each child copies the pattern using the instrument. Change instruments. E.g. ●●●--● OR ●--●--●●● OR ●●-●●</p> <p><u>Body sound patterns</u> Make sounds using body e.g. clap, tap knees, tap finger in palm. Copy a pattern of sounds.</p> <p><u>Pass the sound pattern</u> Adult makes a pattern of sounds using body percussion and passes it round the circle. Did the pattern stay the same and the same speed all the way?</p> <p><u>Action songs</u> Such as 'Heads, shoulders, knees and toes', 'If You're Happy and You Know it', 'Wind the Bobbin Up', 'Roly poly, ever so slowly'</p> <p><u>STORY OPPORTUNITIES</u> Add sounds to stories for sound effects Use instruments alongside some stories for sound effects Use different voices for characters (can the children guess the character at the end – adult says 'Who am I?' in the voice of the different characters</p>	<p>PROGRESSION OF MULTI-SENSORY (visual and auditory) TO AUDITORY ONLY Begin with multi-sensory listening (can hear AND see/visual AND auditory stimuli) e.g. can see the branches moving and can hear the sound it makes ↓ THEN move onto creating a visual barrier e.g. guarantee we are only working on auditory skills Able to make decisions about individual children's auditory discrimination skills, ensuring children aren't reliant on the visual cues There is a risk of moving on too quickly if we don't remove the visual/gesture clues</p> <p>PROGRESSION OF SOUND DISCRIMINATION Things that sound the same ↓ Things that sound different ↓ Things that sound nearly the same Detect the odd one out among 3 sounds [early work and foundational skills towards when children get to 't' and 'd' sounding nearly the same later on]</p> <p>PROGRESSION OF SOUND CONTRAST/SOUND DIFFICULTY Start with easy sounds with a big sound contrast ↓ Move to harder sounds with smaller contrasts</p> <p>*Build vocabulary around listening</p>

<p>SEQUENTIAL AUDITORY MEMORY -To remember sounds in order (number per year of age) -To follow and repeat patterns of sound</p> <p><u>Vocabulary and concepts</u> Listen, hear, sound, loud, quiet, fast, quiet, same, different, nearly the same</p>	<p><u>TALK ABOUT SOUNDS</u> Seize opportunities to talk to children about sounds they hear. Listen to what children have to say about sounds and build on their vocabulary. Introduce vocabulary that helps describe sounds, discriminate sounds, and compare sounds. E.g. slow - fast, quiet – loud, long – short</p> <p><u>VISUAL MEMORY</u> Which object is missing? Which child is hidden?</p>	<p>*Build concept of the verb to 'listen' (We listen to things around us, not just people) *Build upon vocabulary and conceptual understanding *Seize opportunities in free flow to discover sounds we can hear or make AND talk about sounds we can hear or make.</p>
<p>Aspect 4 Rhythm and rhyme Aim: Develop children's awareness and experiences of rhythm Develop children's awareness and experiences of rhyme in speech. (Onset rhyme level - first sound) <u>RHYTHM</u> -To listen attentively -To show understanding of concept vocabulary -Enjoys rhythmic and musical activity -To clap, tap or move to a steady beat of familiar songs or rhymes -To join in with familiar rhymes and songs -To sing familiar rhymes and songs from memory <u>RHYME</u> -To hear when words sound the same (onset rhyme level) -To talk about words that rhyme -To identify rhyming word pairs -To continue a rhyming string <u>BEATS (SYLLABLES)</u> -To clap or tap out syllables in familiar words -To clap or tap out syllables in their name -To identify a word from the syllables said</p>	<p><u>RHYTHM</u> <u>Playing to the beat</u> <i>Rhythm in songs or rhymes – play an instrument along to a steady beat. Hear the steady beat. Sing the same song with a faster/slower beat.</i> <u>Moving to the beat</u> <i>Move or make body sounds along to the beat in rhymes or songs</i> <u>Rhyming books</u> <i>Regular reading of rhyming books. Pull out and comment on words that rhyme.</i> <u>Learning and singing songs and rhymes</u> <i>Singing and rhyming activities are part of the daily routine in small-group time. Songs and rhymes sung to children as they play where possible.</i> <u>Rhyming songs</u> <i>Hickory, dickory, dock Baa, baa, black sheep Humpty Dumpty Tiny Tim (the turtle)</i> <u>RHYME</u> <u>Finish the sentence</u> <i>Using made up rhymes, see if children can finish the sentence.</i> <i>E.g. Riscit, tiscit, chocolate _____ Discs, whisks, a packet of _____ Bamwich, camwich, cheese _____ Stairs, bears, apples and _____ Lake, brake, chocolate _____ Bruce, fruce, orange _____</i> <u>Finish the sentence (familiar books)</u> <i>Using familiar books, read the sentence leaving a pause for children to complete the sentence with the rhyming word</i> <u>I know a word</u> <i>Any time of the day, encourage playing around with rhyming words by playing 'I know a word'.</i> <i>I know a word that rhymes with cat. You need one on your head, the word is ____' I know a word that rhymes with bands, you need to wash them, the word is ____' I know a word that rhymes with bunch. I'm getting hungry, the word is ____.' I know a word that sounds like phone. It's 3 o'clock so it's time to go ____.'</i> <u>Rhyming soup</u> <i>Gather a selection of rhyming objects (e.g. cat, hat, rat). Pop Goes the Weasel tune: 'We're making lots of silly soup, we're making soup that's silly. We're going to put it in the fridge, to make it nice and chilly.' In goes... a fox, a box, some socks... (one round at a time)</i> <u>Which word rhymes? / rhyming pairs</u> <i>Identify rhyming pairs by having 1 starting object and then 2 other objects – 1 of which rhymes with the starting object?</i> <i>E.g. MOUSE: Which one rhymes with MOUSE? Is it 'house' or 'elephant' (ensure children know the names of the objects)?</i> <u>Odd one out</u> <i>Similar to rhyming pairs but offer all 3 and see if children can identify the odd one out.</i> <u>SYLLABLES/BEATS</u> <u>Clapping out beats in words (syllables) - objects</u> <i>E.g. 2) Pencil, camera, paintbrush, baby 3) Umbrella, xylophone, telephone, dinosaur, elephant</i></p>	<p>RHYMING WORDS PROGRESSION Start with multi-syllable words, 1 syllable words are harder to hear Jelly, welly, telly, smelly Carrot, parrot ↓ THEN 1 syllable but with long vowel sounds. These are easier to hear as can be exaggerated if needed. *It does not matter if the rhyme sound is spelt differently/with a different digraph - auditory only Mouse, house, louse Boat, coat, goat ↓ THEN short, sharp vowel sounds Log, dog, fog</p> <p>Silly soup example: Start with significantly contrasting words and move towards less contrasting words to increase difficulty.</p> <p>Rhyming pairs/odd one out examples of rhyming pairs: Jelly-welly, parrot-carrot (multi-syllable) mouse-house, boat-coat, chair-bear, phone-bone, cage-stage (long vowel sounds) glove-dove, flask-mask, sad-dad, hop-stop, bag-flag, log-dog, box-socks, bug-hug, cat-mat (short vowel sounds)</p>

Let's play a game
 Tell me your name
 You say it first then I will too.

Child says name and adult helps them clap the beats out and count how many.

Your name is Jess-i-ca, Jess-i-ca, Jess-i-ca,
 Your name is Jess-i-ca,

<p>-To orally say a word in syllables (2/3 syllables)</p> <p><u>Vocabulary and concepts</u> Rhythm, rhyme, same, different, nearly the same, sound, beats, beat, steady beat</p>	<p>4) <u>Binoculars, helicopter, gingerbread-man, caterpillar</u> <u>Clapping out beats (syllables) in names - Clap out the beats in children's names. Can they clap their own name? Can they identify whose name you could be clapping without saying it?</u> <u>Name game song (see image)</u></p>	
<p>Aspect 5 Alliteration Aim: Explore how sounds are articulated Listen to sounds at the beginning of words and hear the differences between them Develop understanding of alliteration</p> <p>-To show awareness of alliteration -To recognise when words have the same initial sound -To recognise the initial sound of their name and some of their peers' names -To hear and say the initial sound in some words</p> <p><u>Vocabulary and concepts</u> Sound, same, different, nearly the same, alliteration, first, middle, last Use 'first' – 'middle' – 'last' when referring to the position of sounds in words</p>	<p><u>1 Spy</u> <u>Tongue twisters and name play</u> Make up tongue twisters by using children's names, or objects that are of particular personal interest to them. E.g. 'David's dangerous dinosaur', 'Maheen's marvellous, magic mittens', 'Boinging, bouncing bunny' 'Ben has a big, bouncy ball', 'Tanveer has ten, tickly toes.' <u>Musical corners</u> 1 chair in each corner or room, carpet area or outdoors. Gather objects with 4 different initial sounds... e.g. ball, bat, block – fish, farmer, frog – mouse, mat, monkey – rat, rolling pin, rubber (consider initial sound progression) Put an objects for each initial sound on each of the chairs so there is a different sound for each corner. Play music, when the music stops, hold up one of the remaining objects and children move to the corner where that object belongs. <u>Sound bag</u> Gather a selection of objects (or pictures) with names beginning with the same sound. (focusing on only 1 initial sound) Sing an introductory song/rhyme. Take one object (or picture) out at a time and name it, emphasising the initial sound. <u>Object sorting</u> Gather 2 hoops and place one object beginning with one sound in one hoop and one object with a different sound in the other hoop. Sort the remaining objects or pictures (that all begin with one of those 2 sounds) into the 2 hoops. Grapheme representation not required – all through listening to the initial sound and deciding if it sounds the same as the item in each hoop or not.</p> <p>*Take care to whisper when modelling quiet sounds. Do not add an 'uh' to the end of sounds 'sssss' not 'suh' 'mmmm' not 'muh' 'lllll' not 'luh' 't' not 'tuh' 'shhh' not 'shuh'</p>	<p>INITIAL SOUNDS PROGRESSION Start with easier sounds: -Lip sounds (can be detected visually by the movement/position of the lips, like 'p', 'b', 'w', 'f', 'm', 'r', 'i') -long sounds (can be exaggerated, like 'l', 'x', 'm', 'n', 'r', 's') ↓ Move to harder sounds (short, sharp sounds, like 'a', 'c', 't') SOUND TO OBJECT MATCHING – PROGRESSION OF CONCRETE TO ABSTRACT Concrete objects ↓ Photographs of real objects ↓ Picture of image symbolising the object (e.g. clipart) Important to progress to more abstract representations in readiness for when children are required to work with abstract graphemes and corresponding phonemes later on.</p>
<p>Aspect 6 Voice sounds Aim: Distinguish between different vocal sounds Explore different speech sounds</p> <p>-To distinguish between vocal sounds -To show awareness of vocal sounds that sound the same, different and nearly the same -To explore own speech sounds that can be made</p>	<p><u>Voice sounds and mirrors</u> Show children how they can make sounds with their voices. Explore together. e.g. down a slide – wheeeee, bounce like a ball – boing, hiss like a snake – ssssss, keep everyone quiet – shhhhh, buzz like a bee – zzzzzz <u>Chain game</u> Make a long sound with your voice, varying the pitch. In the circle, 'pass' the sound to the next person and that child joins in with the sound. Talk about the type of sound made, low, high, long, vibration etc. <u>Whose voice?</u> Audio record some children (and various familiar adults within the setting) talking or saying a phrase such as 'Who do you think I am?'. Children identify whose voice it is. <u>Sounds in stories</u> E.g. We're Going on a Bear Hunt, The Three Billy Goats Gruff. Explore plenty of stories with opportunities to experiment with voice sounds, action sounds, character voice sounds and discuss how they sound different. <u>Animal sounds</u></p>	<p>Changes in voice and facial expression are important when storytelling to support listening and engagement. Exaggerate the mouth movement made when experimenting with voice sounds. Use mirrors to see how the mouth moves where appropriate.</p>

<p>-To talk about different sounds we can make with our voices, using vocabulary such as low, high, long, loud, quiet</p> <p><u>Vocabulary and concepts</u> Low, high, pitch, long, short, loud, quiet, listen, sound, voice</p>	<p>Represent each animal object or picture by the sound it makes. Avoid using conventional sounds for animals. E.g. dogs don't really go 'woof' – big dogs may go 'WUW' with a low, growly sound, little dogs may go 'yap' in a higher pitch tone, ducks make more of a 'waaaaak' sound rather than the traditional 'quack, quack'. Think about the real sounds made. Talk about the sounds, how they are different or how they are nearly the same.</p>	
<p>Aspect 7 Oral blending and segmenting Aim: Develop oral blending and segmenting skills</p> <p>-To discriminate phonemes -To hear and say the final sound in words -To say the phonemes I hear in order -To blend CVC words and recognise the whole word -To blend CVCC/CCVC words with image prompt -To identify a word from the sounds being sounded out -Begin to use sound-talk to segment words into phonemes -To segment CVC words into phonemes</p> <p><u>Vocabulary and concepts</u> Blend, segment, together, words, sound, first, middle, last, phoneme/s</p>	<p><u>Metal Mike</u> Use a toy robot and a bag of pictures of objects (1 SYLLABLE WORDS, e.g. cup, sock, cat, dog, mug) Metal Mike is a computer and he talks with a robot voice. Someone takes a picture out of the bag. Model sounding out the phonemes and immediately blend the word. C-a-t.... cat. <u>Oral blending for instructions, questions and regular routine *</u> Plenty of adult modelling – The adult segments the last word of the sentence into separate phonemes and then immediately blends the sounds together to say the word. The purpose here is exposure. Children will gradually be able to blend the word for themselves/join in with saying the word with repeated instructions such as 'Please get your c-oo-t' and 'It's time to go h-oo-m (home).' (always only one word in sentence, usually last word) <u>Oral blending action games and what sound? game</u> See next page <u>Toy talk</u> Introduce a soft toy that can only speak in 'sound talk'. His name might be 'T-i-m, Tim' or 'J-o-n, Jon' for example. The toy only talks in your ear, repeat what he has said, work out what his sound talk represents in words. Provoke conversation with questions for the toy. E.g. What is your favourite food? (ch-ee-se, p-ears, c-ay-k (cake), p-eas, c-or-n, f-i-sh, p-ie, s-ou-p) What are your favourite colours? (r-e-d, -b-l-ue, wh-iy-t (white), g-r-ey) What do you like to do outside? (h-o-p, r-u-n, w-or-k (walk)) Try sabotage sometimes to see if children can identify your mistakes and hear that you have blended incorrectly. Remember to stick to 1 syllable words <u>Blend from the box - Which object?</u> Gather a selection of objects with 1 syllable. E.g. l-ea-f, sh-ee-p, s-ao-p, f-i-sh, s-o-ck, b-u-s Sound out the phonemes of 1 of the object names and see if the children can identify the object without you blending. <u>I spy</u> I spy with my little eye, a z-i-p. Invite children to say the word. Repeat the phonemes. After the word has been guessed correctly, or the adult has modelled, encourage the children to repeat the phonemes twice over and experience blending the word together immediately after. Also examples: c-u-p, b-ow-l, b-oy, ph-ow-n (phone), ch-ai-r, g-ir-l, d-or (door), b-oo-k, p-e-n, g-t-ue</p> <p>When the children are used to hearing you (and the toy) say words in sound talk, you may be able to see if children can speak in 'sound-talk' ... <u>Segment from the box - guess the object (sound talk)</u> Use similar objects (1 syllable, 3 phoneme objects) and hide them in a box or bag. Show all the children the objects first and check children know their names. Allow only 1 child to peek at one object and see if they can say the name in sound-talk for their friends to guess the object. Child reveal the object to show if correct or not.</p>	<p>GESTURE REPRESENTATION OF PHONEMES When sounding out phonemes in words, use thumb, then forefinger, then middle finger etc. to represent the 3 sounds Use only single syllable words when blending and segmenting Avoid using words with adjacent consonants (e.g. 'sp' as in 'spoon') Children need to hear the sounds in the word spoken in sound-talk immediately followed by the whole word. Avoid talking in between such as 'I wonder what that word can be?' Pre-skills that underpin blending: listening to sounds, remembering sounds in the right order, listening to words, remembering words in the right order (repeated refrains, story lines, word patterns)</p>

SOUND PROGRESSION (LISTENING ONLY)				
S a t p i n	M d g o c k e	U r h b f l j	V w y z q u c h	C k x s h t h n g n k

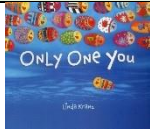
Suggested words for 'blend from the box' game and 'segment from the box' game	S: s-o-ck, s-u-n, s-oa-p, s-a-ck A: a-n-t T: t-ee-th, t-i-n, t-a-p, t-o-p P: p-e-n, p-e-g, p-i-n, p-a-n N: n-e-t, n-oa-z (nose), n-e-ck, n-u-t	M: m-oo-n, m-ou-se, m-a-p, m-a-n D: d-o-g, d-u-ck, d-o-ll, d-e-n G: g-oa-t, g-ai-t (gate), g-oo-se, g-ir-l c/k: c-a-t, c-u-p, c-a-p, c-oi-n, k-igh-t (kite), k-i-d e: e-gg	R: r-a-t, r-e-d, r-oa-d, r-i-ng, H: h-a-t, h-ou-se, h-or-se, h-ea-d B: b-oo-k, b-u-s, b-ir-d, b-a-g F: f-i-sh, f-a-n, f-oo-t, f-ar-m L: l-ea-f, l-i-d, l-o-ck, l-o-g J: j-a-m, j-u-g, j-ee-p	V: v-a-n, v-e-t W: w-i-g, w-e-b, w-ai-v (wave) Y: y-a-p (dog) Z: z-i-p, z-oo Qu: qu-ee-n, qu-a-ck, qu-i-ck Ch: ch-i-p, ch-i-ck, ch-i-n, ch-o-p (action)	Ck: s-o-ck, d-u-ck, n-e-ck, r-o-ck X: f-o-x, b-o-x, s-i-x Sh: sh-e-ll, sh-ir-t, sh-e-d Th: th-u-mb, t-ee-th, m-o-th, th-i-gh Ng: r-i-ng, w-i-ng, k-i-ng Nk: p-i-nk, t-a-nk, w-i-nk, s-i-nk
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- During Phase One, we don't introduce children to letters (graphemes). Some children may bring knowledge of letters from home, and be interested in letters they see around them on signs, displays and in books. Practitioners and teachers respond to children's comments and queries about letters and words in print.
- If children are confident in phase 1 and are showing interest in the correspondence between graphemes and phonemes, some phoneme grapheme correspondence may be taught.
- Some children may be aware of the letter shapes that represent some sounds. While grapheme-phoneme correspondences are not introduced until phase 2, practitioners are observant of those children who can identify letter shapes and sounds and encourage their curiosity and interest.

Oral blending games			
Can you touch your...?	Can you do the action?	What sound?	
<u>CVC</u> h-ea-d n-oa-z (nose) ch-i-n m-ou-th h-air ch-ee-k l-e-g f-oo-t sh-i-n b-a-ck n-ai-l <u>VC/CV</u> Ar-m t-oe <u>kn -ee</u>	<u>CVC</u> n-o-d your head t-a-p your foot r-u-b your tummy p-a-t your arm m-ar-ch on the spot h-o-p on one leg r-o-ll your arms p-a-t your shoulders <u>r-ea-ch</u> up high <u>CCVC, CCV</u> c-l-a-p your hands s-t-ir the pot f-l-a-p your arms (like a penguin)	Animals What sound does a/an: <u>CVC</u> d-u-ck make? d-o-g make? c-a-t make? h-e-n make? Sh-ee-p make? m-ou-se make? <u>VC/CV</u> Ow-l make? c-ow make? b-ear make? b-ee make? <u>CCVC</u> s-n-ai-k make? (snake) f-r-o-g make?	Vehicles What sound does a/an: <u>CVC</u> What sound does a: b-u-s make? <u>VC/CV</u> c-ar make? <u>CCVC</u> t-r-ai-n make? p-l-ai-n make? (plane)

Reading Spine for 2 Year Olds

Autumn



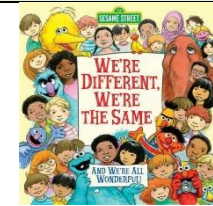
Only One You- Linda Kranz

A book about self awareness, making your own choices, not following the crowd. Love between parents and child, making good choices. Opportunity to explore colour, pattern and design.



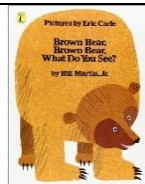
Goat Goes to Playgroup- Julia Donaldson and Nick Sharratt

This book supports transitions, builds an understanding about going to nursery, what to expect from the learning environment, making friends and separating from parents. Will help children settle into nursery and get an understanding of the rhythm of the day.



We are different, We are the Same

Animal recognition and the associated noises they make. Introduces children to tuning in to sounds, encouraging them to join in and participate in making the sounds and being able to guess the animal from sounds made by adults when reading



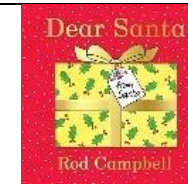
Brown Bear, Brown Bear- Bill martin Jr.& Eric Carle

Repetition of a Key phrase encouraging children to join 'reading'. Interesting illustrations-supports the concepts of animals names, colour recognition. Introduces 2 word phrase, prompting children to follow 2 part instructions. Children love their photos/ key worker photo being used story to connect with the story.



We're Going on a Bear Hunt- Michael Rosen

This text helps children to explore repetition, emotions, why is the bear following them home? How is he feeling? The structure of the text is a chant/ rhyme making it easy and exciting to join in.



Dear Santa- Rod Campbell

A lift the flap letter to Santa, children encouraged to guess what gift is hiding, verbalise what they would like for Christmas, encourages children to talk about their own Christmas traditions/ celebrations/ visits to see Father Christmas

Spring



The Runaway Pea- Kjarntan Poskitt

The adventures of the runaway pea as he rolls off the table... a funny rhyming text with lots of playful words. Explore emotions felt, healthy eating, good food choices, use of positional vocabulary.



At The Bottom of the Garden – Sue Searl

A rhyme and sign book. A story about the animals and insects that can be found in the garden. Encourages children to move as slowly as a slug, look for something as red as a ladybird, this about who lives in a home like this.



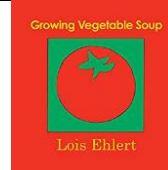
Five Little Chicks-Lily Murray & Holly Surplice

A counting book 0-5, a take on Rhyme 5 little ducks went swimming one day. Chicks disappear one by one and meet other animals and their babies. Explores family, taking risks, staying close to mommy being safe. Family, emotions.



Jasper's Beanstalk- Mick Inkpen and Nick Butterworth

Days of the week, lifecycle of a seed, how to take care of plants, New vocabulary (Gardening)



Growing Vegetable Soup-Lois Ehlert

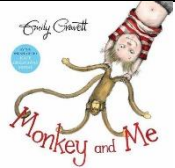
Relationship between father and child as they [plant seed and watch it grow. Planting and growing, vocabulary building. A simple, pictorial recipe for planting, what is needed to help them grow.



All Kinds of Kindness- Judy Carey Nevin

Celebration of all acts of kindness no matter how big or small. Invites children to think about how they can be kind to their friends, each other, their environment. A rhyming text with fun illustrations.

Summer



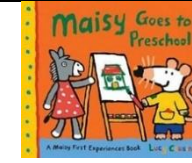
Monkey and Me- Emily Gravett

A story about the friendship between a little girl and her toy monkey who go everywhere together. Repetitive rhyming text lends itself to reading aloud and sharing. Encourages children to use their imagination and imitate the animals they meet on their travels. Talk about their own special teddy/ toy.



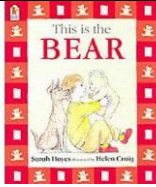
The Very Hungry Caterpillar-Eric Carle

A text that encourages children's understanding of the life cycle of a Caterpillar/ butterfly Also: Days of the Week, Life Cycle, change, what it feels like to overeat, favourite food, naming foods, Habitats



Maisy Goes To Nursery- Lucy Cousins

Links to nursery day/ routines. Conversation starter about what the children do/ like/ don't like about nursery. Children settling in



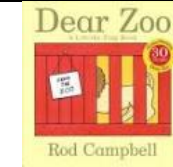
This Is the Bear- Sarah Hayes

The story of a bear who got lost and the adventures he had. Encourage children to talk about a day out they have had/ getting lost/ how the bear might be feeling. A rhyming text, clear simple illustrations, introduction of speech bubbles.



Sharing a Shell- Lydia Monks & Julia Donaldson

A beautiful book full of colour set Under the Sea. Explore under the sea habitats and a range of sealife creatures. Opportunities to talk about sharing, being kind and friendship



Dear Zoo- Rod Campbell

Design of the book- lift the flaps
Names of the animals and their characteristics, repetition, introduction of adjectives. Invites children to talk about pets.

Reading Spine for 3 Year Olds

Autumn



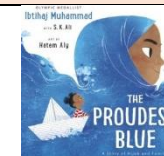
We're Going on a Bear Hunt- Michael Rosen

This text helps children to explore repetition, emotions, why is the bear following them home? How is he feeling? The structure of the text is a chant/ rhyme making it easy and exciting to join in. It looks at various geographical landscapes/ elements such as river, cave, beach, mud flats, snowstorm. Talks about family adventures- escape from technology. Body percussion to make story sounds



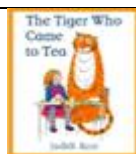
Owl Babies- Martin Wadell

A story of 3 Owlets who are scared and frightened when their owl mother is gone, but then their elation and excitement when she returns. Explores emotions and discussion about separation from parent, reassurance they will come back. Opportunities to discuss nocturnal animals and sights and sounds of night time. Repeated text that makes it easy for children to join in and relate to baby owls.



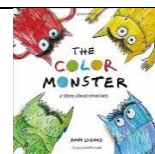
The Proudest Blue- Ibtihaj Muhammad and S.K. Ali

Links to families, story of the bond between two sisters. Helps children to discuss tolerance, respect and confidence. PSED- supports discussions on bullying and religious differences. Supports children to think about how people are the same yet different. Being proud of who you are, your culture and beliefs, strong sense of self.



The Tiger Who Came to Tea- Judith Kerr

This text introduces stranger danger and explores friendship, kindness and sharing. Opens up discussions about historical and traditional roles e.g. milkman, grocer boy, stay at home mom. Links to healthy eating, portion size, favourite foods, role play café/ home to re-enact the story.



The Colour Monster- Anna Llenas

This helps children to explore feelings, name feelings and emotions. Encourages children to think about and express their own feelings. Reinforces to children that it is ok to feel the way they do- normalises emotions.



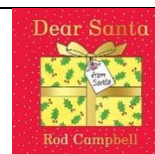
Ten Little Pumpkins- Rosie Greening

A counting text that explores number bonds to 10, counting backwards from 10 as one pumpkin disappears on each page. Encourages finger counting and finger play. A rhyming text. Links to Autumn, Halloween, drawing and designing pumpkin faces.



Stick Man- Julia Donaldson

Encourages children to use their imagination 'a stick is not just a stick. Looks at a range of places and environments to include home and habitats. Explores seasonal changes and weather conditions. It supports and understanding of rhyme and repetition. Discusses feelings and emotions. Links to Christmas.



Dear Santa- Rod Campbell

A lift the flap letter to Santa, children encouraged to guess what gift is hiding by the shape/ size of parcel. Encourages children to talk about what they would like for Christmas- introduces writing for different purposes e.g. list/ letter to Father Christmas. Prompts discussion for children to talk about their own Christmas traditions/ celebrations/ visits to see Father Christmas.



The Snowman- Raymond Briggs

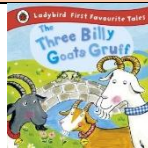
A beautifully illustrated book without text. Encourages children to talk about the illustrations and create their own narrative, using pictures a clues for meaning and purpose. Explores concepts of winter/ snow, cold weather, imagination and adventure, freezing and melting, friendship. Link: Listen/move to 'Walking through the air' music

Spring



Goldilocks and the Three Bears- Various

This text supports repetition, emotions and stranger danger. Why are the bears upset? Should Goldilocks have gone into somebody else's house? Making good choices. Encourages children to join in with the character voices "Who's been..." Supports mathematical development of size and ordering, the threeness of 3. Links: hot/ cold, textures, cooking-making porridge.



The Three Billy Goats Gruff- Ladybird

Traditional tales about trust and safety. This text supports mathematical concepts of ordinal numbers. Raises topics of bullying and unkindness. Supports children to make comparisons around different terrains(Geography) and lends itself to mathematical understanding of positional language.



The Three Little Pigs- Various

Traditional tale about independence and making choices. Explores the properties of building materials for building hmes- opportunities to discuss children's own homes, what do they look like? What are they build with? What number on the door? Explores stranger danger, not opening the door to starngers.



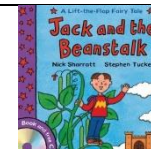
The Little Red Hen- Ladybird

This book will explore friendships, working hard, helping others, farm animals, planting and growing, and traditional process of making bread. It looks at how old mills are used to grind wheat into flour. Repetitive phrases "Who will help me..." Links: Cooking, farm animals



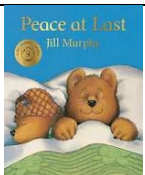
The Gingerbread Man- My First fairy Tales

Traditonal tale about a magical gingerbread man who comes to life and runs away from those who try to actch him. Repeteive text/ chant " Run, Run, as fast as you can...." Supports ordering/ memory of the sequence of characters. Naming of body parts (jump on my back, head, nose) Morals of who to trust. Links to farm animals and sounds, cooking/ baking gingerbread man.



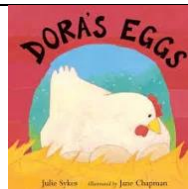
Jack and the Beanstalk- Nick Sharratt

Traditional Tale that explores the history of castles and living with animals that provide for you- hens lay eggs, cows produce milk. Discussions about where we get these itemd from now? It explores fantasy and imagination- magic beans, musical harps, golden eggs. Planting and growing, morals of doing the right thing.



Peace at Last- Jill Murphy

This text supports the children to gain an understanding of different families, mom, dad, baby. It supports children to explore their sense of sound and explore environmental sounds heard at home, at nursery, during the day, at night. The text build key vocabulary of everyday objects in the home- matching to room found in/ use objects. This explores concept of day/ night. Different sorts of creatures found in the garden/ home/ pets.



Dora's Chicks- Juile Skyes

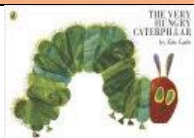
This text supports children's understanding of the lifecycle of a chick through story. Supports mathematical knowledge of counting to 6. Encourages discussion about other farmyard animals and their babies. Explores themes of jealousy, patience, pride, sense of belonging, springtime, farmlife.



We're Going on an Egg Hunt-Martha Mumford and Laura Hughes

A take on the traditional story of We are going on a bear hunt. A lift the flap book, counting to 10 to find all of the eggs. Repetitive text that follows pattern of original text, encourages children to join in the chant. Links: Spring, Easter celebrations, animal sounds.

Summer



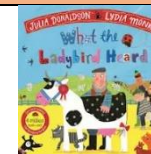
The Very Hungry Caterpillar- Eric Carle

This text supports children's understanding of lifecycles, days of the week, time. Discussions about naming foods, favourite foods, likes and dislikes, what it feels like to over-eat. This book lends itself to talking about healthy eating (PSED/UW), counting out fruits (MD) how animals evolve and metamorphosis.



Handa's Surprise- Eileen Brown

This supports children to explore different terrain from the one they are living. Opportunities to explore fruits from around the world that they may never have tasted. Number representation, counting, teaching maths through a story. Discussions about animals and their habitats, similarities and differences between you and your friends.



What the Ladybird Heard- Julia Donaldson

A rhyming text set on a farm where a ladybird overhears 2 bad men making a plan to steal the cow. Discussions about right and wrong making good choices. The animals come up with a plan to save the cow and trick the bad men. Links to mapping, routes, positional language, farmyard sounds.



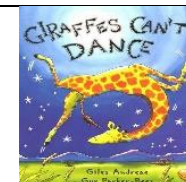
Monkey Puzzle- Julia Donaldson

Follows the journey of a little monkey lost in the jungle trying to find his mum. Butterfly tries to help him by find her by listening to the description of her. Children engaged in guessing which animal is being described, animal habitats, animal habitats, their young, sounds. Rhyming story.



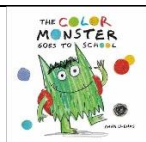
Commotion in the Ocean- Giles Andreae

A rhyming text that explores the colourful world under the sea. Descriptions of animals that live under the sea allow children to find out about each species through a fun and silly rhymes. A prompt to encourage children to find out more about their favourite sea life creatures using non fiction texts/ online.



Giraffes Can't Dance- Giles Andreae

This provides children with the opportunity to build confidence and tolerance. Highlights a 'can do' attitude. It explores rhythm and rhyme throughout the text. It provides opportunities to talk about animals that live in the jungle. Links to Musical instruments and the sounds they make.



The Colour Monster Goes to School- Anna Llenas

This text will help the children with the transition to primary school and the worries they may have. It provides a provocation for children to ask questions and look at how school might be different/ the same as nursery. It looks at school as a new adventure giving children confidence and their journey into school. It looks at school as a castle; opening up to discussions about new and old, how buildings have changed over time.



Shark in the Park- Nick Sharratt

This rhyming text supports children to look at and identify shapes in the environment, relating this to previous knowledge. It supports discussion on positional vocabulary such as up and down. It gives opportunity for children to predict what might happen next and come up with their own narrative/ ideas. Explores themes of danger and how to keep ourselves and others safe.



Oi Frog!- Kes Gray & Jim Fields

A fun and silly rhyming book which encourages children to play with words as they develop an understanding of rhyme. Can children find other words/ objects that rhyme with Cat, dog/frog? Can children follow Cat's rules and think of something they can sit on which rhymes with their own names?

Additional texts - Additional texts in the environment and in small group sessions

Celebration books	Non- fiction books focused on interests and knowledge development	Mathematics
AUTUMN		
Diwali	Linked to a Hindu and Sikh celebration. Looks at light, different countries, place of worship, beliefs, colour food and clothes. Historical aspect of traveling in the dark. Story of Ram, Sita and Mandir.	
Eid	Linked to Ramadan and EID Explores different cultures, beliefs, food, routine, countries place of worship, Quran, Mosque	
Christmas	Linked to the Birth of Jesus-explores different cultures, beliefs, food, routine, countries place of worship, terrains, countries, historical-way of travelling, Bible, Church	
Hanukah	Linked to the Jewish festival of the light celebrating- miracle of burning candles for eight days, new vocabulary, names of objects, place of worship, Torah, Synagogue	
A time to Remember	Time to remember fallen heroes. Remembrance day story. Historical content about the war and more recent events. Draws on emotions. Builds on children's knowledge of why poppies are worn, links to their rights of being safe from war.	
Black History month - Kaku Jack	Looks at a traditional market place in Africa. Explore, sounds, colour, clothes, way of life, shopping, different fruits and veg.	
Road Safety	Linked to Stanger danger, car safety and road safety. Links to zebra crossing walk and walk to the local shop. Teaches children about street dangers and keeping safe.	
Counting books	Counting books are available for the children and support teaching number and counting. Representation of number, mathematical concepts, language and shape.	
SPRING		
Easter	Linked to the Easter story. Understanding the link to bunnies, eggs, chicks and new life	
Chinese New year	Lanterns, zodiac and the New year story. Historical content. Looks at emotions, ordinal numbers, animal names	
Life cycle – Caterpillar to butterfly	Life cycles links in with the life caterpillars in school. Discussions on changes, metamorphosis and animal structure.	
Weather	Weather changes, seasons, snow, rain, ice, hails, sun, cloudy, link to feelings, appropriate clothing, sun safety.	
The world – maps, atlas	Terrains, different places in the world, sea, ocean, water, land, mountains, hill, local streets, finding places in the world.	
Homes and families	Same, different, houses, flats, gardens, bedrooms, basic tallying/charts, family -who live in your house?	
How many?	Maths, guessing and estimating, counting, numeral recognition, identifying quantities.	
Ten Tadpoles	Maths, counting backwards, rhyming pairs, different pond animals and habitats.	
SUMMER		
Farm animals	Links to farm life, what animals live on a farm, habitats, feeding, what to wear on a farm, descriptions of animals – preparation for possible visit	
Zoo animals	Links to zoo life, what animals live at the zoo, habitats, feeding, where in the world do the animals come from, descriptions of animals – preparation for possible visit	
Vehicles	Lots of different vehicles, how do they move, what are they used for? Descriptions of similarities/ differences. (maybe done in Autumn to link in with train ride to the city centre.)	
5 ducks	Maths, counting backwards, rhyming pairs, different pond animals, emotions, feelings and habitats.	

Additional books

Throughout the year, children will also have the opportunities to explore other texts that are linked to their interest or themes that are developing. Children will make story or book choices independently to read or have read to them. Books and magazines can be found all around the environment as well as designated book areas to help build a passion to read.

Engaging parents in children's literacy

Library sessions – children can choose a book weekly to take home and read with their family

Online and/or face-to-face workshop – 'Early Words' together

Reading with your children – weekly – read a story and change book

Leaflets sent home - from the literacy book trust (including reading tip sheet and book marks)

Nursery Rhymes Progression

Supporting children's communication and language through daily singing opportunities

	AUTUMN	SPRING	SUMMER	Planning notes
2 year olds	Twinkle Twinkle Little Star Incy Wincy Spider I Have a Little Turtle Baa Baa Black Sheep	Wheels on the Bus Old McDonald 5 Little Ducks Teddy Bear, Teddy Bear	Head, Shoulders, knees and Toes 5 Little Firemen Humpty Dumpty Tommy Thumb	Use props, puppets and visuals to support engagement. Send song sheets home for parents.
3-4 year olds	5 Little Monkeys Wind the Bobbin Up Hickory Dickory Dock 1,2,3,4,5 Once I Caught a Fish Alive Miss Polly had a Dolly Dingle Dangle Scarecrow Bear Hunt	Five/ Ten Teddies on a Trampoline Sleeping Bunnies Miss Polly had a Dolly 5 Billy Goats Gruff Grand old Duke of York	Ten in the Bed Ten Little Speckled Frogs Five Little Men in a Flying Saucer Jack and Jill	Children to revisit nursery rhymes from little nursery and build upon what they know. Use props, puppets and visuals to support engagement. Send song sheets home for parents.
Routine songs and celebration songs	Hello Hand Washing Tidy Up Time <i>Transition songs</i> Everybody Hands Up Diwali Lamps Eid We Have Rights – RRSA <i>Christmas songs</i> – Jingle Bells, When Santa Got Stuck up the Chimney. Autumn Leaves	Hello Hand Washing Tidy Up Time <i>Transition songs</i> Everybody Hands Up <i>Gardening rhymes</i> Chinese Dragon Goldilocks We Have Rights – RRSA Little Peter Rabbit	Hello Hand Washing Tidy Up Time <i>Transition songs</i> Everybody Hands Up Tiny Caterpillar We Have Rights – RRSA There's a Worm at the Bottom of my Garden	Send song sheets home for parents. Lots of additional rhymes and songs will be sung throughout the year in addition to these from the Rhyme bank. Children will also be revisiting songs and rhymes to build up on what they know.

Continuous Provision Vocabulary Progression- Outdoor Provision

	Mud Kitchen	Outdoor Sand	Gardening
Resources	Bowl Spoon knife Fork Cup/ mug Plate Sieve Pan Oven Kitchen Sink Tap Microwave Table Chair Jug	Bucket Spade Sand Trucks Diggers Moulds Sieve	Trowel Watering can Hose Rake Soil Pots Seeds Bulbs Gloves Wheelbarrow
2 Year old basic	Mud Water Bowl Spoon Cup Cook Mix pour	Sand Bucket Spade Digger Dig Fill Empty Scoop	Mud Soil Water Flower Plant Leaf Spade dig
2 year old enhanced / 3 year basic	Fill Empty Drink Eat Pan Oven Sink Dinner Table Chair Plate Knife Fork Spoon stir	Sandcastle Water Pat Sieve Treasure Wet Dry Hole Pour	Seed Bulb Plant Grow Smell Petal Watering can Wheel barrow
3 year Old Enhanced	Cook Chop Bake Boil Wet Splash Roll Whisk Tongs Jug Sieve Frying pan Microwave Timer Hungry Thirsty	Treasure Sieve Tunnel Measure Heavy Light Count Weigh Feel Smooth Rough Gritty	Rake Trowel Touch Hose Weed stem
Themed/ Seasonal Vocabulary	Sticks Stones Leaves Flowers Vegetables Petals Conkers Acorns Pumpkin scarecrow	Stones Sticks Leaves spoon	Pot Trowel Hose Gloves Worm Snail Woodlouse Earwig Fruit Poisonous

Continuous Provision Vocabulary Progression- Indoor Provision

	Home corner			Mark Making			Water Tray		
Resources	Cooker/ oven Sink Table Chair Fridge Cupboard Shelf Lamp Rug	Table Chair Sofa Plates Bowl Spoon/ Knife/ Fork Mug/ Cup Baby	Cot Clothes Milk/ bottle Nappy Bib Phone Remote con- trol Camera	Cooker/ oven Sink Table Chair Fridge Cupboard Shelf Lamp Cot	Rug Table Chair Sofa Plates Bowl Spoon/ Knife/ Fork Mug/ Cup Baby	Clothes Milk/ bottle Nappy Bib Phone Remote con- trol Camera	Water Bubbles Colours Boats Ducks Cups	Containers Tubes Funnels Sieve	Jugs Water wheel Squirters Apron
2 Year Old Basic	Oven Chair Bowl	Fridge Cup plate	Table Spoon	Oven Fridge Table	Chair Cup Spoon	Bowl plate	Water Apron Bubbles	Jug Splash Ducks	Boat Fish
2 year old Enhanced / 3 Year Basic	Knife Fork Vegetables Cook	Baby Milk Clothes Phone	Sofa Bed Family cooking	Chalk Felt tips Pen Scissors	Hole punch Envelope Ruler Name	Cut Tape	Pour Empty Fill Wet	Dry Funnel Sieve Squeeze	Net waterwheel
3 year Old Enhanced	Bake Fry Roll Cake Fruit	Vegetables Dressing up Sleeping Feeding Drinking	Mixing Nappy Mirror Bag jewellery	Picture Story Label Book Card Letter	List Dots Lines Circle Swirl Zig Zag	Letters Numbers Copy trace	Straw tube/ pipe blow sprinkle no splashing spill	mop squeeze clean/ wash flow squirt float	sink containers measure capacity volume
Themed/ Seasonal Vocabulary	Cook Mix Eat Drink	Family Mommy Daddy Brother Sister Grandad	Nanny Diwali Celebrations Dancing Decorations	Lines Dot Circle Swirl	Fold Look Print Pattern Pumpkin	Autumn Leaves Diwali Rangoli	Spill Mop Clean No splashing	Tongs Scoop Count Sort Colours	Glitter Spray Pipette Syringe

	Malleable			Book Area			Construction		
Resources	Play dough Cutters Scoops Measuring Food play	Rolling pin Cake tins Candles Plasticine	Spoons Clay Gloop Shaving foam	Book Story Puppets	Fiction Non-fiction Poetry books	Big books Class books Picture books	Block Brick Train track Road	Vehicles- car/ train/ lorry, aeroplane	Duplo Sticklebricks Lego
2 Year old basic	Dough Rolling pin Cutters	Clay Roll Pinch	Squeeze cut	Book Story Listen Puppet	Picture Look	Page read	Bricks Build Tower	Wooden blocks Duplo	Car Tall house
2 year old enhanced / 3 year basic	Twist Flatten Smell Wet	Dry Cold Warm Soft	Poke smooth	Book cover Title Character Turn page	Book shelf Story teller Find Choose	Next Question tell	Track Train Aeroplane Lorry	People Knock down Line up Long	Buildings road
3 year Old Enhanced	Spray Draw/ score Mould Press Stretch Touch	Feel Mix Line Circle Swirl Zigzag	Scrape Gloop Plasticine Shaving foam	Beginning Middle End Plot Blurb	Rhyme Story map Author Illustrator	Print Newspaper Magazine Label	Construction Vehicles Map Route Plan Journey	Draw Join Window Door Roof Ladder	Steps Measure Heavy Light Tools
Themed/ Seasonal Vocabulary	Gloop Shaving foam Plasticine Food play	Print Pattern Design	Colours Glitter Smell/ scent	Nursery Rhymes Picture books Autumn Shapes	Families Feelings Autumn Seasons	Funny Bones Colour Monster Brown Bear Christmas	Beep-beep Neow Choo-choo Join	High Safe Help Danger	Connect Tallest Short longer

	Music Area			Workshop			Creative Area		
Resources	Drums Tambourine Bells Shakers Symboils Maracas	Triangle Cabassa Castanets Xylophone Piano	Song boxes Song bag Song spoons Speaker	Hammers Screw driver Nails Tacs Screws	Nuts Bolts Corks Bottle tops Boxes	Wood Cotton reels Rings CD's Tape	Paint Chalk PVA Glue Glue sticks Paint brush Spatula	Dabbers Tissue paper Crepe paper Card Paper Sequins	matchsticks Pipe cleaners Pom poms Scissors Tape
2 Year old basic	Sing Play Music	Song Dance Drum	Clap Tambourine listen	N/A			Easel Apron Paint Draw	Picture Paintbrush Crayons chalk	
2 year old enhanced / 3 year basic	Triangle Maracas Cabasa	Instruments Loud Quiet	Shake Speaker piano	Workbench Hammer Nails Screws Screwdriver nuts	Bolts Wood Bottle tops Cotton reels Corks Buttons	Rings CDs Tape Boxes	Cut Glue Glitter Glue stick	Sequins Make Dry Choose	Pom poms Colours Paint a picture
3 year Old Enhanced	Fast Slow High Low Pitch	Rhythm Rhyme Volume Xylophone Cymbals	Perform Listen Sound Choose	Measure Sort Arrange Find Arrange Join	Bang Turn Twist Shape Stick Pattern	Metal Magnet Polystyrene Dowelling Plank	Craft Make Colouring Collage Cut Straw	Scissors Pattern Sequins Beads Wool Faces	Body Soft Shiny feel
Themed/ Seasonal Vocabulary	Nursery rhyme Song boxes Song bag Song spoons Choose	Nursery Rhyme Song boxes Song bags Song spoons	Diwali Party Christmas bells	Safety goggles Danger Pumpkin Golf tee Colander	Sieve Pipe cleaners Fireworks Colours		Paper Stick Wash hands Colours	Wash hands Twigs Leaves Petals Faces	Firewoks Diwali Diva Rangoli

	Sensory area			Maths Area			Snack time		
Resources	Light table Fairy lights Disco lights Fibre optic lights	Glass beads Coloured counters Colour paddles	Mirrored pebbles/ balls Colour blocks Glitter	Numerals Number line Tape measure	100 square Scales Calculator Cubes Counters		Cup Milk carton Water bottle Plate Toast	Butter Fruit bowl Plate Apple Orange	Banana Pear Knife Chopping board
2 Year old basic	Light Colours Fair lights	Silks Dark Basket	Bubble tube Mirror	Count 1 2 3 Shape Sort	Match Order Arrange		Hands Milk Water toast	Choose Fruit Plate more	
2 year old Enhanced / 3 year basic	Disco ball/ lights Glitter Shiny Soft Calm	Music Relaxing Choose	Glass pebbles/ gems Counters Feel CDs reflect	Find Measure Big Middle sized	Small Puzzle full	Empty more	Cup Please Thank you Cut	Apple Orange Banana pear	Eat Drink cup
3 year Old Enhanced	Colour paddles Mirror Wooden blocks Sand Arrange	Join Shape Sort Pattern Sequins shells	Pebbles Pom poms Magnet Soft sparkle	Flat shapes 3D shapes Weigh Heavy Light Tall short	Long Tally Join Total One more One less add	Take away same	Water bottle Knife Cut Share Peel	Spread Slice Enough Count Same	Half One more Hungry Thirsty healthy
Themed/ Seasonal Vocabulary	Look Feel Calm Listen Choose	Leaves Twigs Pine cones Conkers Acorns	Pumpkins Autumn Diwali diva	Fill Empty Pour Count 1 2 3 Colours			Finished Hungry Thirsty share	Breakfast Lunch Dinner snack	Toast Finish choose

Provision Map for Maths

Understanding of Number

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

Children need to hear Maths through language and talk in everyday routines and activities daily.

The one-to-one principle: children need to name each object they count and realise that there are two sets, a group that has been counted and a group that needs to be counted.

The stable order principle: the next step is for children to know how to count in the right order.

The cardinal principle: now children have to realise that the last number in the set is the total amount of the set.

Counting anything: children are then required to realise that you can actually count anything! Not just objects that can be touched, but also things like claps, or jumps.

Order of counting doesn't matter: the final stage of counting is when children realise that the order of counting in the set is irrelevant and will still lead to the same amount.

Counting	Activities, opportunities and enhanced provision	Focused teaching (adult led, small group)	Maths through Stories and singing
Counting to include: <i>Verbal counting</i> <i>Object counting</i> <i>Counting for cardinality</i> <i>Number conservation</i> <i>Subitising</i>	<ul style="list-style-type: none"> counting things of different sizes – this helps children to focus on the numerosity of the count counting things that can't be seen, such as sounds, actions, words counting things that cannot be moved, such as pictures on a screen, birds at the bird table, faces on a shape. Number lines Natural resources for counting out – conkers, pine cones, bottle tops, sticks. Mathematical mark making – tally charts, number representation. Numicon in the environment in and outdoors Large dice in the environment Tape measures, Measuring height, length, Scales, measuring jugs, 	Use of number lines and daily access to number language – counting how many children / how many all together. Snack time – measurements, counting, sharing. Adult led games – Dices games, lycra, garden large scale – hoops, skittles, beanbags, hopscotch, what's the time Mr wolf. Group time – daily routine activities	Books 10 black dots Goldilocks How many? Time Songs Finger rhymes – Round and Round the garden, two little dicky birds. 10 in the bed? 1,2,3,4,5 once I caught a fish alive. 5 little ducks – book, rhyme and props 5 little monkeys Language: More, Less, Lots, full, empty, next

Spatial Reasoning

Opportunities are provided for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measure.

Explore, Experiment, discover and repeat

Spatial Reasoning	Activities, opportunities and enhanced provision	Focused teaching (adult led, small group)	Maths through Stories and singing
Spatial Awareness	<ul style="list-style-type: none"> • Spatial language to support spatial concepts. • Small world – positioning, language of direction • Maps – children to begin to follow and create own maps. • Blocks – putting shapes together, building structures • Free flow access to the physical environment where children can explore in and outdoors – access to climbing equipment, opportunities to fit inside spaces and navigate themselves around space. • Obstacle courses – talking about direction • Barrier games 	<p>Group times – Games</p> <p>Routines – what can you see? Navigating space?</p> <p>Free flow -</p>	<p>Books Lift the flap books</p> <p>Songs: Incy Wincy Spider Humpty Dumpty Sat on a wall Hickory Dickory Dock</p> <p>Language: Up, under, on top, behind, in front, Children to hear Maths through language and talk in everyday routines and activities daily</p>
Shape	<ul style="list-style-type: none"> • Block play and construction • Multi-purpose creative • Garden – shape walks • Books, Puzzles, Shadows • Malleable materials – responding to changes in shape and size 		
Pattern	<ul style="list-style-type: none"> • Natural materials from the garden and Loose Parts – Placing and arranging • Sensory play – Paint, • Exploring symmetry and reflection with mirrors 		
Measure	<ul style="list-style-type: none"> • Sand and water • Sensory activities • Blocks • Tape measures • Height • Mud kitchen and role play 		

Implementation: How we are going to do this

Our curriculum is a carefully planned learning experience with a careful balance of child initiated and adult led directed teaching. We believe that children are born unique and capable individuals. We are curious to know about their previous learning and the experiences they've had at home and elsewhere prior to their time with us. We are passionate about building and strengthening parental partnerships. Information is shared to ensure that new learning builds upon and strengthens their previous understanding.

The learning experiences within our curriculum are linked to the seven areas of learning and development within the Early Years Foundation Stage. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas.

Our daily routines and rhythm of the day is carefully structured but flexible to allow the interests and spontaneous learning of the children. Our ongoing assessment allows us to respond quickly to the children's learning by enhancing ideas and modelling vocabulary that is relevant to each individual. The curriculum will promote and support children's emotional security and development of their character enabling children to take risks in a safe and secure environment. Our resources are carefully considered and are used to provide challenge, curiosity and to match the children's interests. We believe depth in early learning is extremely important, therefore we allow plenty of time and opportunities for children to practise, revisit, discuss learning experiences. This ensures that learning is consolidated and that new knowledge and skills are transferable to other aspects of the curriculum and wider life experiences.

We provide a learning environment based on the individual children's needs and interests and it builds on previous skills and knowledge. It starts with the children and their own locality and stretches out to explore being a good citizen and develop their awareness of the wider world. We do this by planning 'in the moment' and sometimes retrospectively to ensure that we have the best possible understanding of the children's needs.

We believe our Key Worker system is a real strength of our practice and is a key driver for helping children feel safe and secure, develop a sense of belonging and a mutual trust and respect with our staff. Key Workers get to know their children and families well and as a result respond sensitively to the unique needs of each child. Through this they are able to observe, listen to and work with children more effectively to facilitate learning. Positive relationships high quality back and forth interactions from staff who know their key children well, plays a vital part when planning for individual needs. We ensure that every child has the support they need to flourish. Our inclusive approach means that all children learn together. We have developed a range of additional interventions and support to enhance and scaffold children where it is required.

All children access a broad, balanced, well-resourced curriculum, which offers opportunities for enjoyment and success through active learning. Planned activities aim to foster good social relationships, promote equal opportunities and support special educational needs and disabilities. Children learn to co-operate and listen to others to the very best of their ability. They do this as individuals, in pairs, small groups and whole class groups. Staff plan for and ensure that both the inside and outside classroom spaces are fun, safe, engaging and offer appropriate challenge. Staff use first hand experiences, visitors and visits to enhance children's experiences and to bring their learning alive.

Understanding and implementation of the characteristics of effective learning

These characteristics explain how young children learn

Playing and exploring – engagement

Relevant learning experiences that are engaging and interactive that facilitate challenging and sustained learning. Learning is defined as the progress in one or more of the following areas:

Skills -being able to do something, such as a being able to pedal on a trike;

Knowledge - knowledge such as knowing where the small world resources are kept, or knowing that your heart needs to beat to all the time;

Concept - development of an understanding: such as some materials can alter their form: water to ice

Dispositions - displaying of behaviours that enhances learning such as a willingness to persevere, to ask questions, to have a go.

Active learning – motivation

For learning to flourish children need rich opportunities that promote **engagement, challenge, inspiration** and **fascination**, for example working collaboratively to build a bridge across a stream.

Creating and thinking critically – thinking

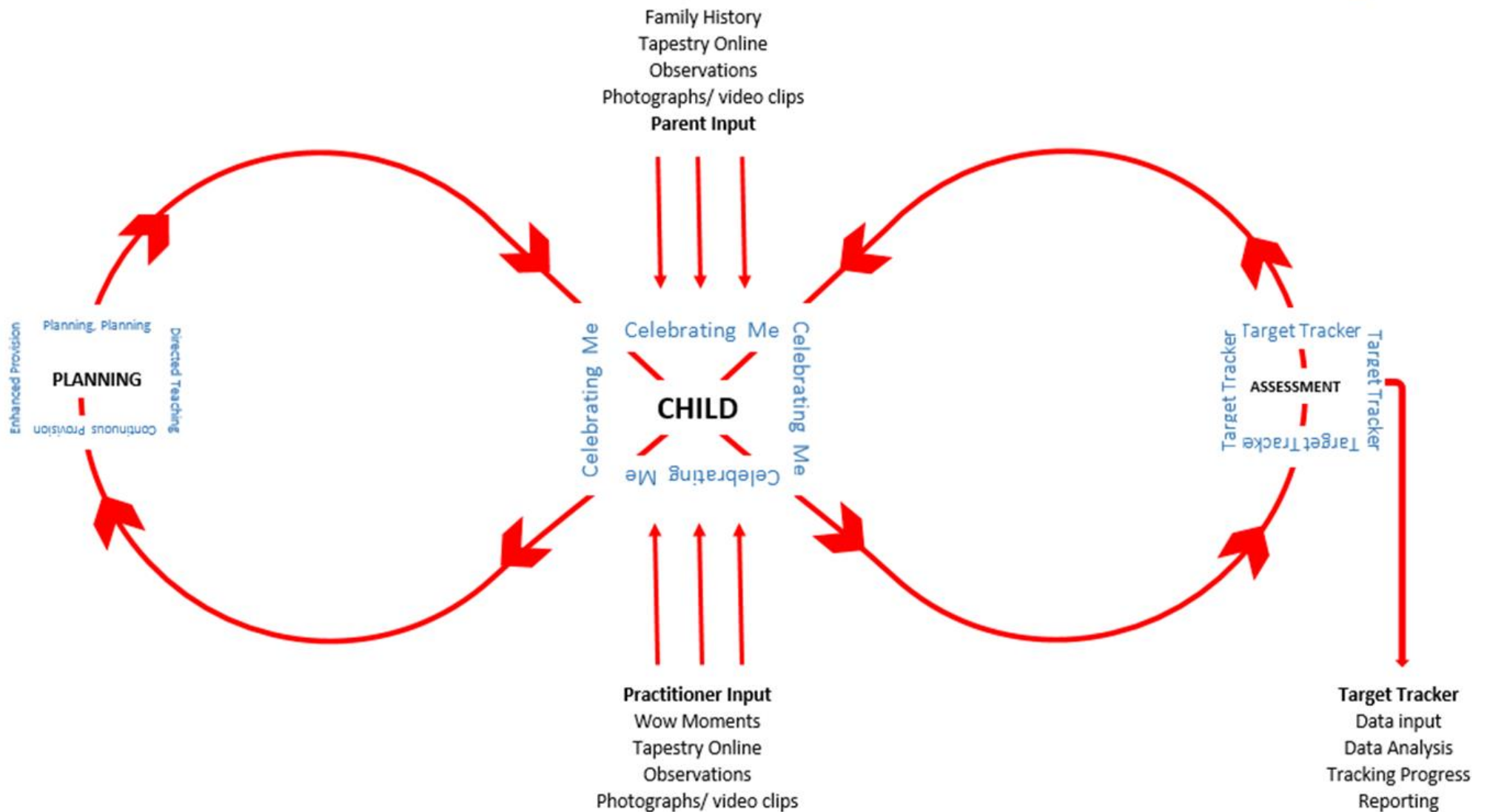
For children's thinking to flourish, practitioners need to **know the child and establish secure relationships**. It is once such secure relationships are established that practitioners can tune into children's thinking. The use of thinking language can facilitate the means for children to reflect on their learning this includes: open ended questions, running commentaries, pondering and repeating children's language back to them to highlight their thinking.

Use of stories and play based practice

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



St Thomas Planning Cycle



Teaching approaches and strategies

Every moment during the school day is seen as a learning opportunity. Staff use different 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 during play.

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 teaching strategies practitioners use are:

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

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

		<p>How do you know that? What do you know about...? What could you try instead? Is there another way you could do it? Tell me... What do you think would happen if...? How did you do that? What else can this be used for? What else is like this? I wonder what would happen if... Do you know? What are you trying to do? How else could you do that? What else could you use? Why might that be better? What can you tell me about...? What do you think will happen?</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? That was a great idea. What else could you try? How could you make it stand up by itself? Oh no, I've run out of space. I can't think what else I could use... 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	<p>You could try... It might be a good idea to... Good try. I think it could stand by itself if you tried... That was a great idea. Look at what Hana is doing. That is a different way of doing it, isn't it? Hmmm. I wonder if that would work with your design. What about asking if Damien can hold it still while you fetch another one?</p>

		<i>I think... because...</i>
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 for working together (often with a great reason why or how they could help each other) Collaborative learning actively encourages learning and focusing together, coming up with solutions/ideas/processes together, sharing roles, negotiating and sharing ownership.	<i>Amaan is building too. Why don't you build together and then you could make your structure even better?</i> <i>Jannat wants to visit the shop but there is no shopkeeper. Would you like to join?</i> <i>That looks very tricky. Why don't you see if Kimi would like to help you?</i> <i>This puzzle is very tricky. We need help!</i> <i>I'd love someone to come and help us with our instrument show. Wouldn't it be great if we had some more friends playing in our band?</i>
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.	<i>Thank you for being such a kind friend.</i> <i>Please remember to use kind hands. We all have a right to be safe.</i> <i>Great jump. It would be much safer if you checked the space was clear before you jumped next time. What might happen if you don't look before you jump?</i> <i>I love your portrait. Remember if you add a little bit of white, the brown paint will get lighter. What do you think about using a mirror so you can match the colour of your hair carefully?</i>
Multiple exposure	Deep learning develops most effectively over time via multiple, spaced interactions with new concepts, including different activities/experiences to vary the interactions children have with new knowledge.	NA

Parental partnership - understanding the wider picture

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

Children with special educational needs

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

- access to sensory experiences and sensory spaces within the environment
- access to low arousal spaces
- differentiated learning environment activities within the main Nursery environment
- significant opportunities for parent partnerships, ensuring parents and carers input to decisions around targets and support
- Tapestry as a home communication platform
- Individualised plans, including targets
- Individual PIC profile / WellComm targets threaded through planning
- Individualised baskets containing resources that support children's interest
- Small group intervention and targeted 1:1 intervention
- Access to an environment with rich early language opportunities
- Signs and objects of reference used alongside communication
- Specialist resources, including those recommended for specific children by external agencies

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

Key Daily Routines and Learning

Routine activity	What we want the children to know and remember?
Transition in to nursery	Children have security of a routine and familiar adult, and feel safe to leave their parents.
Snack time / Lunch time	Children learn to make a choice, mathematical concepts – sharing, dividing, more. Social aspect of sitting with peers and communicating. To recognise when thirsty and hungry – meeting their basic needs to enable them to learn. The effect it has on our bodies. Right to food and water. Physical self care skills – independently feeding and using cutlery.
Hand washing	Good hygiene practices and preventing infections – keeping our bodies safe
Toilet	Learning to be independent in self care, recognise when they need the toilet or help, dressing and undressing.
Group time, Singing, Story time, reflection	Sense of belonging – being part of a group. Expectations of behaviour for group time learning – Good sitting, good looking and good listening. Thinking caps. Communication skills. Listening and shared attention for adult focus. Basic counting and cardinality. Foundations for phonics.
Continuous provision	Children are practising and revisiting knowledge, skills and behaviours taught at nursery.
Transition to and from different spaces eg. Garden, lunch room	Respond to changes in routines, following adult led instructions. Understanding now and next.

Learning environment (indoors and outdoors)

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

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

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

Our classrooms are zoned to create a wide range of learning opportunities across the curriculum, which include:

- The inside/outside construction area
- The inside/outside home corner/mud kitchen
- Mark making area
- The large scale outside physical area
- The creative area
- Sand/ water
- The workshop: woodwork
- The inside library
- Self-accessible snack area

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

Individual, small group and class group teaching

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

- in whole family groups;
- in small groups for focused activities;
- in small groups for targeted intervention;
- and individually for 1:1 intervention, where appropriate.

Technology and computational thinking

We use technology and opportunities for computational thinking to support the delivery of and 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 are in full agreement 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 as a replacement for adult interaction.' Providing opportunities for supervised use of technology, as

part of Early Years education means we can support children in developing the digital literacy skills to use tech safely, effectively, and moderately. And in this way, positively influence children's ideas and understanding of what digital devices are for.

Resources used: listening stations (CD players and headphones), story phones, torches, large screen displaying provocations to extend and enhance children's learning, sensory equipment and light boxes, Bee-Bots, cameras, voice recorders, iPads, interactive programmes which support maths and literacy.

Skills promoted through technology/computational thinking: research, information processing, cause and effect, logical reasoning (anticipating and explaining), abstraction (working out what is important and ignoring what is not important), pattern (comparing, spotting similarities and differences), algorithms (instructions and sequencing) and decomposition (breaking problems down into steps)

Examples of utilising technology into particular contexts: exploring how doctors use technology to help us get better, share how to research a topic online, how technology can assist communication, exploration of microscopes and telescopes, photograph a plant as it grows over time, check the weather and research how it's monitored and predicted, look up an insect or bird seen outside and research what it eats, using a translation app to learn greetings in other children's home language.

In coordination with our work on sustainability, we utilise the opportunity to talk to children about switching lights off when we leave a room, switching off an appliance when we are not using it and model the early learning around how going digital supports us to use less paper.

Staff CPD

Alongside statutory training, staff CPD is focused around:

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

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

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

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

Impact: What we aim to achieve

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 put in place. Our assessments are integral to effective teaching and learning. Staff use ongoing observational assessment to identify children's starting points and plan experiences, which ensure progress.

We celebrate children's achievements and successes using Celebrating Me boards, this ensures that no child in our setting is invisible and all children have a voice. This approach ensures consistency between the home and setting, and truly values the part that parents play in their child's learning journey.

Our children transition into Primary and Special Schools with confidence and with the strong character needed to meet the challenges of an ever-changing world. Our teaching style allows the children to display high levels of concentration, creativity, energy and persistence. Self-esteem blossoms and children demonstrate crucial social skills as they support each other in their learning journey. Through our curriculum our children learn about risks and safety, how to make good choices and gain an understanding of boundaries becoming independent, confident and successful learners.

Assessment

When	Assessment, Screening and Observations
On induction	Pre-entry All about me, Health and development summary and Early Help Screen
Autumn 1	2-year progress checks for all 2-year olds All children brushstroke baseline assessments within 4 weeks WellComm assessments to be completed on children not meeting CL milestones in Communication and Language (To be completed within 6 weeks of entry to nursery)
Autumn 2	Autumn Assessments – Autumn brushstroke Assessments – against 7 areas of learning for 3-4 year olds and 3 Prime areas for 2-3 year olds.
Spring 1	Review of WellComm Screens – complete 2 nd screen – if Red seek advice from Language champion or SENCO regarding referrals to be made.
Spring 2	Spring Assessments - brushstroke Assessments – against 7 areas of learning for 3-4 year olds and 3 Prime areas for 2-3 year olds.
Summer 1	Review of WellComm Screens – if concerns raised seek advice from Language champion or SENCO regarding referrals to be made. Summer 1 Tapestry observation
Summer 2	Summer Assessments - brushstroke Assessments – against 7 areas of learning for 3-4 year olds and 3 Prime areas for 2-3 year olds Transition reports for children transitioning to Reception – Birmingham Transition approach

Toolkit used for Assessments:

- 2-year progress checks

- Development Matters
- Birth to 5 Matters
- Celebrating Me/ reflection Bubbles
- WellComm
- Sensory Differences profile

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

Formative assessment

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

Summative assessment

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

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

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

Moderation

We moderate summative assessments within school and across schools. We moderate judgements made by digging deeper into individual children, identifying what they practitioner knows about them and how they know that, as well as moderating cohort patterns within school and across Federation schools. The process is led by senior leaders and is a supportive tool to ensure assessment data is accurate and consistent. Moderation often results in sharing of good practice as well as identifying solutions to barriers.

Gathering feedback

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

Governance

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

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

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

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

Key documentation

Links to key documents that we follow:

Statutory Framework for EYFS

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Development Matters (used to guide our curriculum)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

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>

Jargon buster

Curriculum:

3. The curriculum: what we want children to learn

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

Skills: When v *Development Matters, 2021*

able to do.

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

Experiences: Any opportunity readily available where children get involved and engage with. Children learn through their daily experiences at St Thomas'. Usually open ended.

Activities: Specific adult-initiated activity planned for and set up, with an intended outcome. Usually adult led.