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INTENT IMPLEMENTATION AND IMPACT



This policy is set out following the titles Intent, Implementation and Impact, following the guidance set out by Ofsted. Each of the 3 parts to this policy will give an overview of us as a school followed by more detailed analysis, specifically within the implementation portion of the policy. The Early Years Development Matters outlines 7 areas of learning:

- *Communication and Language*
- *Physical Development*
- *Personal, Social and Emotion Development*
- *Literacy*
- *Mathematics*
- *Understanding the World*
- *Expressive Arts and Design*

Each subject is valued highly at Basnett Street Nursery and implemented across provision and teaching through play and children's natural curiosities. Within each area we facilitate four learning processes: 'to be able', 'to experience', 'to enjoy' and 'to understand'. These four skills unify to create a 'whole' learner and the skills they require to be lifelong learners.*

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| <ul style="list-style-type: none">• Note- Throughout the document, Basnett Street Nursery School encompasses both the Nursery School and The Chatterbox Club |
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INTENT

To be able'

We are ambitious in providing a learning environment unique to our setting which provides an abundance of opportunities for children to develop as individuals and unique learners, through play and exploration. We aim to develop their physical skills, including opportunities to jump, climb, run, control, change and manipulate. These process the sensory, bodily, social and intellectual competencies that children develop through them. We intend for children to develop a positive self-image and important self-regulatory skills by learning routines and embedding social skills. Our goal is to provide children with the best starting block in becoming life-long learners and members of society.

Intentions

Basnett Street Nursery School is more than just a school building which children visit daily. We are a family, who together create memories and experiences which are firmly rooted in our belief that to teach something new is to establish a long-term memory of that experience and use those memories as scaffolds to support lifelong learning. We are sculpted by our environment, the children and their families that join us from the wider community. As part of our responsive approach we have embedded learning that equips children with the knowledge and cultural capital they need to succeed in their life, making a positive difference to the lives of the pupils and families. We intend to support the deeper layers of learning and each individual's holistic development, through wider opportunities and experiences such as growing vegetables, gaining new experiences, and observing the awe and wonder of the natural world.

Across our setting we have developed an environment which suits the context of our learner's best. In doing so we create a world of magic and marvel, a place to tinker and explore. A place which is special to our children and families and where children are the centre of everything, filling their hearts and minds with a sense of incredible awe and wonder. The environment is intriguing, magical, ambitious and inspiring to our young learners. We adapt and change following our children's interest and the changes we see around us in the natural world. Encompassed in a setting, which is homely, and familiar, relaxing mind, body and soul of each individual.

An Attachment Aware environment creates an enormous wealth of positivity across school, with the intention to support children to develop their personal confidence in a comfortable supportive environment. Children, families and staff at Basnett Street have a firm belief that they belong and are accepted in the school environment by creating a homely space and supportive, stable relationships, which are built through the Key Worker system. This creates a space of trust, togetherness and determination to be ambitious in our school. Our Attachment Aware Behaviour Regulation Policy, see appendix A, aims to provide children with an environment that allows them to feel safe and secure allowing their minds to be free to learn. Our principles are based on Maslow's Hierarchy of Needs, in order for children to be able to learn, first the child's basic needs need to be met, ensuring they feel safe, secure and happy.

At Basnett Street, we are fortunate to have an abundance of high quality outdoor space. To utilise this space best we have adopted the core principles of the Forest School ethos to engage our learners in the natural phenomenon's of the world. We recognise that children who come to Basnett Street have high levels of interactions with technology but very limited exposure to the great outdoors, reinforcing the importance of the Forest School principals being embedded into our practice. In doing so, we intend to create an outdoor environment that promotes children in becoming risk aware, through a learner-centred approach interweaved with the natural and ever changing moods and marvels that nature provides.

Basnett Street Nursery School is set in an area of high deprivation, the LSIP for 2018/19, see appendix B, highlights that 93.3% of our intake of children are categorised as between Wards D-E* of the Overall Multiple Deprivation Index. A large proportion of our intake includes families who have English as an additional Language. Our main languages spoken are Punjabi, Urdu, Pushto, English and Bengali. Research shows that individuals from areas of deprivation are at a higher risk of poor physical and mental health, this is evident in the children and families that occupy Basnett Street Nursery School. Giving a significant weight to the importance of providing the most ambitious opportunities for the children and families that attend our School and reasoning as to why we give great significance to the learning of the whole child.

In 2018-19, 24% of pupils, attending Basnett Street had Special Educational Needs. With just under ¼ of the schools intake requiring extra support in their learning, opportunities to provide a flexible, unique learning experience tailored to the individual learners is paramount. To undertake this, practitioners use an SEND Flow Chart, see appendix C, to identify the best route of action in supporting each individual, to ensure their learning experience at Basnett Street is as supportive and ambitious in equipping them with the skills needed for their next stage of education.

Our overall intention as a school is to provide the best possible outcomes for the individuals who attend our setting. Building on prior learning in recalling memories and experiences, we scaffold learners to develop independent thinking skills through play and exploration. Basnett Street Nursery School believes that nothing has been learnt if children don't embed their learning in their long-term memory. The key to deep level learning is to build upon previous experiences and use these as a pivot to scaffold all further learning in real, purposeful context. We are ambitious and passionate about the outcomes of each individual in providing the best starting block as they enter further into education at Primary School. Each year we analyse the data and information from the previous year to support us in creating the School Improvement Plan targets. This academic year 2019-2020 they are:

- To further, improve children's behaviour and emotional well-being by developing practitioner's knowledge, understanding and skills in attachment and resilience.
- To raise progress in Communication, Language and Literacy by further developing the effectiveness of the school's curriculum through art, creativity and cultural education
- To further develop leadership and management to ensure a strategic overview of provision.

IMPLEMENTATION

'to experience and to enjoy'

To experience at Basnett Street means to feel wonderment and experience joy, happiness and togetherness. Children also experience risk, fear and nerves in a safe environment amongst people they trust and support them to embrace these emotions and find ways to respond appropriately to them. To enjoy at Basnett Street means to take pleasure in the sensory experiences encompassed across learning. Providing enjoyment in everything they do, see and learn in creating long-term memories.

Implementation

Basnett Street Nursery School strives to deliver high quality learning and experiences that embed a love of lifelong learning for all who attend our setting. To achieve the most ambitious goals for all our children and families we implement a range of strategies and approaches that are unique to the context of our setting and the differing cohorts we take each year.

By creating an environment that is safe for our children we establish high levels of trust and positive relationships with each child, this allows for high quality play and interactions to take place within the setting. Research has shown us that relaxed minds that feel safe and secure are the most successful to take on board new learning and experiences. Practitioners are well equipped with the skills and knowledge to facilitate the individuals best and to suit their unique needs. Where practitioners lack in skill and knowledge training is put in place as part of professional development and the School Improvement Plan across the setting. The Key Worker system enables practitioners to know their children and their abilities extremely well and in doing so are able to make substantial judgements needed to determine the best learning opportunities going forward. Practitioners observe children continuously and respond instantaneously to learning in addition to correcting misconceptions, through the key skill of modelling. Practitioners record significant observations unique to the children in their Learning Journals and share these with parents.

Planning underpins the learning and provision in nursery. The environment provides continuous provision to support all stages of learning, building upon children's prior knowledge and experiences and contextual understanding. The planning system consists of long term, medium term and weekly plans to support this provision. Weekly plans are extremely adaptable and flexible, enabling staff to meet individual needs in the moment and extend learning accordingly. This approach ensures our provision and experiences and interactions follow the interests of the children in addition to building on ongoing formative and summative assessments undertaken by all practitioners. These are widely communicated and discussed within weekly staff meetings.

We recognise the colossal importance of reading in the Early Years and the significance of language to children's success in life. Ambitious teaching of reading and the promotion of a love of reading underpins the curriculum we teach. Core books and Talk for Writing activities scaffold the planning and experiences in provision whilst also being utilised as a tool to teach new vocabulary. We believe stories are a great tool in supporting future learning which is built upon prior experiences. Talk for Writing is a particularly effective tool as it uses both story and mnemonics to aid children to remember learning contextually. Stories and storytelling has such power in providing children with experiences that are out of their reach, providing a valuable and diverse range of experiences to our learners.

Vocabulary is taught in a way, which is specific to its context in our ambition to promote high levels of language skill. As a school we embody the belief that children want to learn and are eager to explore the world around them, making sense of this new information that is planned to build upon their prior experiences. Therefore, vocabulary is correct and appropriate within its context, for example if a child was playing in the clay area a practitioner may introduce the word 'coil'. This could be deemed as a more difficult word to 'wrap' or 'twist' but is specific

and correct to its context and is widening the exposure of vocabulary to the children at Basnett Street. Vocabulary is planned for in the Long Term Plan's for each year with the intention to teach children the key words required to access the world around them. These may be words they will use when reading such as 'front cover' or 'illustrator', children will also learn words for tools they use such as 'pen', 'hammer' and 'rolling pin'. A key tool in implementing language and vocabulary at Basnett Street is the use of Elklan. Staff ensure that spoken English is correct, clearly pronounced and simple. In addition, interventions such as Early Talk Boost and ICAN are undertaken to ensure each child is receiving high quality learning and experiences to give them the best possible outcome. A text rich environment promotes Early Literacy skills and the recognition that text carries meaning and can be used in a vast array of scenarios from books to catalogues, information posters to quotes from children. Children are introduced to, and interact with, high quality texts throughout their play, extending their independent learning further and using text as a tool in providing information.

What is a school without the sound of children's voices but an empty shell of brick and mortar? Children are the epitome of our role as facilitators of learning and it is strongly believed here at Basnett Street that the voice of the child is at the core of our school. We capture the voices of the individual children in a spectrum of ways. From displaying their spoken word on displays to writing their spoken dialogue into storytelling books and their Learning Journals to be re-read and heard at later times. Children have the confidence to express their wants desires and needs through a supportive stable environment that recognises and respects the unique individual and their personal expressions of their learning. We aim for children to have the freedom for their voices to be heard and listened to with respect.

Extensive training in attachments and brain development have underpinned our philosophy for how children learn. Taking into account the principle of building upon prior learning we also ensure all children's needs are met in a calming and comfortable environment. This is because we know from training and research that when child experiences stress cortisol is released and in turn, this hormone blocks pathways and prevents neurons from making connections. Therefore, the less stressful we can make the learning environment the more neurons can make connections between the children's experiences and a deeper level learning can again take place.

The following tables demonstrate how we intend to teach each area of the EYFS Development Matters. How key learning skills from each area are implemented across the school and finally the impact these have on our data that are summarised at the base of each table.

Area: PSED – Self-Regulation

Aim: To ensure all children have the ability to self-regulate behaviour in line with their age and stage of development. To leave equipped with some tools to support Self-Regulation. We believe in a holistic approach to education, with relationships being the key building block to all elements of learning. Our PSED curriculum is underpinned by the latest neuroscience approach, e.g. the neurosequential model and The 3 R's; thus its main focus is on building key relationships and using attachment aware approaches in our everyday practice to ensure positive relationships, overall well-being and behaviour regulation are developed and achieved. We believe this is fundamental to children making relationships, developing self-confidence and self-awareness and having the ability to manage their own feelings and behaviour.

Stages	Intent	Implementation
Entering into the Nursery Curriculum 0-12 Months	<ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices • Seeks physical and emotional comfort by snuggling in to trusted adults • Calms from being upset when held, rocked, spoken or sung to with soothing voice. • Shows a range of emotions such as pleasure, fear and excitement. • Reacts emotionally to other people's emotions. • Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. • Growing ability to soothe themselves, and may like to use a comfort object 	<ul style="list-style-type: none"> • Responds to calming input, e.g. patting, rocking, wrapping and cuddling • Shows consistent behaviours that indicate tiredness e.g. cries/restless. • Indicates e.g. through reaching up to adult that wants to be picked up. • Shows interest in new objects. • Enjoys rough and tumble play. • Uses facial expression or gesture to prompt an adult to continue with activity. • Beginning to be able to calm/soothe self when upset – may use a comforter (blanker, dummy etc.) • Imitates clapping • Has preferred toys. • Begins to recognise key words/signs related to care giving routines and anticipates the care giving routine when hears the word/sees the sign e.g. hears 'nappy' and knows it is time for nappy change, sees sign for food and knows it is time for snack etc.

<p>Pre-Early Stages 12 - 18 Months</p>	<ul style="list-style-type: none"> • Children will be able to gain attention from others with the use of voice, eye contact, gesture and/or facial expression. • Children will show separation anxiety as they become aware of themselves as separate individuals. • Children will express their need for comfort. • Children begin to accept comfort from others. • Children will play and respond in a positive way through games like “Peek-a-boo” and mirroring action games. • Children will imitate sounds and expressions during physical interactions. • Children will engage with others using gestures to express their wants and needs. • Children will begin to show emerging autonomy as they demonstrate growing self-confidence. • Begins to accept keyworker as a person who can calm and support emotional regulation. 	
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<p>Early Stages 18-24 Months</p>	<ul style="list-style-type: none"> • Children will begin to feel safe and secure in the setting. • Children will begin to develop confidence to explore alongside a known adult. • Children will begin to play alongside others. • Children will experiment what their bodies can do. • Becomes more familiar with routines and transitions. • Beginning to separate from key person and engage with other adults. • Responds appropriately to modelled routines and behaviour. • Accepting others to comfort and support them. • Children begin to learn that their actions have effects on others. • Demonstrate a growing sense of self through beginning to express their likes and dislikes, making choices and decisions. • Begin to learn that their actions have effects on others. 	<ul style="list-style-type: none"> • Nurturing homely environment/nurture room: • Lighting to create a calming ambience. • Mirrors to support self-awareness • Throws and cushions to promote calm and relaxation. • Personalised displays to celebrate what children have done and achieved. • Real resources to support awareness of themselves and their culture. • Key worker system. This ensures effective positive relationships; ensuring keyworkers can be in tune with children to ensure their needs are met. • Learning Journals encourage parental involvement. Provides a sense of pride for the children when shared with their parents. They also support the recognition and enjoyment of children’s individual successes. • Welcoming meet/greet & end/send with parents and children. • A holistic and personalised approach to meet the needs of the unique child. • Weekly newsletters update parents with school news and opportunities to share experiences with their children. • Facebook enables communication with parents and the sharing of achievements. • Mindfulness session takes place daily for all children to ensure full readiness to learning. • Elklan underpinned provision ensures children have time to respond and think.
<p>Progression through Nursery 24 -36 Months</p>	<ul style="list-style-type: none"> • Follows routines with support. • Begin to make a choice – express likes and dislikes. • Able to assert their ideas and preferences, making decisions. • Play alongside others developing an 	<ul style="list-style-type: none"> • Mindful spaces and island of intimacy available throughout provision both indoors and outdoors. • Outdoor environment supports the children to tune into and learn from the natural world.

	<p>understanding of and showing interest in differences of gender, ethnicity and ability.</p> <ul style="list-style-type: none"> • Children begin to understand their actions can have both a positive and negative effect on others. • Begin to manage situations where they might be happy or upset. • Play alongside others in the same activity. • Begin to regulate their feelings and emotions with support. • Begin to show concern for others. • Begin to use modelled strategies to manage situations. • 	<ul style="list-style-type: none"> • Continuous provision ensure resources are accessible and encourages independence. • Planning provides for interest, needs and the introduction of new experiences. It is also flexible enough to ensure staff can respond immediately to interest and where appropriate, respond and provide for this interest, scaffolding and extending learning effectively. • End of session reflection/celebration time daily. • Displays promote and value children's own work and contributions. • Bilingual assistants used to support children in home language, alongside their parents. • SEND/SEMH needs met and individual timetables created to ensure full needs are met. • Our attachment aware and behaviour regulation policy ensures praise is plentiful and children are valued, and their needs met according to their stage of development.
<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Express and understand their own emotions and feelings. • Learn to cope if things do not go the way they want them to. • Gain an understanding of their behaviour and the impact it has on others. • Use language to negotiate with others. • Develop confidence to use language to engage and negotiate with others. • Understand how to keep themselves safe and know who to go to for help and support. • Begin to show independence in regulating and supporting emotions and feelings. 	<ul style="list-style-type: none"> • Displays promote and value children's own work and contributions. • Bilingual assistants used to support children in home language, alongside their parents. • SEND/SEMH needs met and individual timetables created to ensure full needs are met. • Our attachment aware and behaviour regulation policy ensures praise is plentiful and children are valued, and their needs met according to their stage of development. • 'Second Chance Learning' about safety and security in relationship is offered to children who have not experienced stable and secure attachments at home, through a key person who is able and willing to intimately engage with the child. • Time In rather than Time Out is used to support children in regulating. • The curriculum and activities are sensitive to children whose life experiences may contain chaos and uncertainty. • Directed time for reflective practice is timetabled at least once a week and, more frequently as appropriate (e.g. if behaviour. Anxiety is escalating). • There is a number of strategies in place across the setting to facilitate free play, which requires relaxation, attention, curiosity, motivation:

<p>Moving into Reception 40 – 60 Months</p>	<ul style="list-style-type: none"> • Enjoy a sense of belonging. • Begin to develop ideas about themselves becoming more aware of similarities and differences and identify themselves in relation to social groups and their peers. • Can express feelings and consider the feelings of others • Begin to be able to identify and moderate their own feelings socially and emotionally 	<ul style="list-style-type: none"> A. Visual timetables and schedules B. Visual behaviour prompts C. Environmental cues for transition preparation. • Environmental arrangement is adapted to overcome organisational challenges.
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Area: PSED – Building Relationships

Aim: To ensure children are confident in themselves as individuals and are able to interact and respond to others with respect, love and understanding. In doing so children are able to form friendships and maintain relationships with others.

Stages	Intent	Implementation
Entering into the Nursery Curriculum 0-12 Months	<ul style="list-style-type: none"> • Enjoys the company of others and seeks contact with others from birth. • Gazes at faces and copies facial movements, e.g. sticking out tongue, opening mouth and widening eyes. • Responds when talked to, e.g., moves arms and legs, changes facial expression, moves body and makes mouth movements. • Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. • Responds to what carer is paying attention to, e.g. following their gaze. • Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin • Builds relationships with special people. • Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. 	<ul style="list-style-type: none"> • Alerting/showing awareness when talked to • Responds to calming input e.g. patting, rocking, wrapping and cuddling • Responds differently to certain voice patterns (intonation) particularly if accompanied by facial expression • Shows pleasure at being tickled and other physical games. • Vocalises back when talked to (making own sounds) especially to familiar adult and when smiling face is used. • Shows pleasure at return of familiar carer • Beginning to indicate wants actions to stop e.g turning body away • Beginning to indicate wants action repeating e.g. bouncing or rocking to start game again. • Uses voice or gesture to attract attention • Shows attachment to special people • Reacts to auditory stimuli e.g. startles to loud or sudden noise. • Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth. • Responds to a range of auditory/visual/tactual stimuli • Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move • Turns head towards familiar carer's voice • Turns eyes towards familiar carer's voice

		<ul style="list-style-type: none"> • Makes own sounds when familiar carers are near • Tolerates close proximity of familiar carer • Tolerates being cuddled by familiar carer • Tolerates being spoken to by familiar carer • Makes fleeting eye contact • Maintains eye contact for brief periods • Briefly continues exploring an activity/resource independently after exploring was initially done together with an adult
<p>Pre-Early Stages 12 – 18 Months</p>	<ul style="list-style-type: none"> • Children begin to develop a relationship with an adult other than their main carer. • Children will begin to accept comfort from their keyworker soothed by physical touch. • Children will begin to respond to their keyworker as an additional adult to their main carer. • Children begin to develop a positive relationship to their keyworker and display attachment behaviours. • Children begin to show an awareness of others in play opportunities. • Children are wary of unfamiliar people. 	<ul style="list-style-type: none"> • Personalised induction period. • Smaller ratio and keyworker groups. • Keyworker buddy system. • Lengthy induction period.

<p>Early Stages 18 -24 Months</p>	<ul style="list-style-type: none"> • Children will develop a relationship with an adult other than their main carer. • Children will begin to develop confidence to explore alongside a known adult. • Begins to show awareness and interest in other children. • Play alongside others developing an understanding of and showing interest in differences of gender, ethnicity and ability. • Beginning to separate from key person and engage with other adults. 	<ul style="list-style-type: none"> • Key worker and key worker groups. • Self-registration logs and tree. • Attachment aware and behaviour regulation policy implemented. • Group times and areas. • Nurture room- homely base for 30-hour children. • Home visits. • Induction procedure. • Cooperative game play, group times, games area and ring games, e.g. roll the ball to a friend, see the little sandy girl. • Islands of intimacy. • Adequate resourcing to ensure unnecessary conflict. • Soft furnishing areas. • Communication friendly areas both indoors and out. • Staff act as playful partners, modelling social skills.
<p>Progression through Nursery 24-36 Months</p>	<ul style="list-style-type: none"> • Play alongside others in the same activity. • Starts to form friendships and seek out others. 	<ul style="list-style-type: none"> • Cultural capital – celebration of festivals, e.g. Eid, Christmas, Easter. • Role-play resourced with real resources that children can relate to from the cultures we serve. • Books, puppets and dolls used throughout provision to support MR, e.g. Persona Dolls.
<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Gain an understanding of their behaviour and the impact it has on others. • Use language to negotiate with others. • Begin to play co-operatively in a group. • Be interested in others. • Starts to form good friendships. 	<ul style="list-style-type: none"> • Curriculum sensitive to family backgrounds, make up of families and family experiences.
<p>Moving into Reception 40-60 Months</p>	<ul style="list-style-type: none"> • Can build constructive and respectful relationships. • Start to be able to think about the perspectives of others. 	

Area: PSED – Managing Self

Aim: We intend for children to have the ability to express themselves as individuals and to respond to others with an awareness of others. Using language as a tool to negotiate, problem solve and share with others.

Stages	Intent	Implementation
<p>Entering into the Nursery Curriculum 0-12 Months</p>	<ul style="list-style-type: none"> • Laughs and gurgles, e.g. shows pleasure at being tickled and other physical Interactions. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. • Uses pointing with eye gaze to make requests, and to share an interest. • Engages other person to help achieve a goal, e.g. to get an object out of reach. 	<ul style="list-style-type: none"> • Alerting/showing awareness when talked to. • Holds eye contact briefly (5 seconds or more). • Responds to calming input, e.g. patting, rocking, wrapping and cuddling. • Make sounds in response when you talk. • Explores hands and fingers • Repeats actions that have an effect • Likes cuddles and being held • Reacts to auditory stimuli e.g. startles to loud or sudden noise. • Reacts to visual stimuli e.g. pupils react to light, blinks when an object approaches face (defensive blink). • Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth. • Responds to a range of auditory/visual/tactual stimuli • Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move or slow • Shows anticipation of actions as part of a consistent care giving routines e.g. stills, vocalises, moves limbs, smiles etc. as adult begins to undertake an action such as lifting limbs when changing nappy or dressing. • Shows awareness of changes in very familiar routines e.g. stills, confused facial expression, whimpers or cries etc. • Reaches out deliberately to find and activate toys. • Explores toys through mouthing. • Shows a positive response to being handled by a familiar person.

		<ul style="list-style-type: none"> • Uses facial expression or gesture to prompt an adult to continue with activity • Tolerates assistance (hand under hand, hand over hand, holding a toy etc.) from another person to explore toys and resources. • Begins to recognise key words/signs related to care giving routines and anticipates the care giving routine when hears the word/sees the sign e.g. hears 'nappy' and knows it is time for nappy change, sees sign for food and knows it is time for snack etc. • Uses strategies such as eye-gaze/gesture/vocalisation to draw an adult's attention to something that interests them. • Can play with a range of simple cause and effect toys using simple actions e.g. pushing, pulling. • Enjoys container play. • Imitates adults' actions to play with toys in a variety of ways e.g. shaking, banging. • Indicates a choice by eye gaze/gesture/vocalisation when offered two familiar toys/ activities. • Aware of separateness from other objects around them.
<p>Pre-Early Stages 12-18 Months</p>	<ul style="list-style-type: none"> • Children demonstrate solitary play. • Children show their readiness to be social but also enjoy solitary play opportunities. • Children begin to indicate the need for a change of nappy. • Begins to show sign of toilet training readiness. • Children begin to respond to care giving experiences e.g. nappy changing, dressing. 	<ul style="list-style-type: none"> • Flexible routines support stage of development and needs of children on a daily basis.

	<ul style="list-style-type: none"> • Children will begin to wash hands with support. • Children begin to indicate the need for food and drink. Through supported snack children, eat independently. • Children can express feelings and communicates through gesture, facial expression, movements, body language and vocalisations. • Children show rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium. 	
<p>Early Stages 18 -24 Months</p>	<ul style="list-style-type: none"> • Begin to play alongside others. • Becomes more familiar with routines and transitions. • Children begin to understand their actions can have both a positive and negative on others. • Children will begin to toilet train and follow a toileting routine with supports of they are not already doing so • Children will show an interest and an emerging independence in getting dressed • Children will show an interest and an emerging independence in getting dressed • With support putting on clothes and outdoor attire 	<ul style="list-style-type: none"> • Attachment aware and behaviour regulation policy. • Snug area as a place of calm/island of intimacy. • Emotion books and resources used to support understanding and acknowledging of feelings. • PSED planned group times, using resources such as persona dolls, puppets, stories and opportunities for discussion. • Use of T4W to support PSED. • Daily mindful session and techniques taught to support behaviour regulation. • Use of mirrors around environment to support self-awareness, looking at facial expressions etc. • Name it to tame it approach - staff will address and name the emotions at the time the child is experiencing it. • Emotional literacy available. • Environment ensures plentiful opportunities for islands of intimacy,

	<ul style="list-style-type: none"> • Will be able to follow a toileting routine and access independently sometimes needing support • Learning to wash hands with reminders prior to food and after being to the toilet • Can access snack independently with limited adult support. • Children will begin to show an awareness of their needs, e.g. they need the toilet, they need changing because they are wet • With adult support begins to understand the need for safety in using tools and equipment. • Begin to understand the need for safety when using tools and equipment that are new to them. • Children will begin to wash hands independently. 	<p>places to support relaxation and mindful opportunities.</p> <ul style="list-style-type: none"> • Continuous provision ensures plentiful resourcing to support unnecessary conflict. • Use of core book, looking at characters who break rules to promote understanding. • Visual timetables used to support. • PECS used. • Behaviour regulation support plans used to support individual needs. • FAGUS used as an assessment tool to support the writing of the behaviour regulation plans. • Acknowledge and support all forms of communication. Makaton is used as a support and teaching tool. • Child led approach – child always comes first, always responding to the child’s needs in the moment. • Mindful provision available e.g. clay, art, outdoors, designated rest areas. • Self-access to snack, milk and water • Toilet training seat • Encouraged to wash hands, good hand washing skills taught and visual posters displayed above all sinks • Independent child designed toileting facilities • Healthy School Award. Only healthy snacks • Modelled self-care skills through sustained shares thinking e.g. staff commenting on feeling thirsty and therefore having a drink of water • Planned for and natural environment that supports positive risk taking • Snug space to provide rest and sleep. • Differentiated snack.
<p>Progression through Nursery 24-36 Months</p>	<ul style="list-style-type: none"> • Follows routines with support. • Beginning to understand expectations and boundaries. • Children show a developing confidence 	

	<p>around unfamiliar people.</p> <ul style="list-style-type: none"> • Begins to dress independently • Follows a toileting routine independently. • Accesses snack independently. • Begins to understand and access appropriate clothing for activities • Able to communicate their needs e.g. thirst, hunger, tired • Notices changes to their body when they exercise. • Begins to recognise danger and seeks the support and comfort of significant adults. • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions. 	
<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Understand their own actions can hurt others. • Develop confidence to use language to engage and negotiate with others. • Understand how to keep themselves safe and know who to go to for help and support. • Shows an awareness of healthy and unhealthy food. • Understands the impact of exercise on their body. • Can communicate with other about being safe. • Recognises the feelings of hunger and thirst and accesses snack 	

	<p>independently to meet their needs.</p> <ul style="list-style-type: none"> • Can wash and dry hands effectively and understands why this is important. • Independently manages toileting routine effectively. • Independently dresses when changing and putting on outdoor clothing. 	
<p>Moving into Reception 40-60 Months</p>	<ul style="list-style-type: none"> • Can manage their own personal hygiene needs, toileting and handwashing, • Handwashing before snack time. 	

Area: Physical Development – Fine Motor

Aim: For children to engage with fine motor skills appropriately in controlling and manipulating objects as they explore and interact with the world around them. Understanding fine motor experiences are developed through rich sensory explorations and through a range of media to develop hand eye coordination and muscle control. This being linked to early Literacy skills.

Stages	Intent	Implementation
Entering into the Nursery Curriculum 0-12 Months	<ul style="list-style-type: none">• Responds to and thrives on warm, sensitive physical contact and care• Expresses discomfort, hunger or thirst.• Anticipates food routines with interest• Opens mouth for spoon.• Holds own bottle or cup.• Grasps finger foods and brings them to mouth.• Can actively cooperate with nappy changing (lies still, helps hold legs up)• Sits unsupported on the floor.• When sitting, can lean forward to pick up small toys.• Pulls to standing, holding on to furniture or person for support.• Crawls, bottom shuffles or rolls continuously to move around.• Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.• Takes first few steps independently.• Passes toys from one hand to the other.• Picks up small objects between thumb and fingers.	<ul style="list-style-type: none">• Enjoys Cuddles• Accepting having nappy changed

<p>Pre-Early Stages 12-18 Months</p>	<ul style="list-style-type: none"> • Children use tools and equipment safely with support. • Children know where to put their belongings and will accept support to put them on. • With support, children begin to develop their fine motor skills. • Manipulates objects using hands singly and together, such as squeezing water out of a sponge. • Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint. 	<ul style="list-style-type: none"> • Continuous provision environment e.g personalised coat hooks • Enhancements in water area e.g sponges, lufers, towels, washing up using brilow • Washing babies using flannels • Playdough – Enhance to make different textures e.g sawdust, woodchips, straw, porridge oats. • Exploring paints to create own • Exploratory activities soapflakes, slime, porridge, wet mud. Enhance with colandersand spaghetti and pipe cleaners, threading through large pasta tubes. • Wet sand in sand pit. • Enhance water area with large turkey basters. • Large tweezers in sand. • Continuous provision in mark making area.
<p>Early Stages 18-24 Months</p>	<ul style="list-style-type: none"> • Begin to develop fine motor skills • Begin to use small equipment with greater hand eye co-ordination and increasing control e.g. one handed tools • Begin to make marks with increasing control 	<ul style="list-style-type: none"> • Water – turkey basters • Painting – small pipettes, paint brushes • Mark making – scissors, felt tips, sharpeners, pencils, whiteboard pens, • Outside – tweezers • Utensils throughout provision e.g. scissors, knives, hammers • Real life equipment • Tweezers • Threading • Playdough, Exploratory Play and clay areas of Continuous Provision • Wood Workshop with plentiful real life resources • Writing area with plentiful resources and frequent enhancements • Small world play • Small Construction • Snack Preparation e.g., butter crackers • Opportunities to chop real vegetables in the home corner
<p>Progression through Nursery 24-36 Months</p>	<ul style="list-style-type: none"> • Developing increasing control using small equipment e.g. Pens, Paintbrushes, Scissors. • Begins to show a preference for a dominant hand. • Shows good control of mark making tools. • Begins to write some identifiable letters. 	<ul style="list-style-type: none"> • Real life equipment • Tweezers • Threading • Playdough, Exploratory Play and clay areas of Continuous Provision • Wood Workshop with plentiful real life resources • Writing area with plentiful resources and frequent enhancements • Small world play • Small Construction • Snack Preparation e.g., butter crackers • Opportunities to chop real vegetables in the home corner
<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Uses tools appropriately to make changes to materials 	<ul style="list-style-type: none"> • Opportunities to chop real vegetables in the home corner

	<ul style="list-style-type: none"> • Uses anti-clockwise movements • Forms letters from their name. 	<ul style="list-style-type: none"> • Daily writing of numerals at group time • Promote children independently labelling their work with their names. • Scarves.
<p>Moving into Reception 40-60 Months</p>	<ul style="list-style-type: none"> • Developed small motor skills that enable them to use a range of tools competently, safely and confidently • Begin handwriting which has progressed from writing their name 	

Area: Physical Development – Gross Motor

Aim: For a wide range of physical experiences to be available to children to support the development of children’s core strength, ability, balance, special awareness, coordination and agility. Understanding gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Stages	Intent	Implementation
Entering into the Nursery Curriculum 0-12 Months	<ul style="list-style-type: none"> • Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • Rolls over from front to back, from back to front. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth. 	<ul style="list-style-type: none"> • Moves head to look around when lying on back or supported in sitting • Watches faces intently • Tracks objects horizontally – left to right and right to left • Tracks object vertically – up and down, down and up • Responds to stroking of hand by opening hand and fingers. • Tolerates different textures on hands and/or feet. • Clasps and unclasp hands in midline. • Holds an object in one hand and releases it when offered object in second hand. • Sits briefly when propped. • Sits briefly when unsupported. • Reflexively uses hands to protect self from falling sideways when rocked/tilted off balance. • Reflexively protects self from falling forwards with hands when seated. • Bangs objects on a surface to make noise. • Uses hands to support self when leans to side in sitting • Sits on a low chair without support when positioned by an adult • Unaware of obstacles on the floor, often steps on/falls over obstacles. • Can step up/down a curb with hand held. • Knocks down a tower of bricks.

		<ul style="list-style-type: none"> • Isolates index finger when assisted by an adult. • Has an immature pincer grasp. • Imitates to and fro scribble. • Reaches and grasps and moving object. • Plays with and understands simple cause and effect toys.
Pre-Early Stages 12-18 Months	<ul style="list-style-type: none"> • Children begin to demonstrate spatial awareness. • Children begin to show an interest in using gross motor skills purposely. • With support, children begin to demonstrate stability when accessing uneven surfaces. • Children can engage in mirroring action songs. • Pushes, pulls, lifts and carries objects, moving them around and placing with intent. • Climbs inside, underneath, into corners and between objects. • Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint. • Children will begin to wash hands independently with support. • Responds positively to the caregiver during dressing routines. 	<ul style="list-style-type: none"> • Areas of continuous provision indoor and outdoors. • Outdoor provision Brushes, water equipment, mud kitchen, building equipment and climbing area. • Hanging coats and bags up • Action songs. • Using continuous provision purposefully. • Opportunities for dens. • A range of exploratory play e.g shaving foam, glue, soap flakes. • Outdoor clothing to support stages of independence in dressing.
Early Stages 18-24 Month	<ul style="list-style-type: none"> • Children can negotiate space safely both inside and out • Children can show an awareness of and begin to walk on uneven surfaces safely. 	<ul style="list-style-type: none"> • Space for an abundance of gross motor opportunities both indoors and outdoors • Wheelbarrows, mops, brushes, spades and shovels promote gross motor opportunities outside

	<ul style="list-style-type: none"> • Begin to use large physical equipment using gross motor skills • Children demonstrate a level of balance on uneven surfaces • Begins to be aware of their bodies and can copy simple actions. • Children will show an interest and an emerging independence in getting dressed • With support putting on clothes and outdoor attire • With adult support begins to understand the need for safety in using tools and equipment. • Begin to understand the need for safety when using tools and equipment that are new to them. 	<ul style="list-style-type: none"> • Large and deep sand pit to promote digging, pushing and pulling actions (pre-writing skills) • Promote risk taking and challenge that is modelled through Sustained Shared Thinking • Modelled risk awareness and taking of safety measures • Exploratory play e.g. whisks, rolling dough • Painting large scale • Enhanced painting areas e.g. large scale floor painting and vertical painting/ mark making on the walls • Varying outdoor terrain e.g. mud, tarmac, grass, bark, sand, pebbles, stream and hills • Music and Movement activities • Outdoor footballs and beach balls • Rich well-resourced natural and engaging outdoor area • Large equipment e.g. ladders, logs, crates • Co-operation games e.g. parachute games
<p>Progression through Nursery 24-36 Months</p>	<ul style="list-style-type: none"> • Use large physical; equipment with more control and confidence e.g. throwing a ball, mops and brushes • Begins to use anticlockwise gross motor movements alongside clockwise. • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Sits comfortably on a chair with both feet on the ground. • Runs safely on whole foot. • Moves in response to music, or rhythms played 	<ul style="list-style-type: none"> • Opportunities for manipulative skills e.g. baking • Scarves • Musical pipes

	<p>on instruments such as shakers and drums.</p> <ul style="list-style-type: none"> • Jumps up into the air, lands on both feet and can jump forward a small distance. • Demonstrates balance in moving on uneven surfaces. • Uses wheeled toys with increasing control, e.g. wheelbarrows, prams, water carriers, and other vehicles/equipment. • Usually washing hands independently • Growing independence in changing and dressing, particularly with outdoor clothing. 	
<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Shows good control over gross motor movements, balance and strength. • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. • Walks down steps and slopes whilst carrying a small object, maintaining balance and stability. • Runs with spatial awareness, negotiates space and adjusts speed direction. • Can grasp and release with two hands to throw and catch a large ball and other object. • Creates lines and circles pivoting from the shoulder and elbow. • Uses and transports equipment safely. 	

	<ul style="list-style-type: none"> • Can independently join in with actions and movements of another child or adult when singing and playing games. • Independently dresses when changing and putting on outdoor clothing. • Refined fundamental movement skills that enable to take part in sports activities e.g. ball skills and agility skills 	
<p>Moving into Reception 40-60 Months</p>	<ul style="list-style-type: none"> • Can independently manage mealtimes 	

Area: Communication and Language: Listening, Attention and Understanding

Aims: For children to respond to communications made in a way that demonstrates a good level of understanding. Children will use language as a tool to communicate and adopt new vocabulary in their spoken language to share their ideas, thoughts and feelings. To help children and families to communicate their wants, needs and feelings through verbal and non-verbal forms of communication. We aim to support the development of vocabulary through creating curiosity and providing real experiences through a vocab rich environment.

Stages	Intent	Implementation
Entering into the Nursery Curriculum 0-12 Months	<ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Listens to familiar sounds, words, or finger plays. • Concentrates intently on an object or activity of own choosing for short periods. • Stops and looks when hears own name. 	<ul style="list-style-type: none"> • Alerting/showing awareness when talked to. • Attention is attracted and held when you use lively facial expression, child directed speech • Appears to recognise and be most responsive to parent's voice e.g. smiling responsively to parent's voice/presence. • Reacts to auditory stimuli e.g. startles to loud or sudden noise • Reacts to visual stimuli e.g. pupils react to light, blinks when object approaches face (defensive blink). • Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth. • Makes own sounds when familiar carers are near. • Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries.

		<ul style="list-style-type: none"> • Uses all available senses to explore objects e.g. using vision, touch, hearing, mouthing. • Exploring objects visually as turns them in their hands. • Repeats actions to achieve desired effect without pause e.g. repeatedly taps a screen to get a response from an app. • Independently explores toys/resources using repetitive strategies. • Clear preference for particular toys and resources and will seek these out in the environment.
<p>Pre-Early Stages 12-18 Months</p>	<ul style="list-style-type: none"> • Children react to their name being called. • Begin to recognise and become responsive to key worker. • Begin to show interest in new experiences. • Smiles or make sounds in response to when talked to. • Children begin to respond to simple familiar questions from key worker. • Children will respond to other's body language such as pointing and gesture. • To begin to understand single words in context. • Children pay attention to activities and experiences on offer but is easily distracted – fleeting attention • Children recognise familiar rhymes and games e.g. showing excitement through smiling. • Children begin to respond to music by swaying and enjoy listening to songs over again. • Children listen to and enjoy familiar rhymes and stories. 	<ul style="list-style-type: none"> • The role of the adult building relationships through our attachment aware approach. • Adults support to listen and attend. • Support understanding through the building of prior learning and experiences (knowledge of individual children's back story). • Use of resources to support understanding of new vocab through continuous provision and enhancements. • Activities based on children's interests to support attention. • Use of repetitive rhymes and shared games. • Use of music to support learning across provision. • Use of simple stories.

<p>Early Stages 18-24 Months</p>	<ul style="list-style-type: none"> • Children learn to respond to an interested adult. • Begin to respond appropriately to simple instructions. • Children begin to understand and respond to repetitive key vocab and events e.g. tidy up time. • Children respond to adult commentary in play. • Children understand different situations – able to follow nonverbal cues. • Children will be able to select and identify familiar objects from a group. • Children willingly become involved in adult-led group activities. • Children communicate their wants and needs with adults. • Uses gesture and body language to convey needs and interests and to support emerging verbal language use. • Children will begin to hear a beat. • Children will begin to enjoy rhymes. • Children will learn that all communication will be valued. • Children will move their attention quickly form an activity of their choice. • Children enjoy listening to rhythmic patterns in rhymes and stories joining in with actions and sounds. • Children will show an awareness of others. 	<ul style="list-style-type: none"> • Elklan –staff are aware of different stages of attention. E,g fleeting attention, rigid attention, single channelled attention, focusing attention, two channelled attention. • Quiet spaces and communication friendly spaces are available. • Group time activities story time routine • Use of puppets and props early group games • Use of music to single transition time. • Staff are aware of background noise. Staff role model listening and attention. • Areas available for one to one reading with and adult. • Staff teach early phase one phonics. • All children are encouraged to tune into sound both indoors and outdoors. • Specific children are targeted through I Can Boost. • Children are encouraged to join in with repeated refrains. • T4W • sustained and shared thinking • Helicopter stories. • A vocab rich environment surrounds the children. • Elklan – the teaching of vocab through the use of a chalkboard. Vocab will
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<p>Progression through Nursery 24-26 Months</p>	<ul style="list-style-type: none"> • Children participate in group discussion and learn simple turn taking. • Within play, children interact with others. • Children independently join group time activities • Children concentrate on what others say and respond appropriately. • Children are aware that others have something to say of interest. • Children begin to share their ideas. • Children begin to build on their prior knowledge to widen their experiences and exploration across the setting. • Children begin to ask and respond to meaningful questions. • Children attend, understand and verbally communicate their needs, thoughts and ideas. • Children begin to show an awareness and understanding of new vocabulary. • Children will be able to understand and identify action words through an instruction – show me sitting/jumping/running. • Children begin to understand more sentences that are complex. • Children will develop an understanding of simple contexts – fast/slow, good/bad • Children will begin to hear and identify syllables within words. • Children will start to identify rhyme. • Within play, children will learn to turn take with their key adult. • Within play, children will interact with key adults. • Children will listen with interest as an adult reads stories. • Children will respond to familiar sounds. • Children will join in with familiar action songs, songs and rhymes. 	<p>focus on action words, nouns and verbs.</p> <ul style="list-style-type: none"> • A wide range of curious resources will be available within provision. • Children will be exposed to real life experiences and objects. • Sustained shared thinking – “I wonder if...” – promotes learning patterns, prediction skills, hypothesising and conclusion. • Staff will promote children to problem solve. • Staff will allow children thinking time following the 10 second rule. • T4W – seeing things in context. • The settings planning supports the linking of learning. • Staff always start with what the children know. • Exploratory play and activities such as baking develop understanding by children anticipating or initiating what will happen next. • Learning partners. • Staff modelling the use of resources to find information e.g. tablet, computer, books, therefore developing information finding skills. • TLP’s • Interventions. • Early Talk Boost. • Displays are used to remind the children and help them to recall events. • Group time opportunities to revisit and embed in provision.
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	<ul style="list-style-type: none"> • Children will respond to own name even when focused on an activity – single channelled-attention. 	<ul style="list-style-type: none"> • Children are encouraged engage in imaginative play, daily acting out scenarios.
<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Children will respond to more complex instructions e.g. put your coat away; pick a book and then we will read it. • Children will show understanding of objects e.g. which one do we cut with? • Within play, children learn to communicate, interact and turn take, particularly with their key adult. • Children are able to use language to talk about current, past and future events. • Children will begin to show understanding of prepositions through carrying out the actions and/or selecting the correct picture. • Children will begin to understand who, what, where and how questions. • Children will begin to identify sounds within words. • Children can change their focus of attention whilst still listening or doing – focusing attention • Children will concentrate on what others say and respond appropriately. 	<ul style="list-style-type: none"> • A wide range of technological resources such as: Easi-scopes ,Bee Bots, cameras recordable talking tins clipboards, binoculars, recordable whiteboards coding robots, microscopes light boxes, projectors CD Players &headphones , tablets and touch screen computer. • Staff modelling the use of equipment and demonstrating its use as a purposeful tool for a use of learning. • Sing the “Hello” song.
<p>Moving into Reception 40-60 Months</p>	<ul style="list-style-type: none"> • Demonstrate on understanding of the need to listen carefully, asking questions if further clarification. • Can connect ideas or actions using a range of connectives. • Can talk about stories with understanding. • Can talk about selected non-fiction, demonstrating and understanding of new knowledge and vocabulary. 	

Area: Communication and Language: Speaking.

Aim: For children to use speech as a main tool for communication. Extending their ideas, thoughts and feelings through vocabulary and correct sentence structure. Children will be beginning to hear initial sounds in individual words and recognise words with rhythm and rhyme.

Stages	Intent	Implementation
<p>Entering into the Nursery Curriculum 0-12 Months</p>	<ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Makes own sounds in response when talked to by familiar adults • Lifts arms in anticipation of being picked up. • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo' 	<ul style="list-style-type: none"> • Reacts to auditory stimuli e.g. startles to loud or sudden noise. • Reacts to visual stimuli e.g. pupils react to light, blinks when an object approaches face (defensive blink). • Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth. • Responds to a range of auditory/visual/tactual stimuli e.g. stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. • Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move or slow, movement of lips, changing in sucking patterns, change in breathing patterns, cooing sounds, smile etc. • Maintains eye contact to prompt adult to continue making sounds. • Has different cries/sounds that enable an adult to interpret what they want e.g. discomfort, hungry, tired etc. • Vocalises when an adult pauses.
<p>Pre-Early Stages 12-18 Months</p>	<ul style="list-style-type: none"> • Children use voice, gesture, eye contact and facial expressions to make contact with people and keep their attention. • Voice is tuneful and expressive starting to have the tone and rhythm of 	<ul style="list-style-type: none"> • The role of the adult.

	<p>the language spoken at home.</p> <ul style="list-style-type: none"> • Children use single words in context. • Children use sounds within play. • Children gradually develop speech sounds to communicate with adults. • Children use words to communicate for a range of purposes – more, no 	
<p>Early Stages 18-24 Months</p>	<ul style="list-style-type: none"> • Children communicate in a range of ways. • Children copy new sounds and words and use them. • Children begin to use spoken vocabulary to interact with others at a single or two word level. • Children will communicate their wants and needs with adults. • Children will respond to adult commentary in play. • Children are starting to ask simple questions. • Children will use different everyday words – noun/adjectives and verbs – banana, sleep, hot/cold • Children will begin to join in with simple rhymes and stories. • Children begin to use simple sentences. 	<ul style="list-style-type: none"> • The role of the adult modelling language and extending children’s vocabulary. • Staff model intonation, expression, sentence structure, correct grammar and tense. • A multi-agency approach is carried out – involvement with outside agencies – SALT, Inclusion team etc. • Stages of speech and language assessments are carried out upon entry – I Can. • Early Talk Boost intervention work is carried out. • WellComm • Elklan. • TLP’s • Children’s voices are listened to and valued. • All staff value verbal and non-verbal means of communication. • Phase 1 phonics is delivered. • Staff actively try to close the word gap. • The environment is vocab rich. Staff use chalk boards to promote the learning of new vocab. • Thinking time is encouraged. • Staff model language as they play. • Staff model back a child’s utterances correctly.
<p>Progression through Nursery 24-26 Months</p>	<ul style="list-style-type: none"> • Children will begin to share their ideas. • Children will independently join in with repeated refrains. • Children will attend, understand and verbally communicate their needs, thoughts and ideas. 	

	<ul style="list-style-type: none"> • Children will participate in group discussion and learn new simple turn taking. • Within play, children will interact with others. • Children will begin to ask and respond to meaningful questions. – who, where, what • Children can talk about and share their favourite books. • Children will begin to use more complex sentences. • Children will start to use meaningful questions e.g. what, where, why, when? • Children will use their voices to distinguish between sounds. 	<ul style="list-style-type: none"> • T4W. • Helicopter stories. • Mirror play. • Small world and imaginative play is widely available to enable children to link their experiences. • Parent’s courses and advice is offered to all parents and carers. • Staff offer daily advice to parents e.g. Dummies, tablet use, use of bottles. • Staff ensure they are available for daily conversations with the parent/carer and children. • Staff are down at the child’s level. • Staff know children’s abilities and adapt speech accordingly. • Staff are aware and understand the stages of speech development – Elklan.
<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Children’s speech will be clearly understood by others. • Children will learn to use their extending vocabulary to share ideas with others. • Children will develop and extend language and learn to use descriptive language to explain, clarify and reason. • Children will talk in detail about things/peoples that are important to them. • Within play, children will learn to communicate, interact and turn take, particularly with their key adult. • Children will be able to use language to talk about current, past and future events. • Children will begin to use a wider range of vocabulary within their play. 	<ul style="list-style-type: none"> • End of day reflection time is embed into practice – gives children time to talk. • Group times give children time to talk.

	<ul style="list-style-type: none"> • To use clear sounds with in their spoken language. • Children will begin to continue a rhyming string. • Children will independently join in with repeated refrains. • Children will participate in group discussion and learn simple turn taking. • Uses complex sentences of 4-6 words in the past and present tense. 	
<p>Moving into Reception 40-60 Months</p>	<ul style="list-style-type: none"> • Children can use learnt new vocabulary in context throughout the day. • Children can ask questions to clarify their understanding • Can articulate their ideas and thoughts in well-formed sentences • Can describe events in detail 	

Area: Literacy - Comprehension

Aim: Our pedagogy underpins language comprehension from the minute they start with us. Adults continually talk to children about the world around them and the books they read with them and the rhymes and songs they share. Adults skilfully scaffold children's learning building on what they already know. The key skill of modelling and engaging in sustained and shared thinking is the key strategy used to support this.

Stages	Intent	Implementation
Pre-Early Stages 12-18 Months	<ul style="list-style-type: none"> • Handles books and printed materials with interest. • Children can turn pages in books. • Children respond to and engages with sounds within the environment. • Children move body in response to simple songs and rhymes. • Children enjoy being read to by a familiar adult. <p>Children will explore sounds made through banging and tapping objects or instruments.</p>	
Early Stages 18-24 Months	<ul style="list-style-type: none"> • Children are interested in books (fiction & non-fiction), poems and rhymes in their environment. • Children begin to join in with actions and sounds whilst a story is read to them. • They enjoy looking at and sharing picture books and books with flaps. • Children enjoy listening to adults as they tell stories. • Children begin to interact with puppets and books. 	<ul style="list-style-type: none"> • Elklan -staff are aware of different stages of attention e.g. fleeting attention, rigid attention, single-channelled attention, focusing attention and two-channelled attention. • Quiet spaces and communication friendly spaces are available. • Group time activities. • Story time routine. • Use of puppets and props. • Early group games. • Use of music to signal transition time. • Staff are aware of background noise. • Areas available for 1:1 reading with an adult.
Progression through Nursery 24-36 Months	<ul style="list-style-type: none"> • Children have some favourite books and rhymes. • They share an enjoyment of rhyme. 	

	<ul style="list-style-type: none"> • Children listen with attention and recall to stories. • Children independently enjoy books. • Children enjoy participating in rhythmic and musical activities through a range of methods - instruments, songs, body percussion etc • They identify characters in books. • They handle books appropriately, beginning to turn pages left to right. • They can identify the difference between text and picture. • They know that print carries meaning and can be used to find information. • Children share their favourite books. • Children are beginning to use the language of books in their storytelling and play. • Children show an awareness of story structure and sequencing. 	<ul style="list-style-type: none"> • Staff role model listening and attention. • Staff teach early phase 1 phonics. • All children are encourage to tune into sound both indoors and outdoors. • Dedicated music area promotes listening and attention. • Specific children are targeted through "I Can Boost". • Children are encouraged to join in with repeated refrains. • Sustained Shared Thinking. • High quality books available. • Story area books are linked to interest. • Puppets. • Homemade books. • Core books – based on traditional stories as an identified gap in our children’s knowledge experience these are rich in vocab and repetition. This aims to close the word gap identified on entry. It also aims to develop a love of reading. • Core rhymes – Pie Corbett used for traditional nursery rhymes emphasising rhythm and rhyme and the development of key vocab. • T4W – strategy to support comprehension.
<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Children enjoy a wide range of books independently. • Children use language of books in their storytelling and play. • Children are beginning to talk about their favourite stories. • Children use story maps to retell a story. • Children are able to identify different characters within stories. 	<ul style="list-style-type: none"> • T4W floor book. • Helicopter stories and opportunity to tell stories and have them scribed. • Fact and fiction books. • Staff modelling story language – "Once upon a time" • Variations of text e.g. instructions, newspaper, vocab, signs, labels. • Dual language books. • Lending library. • Story sacks. • Staff narrate stories in play. • Language of print is used and modelled by staff – blurb, front

<p>Moving into Reception 40-60 Months</p>	<ul style="list-style-type: none"> • Children are beginning to change story endings. • Children can talk about stories demonstrating, understanding and enjoyment. • Children can use non-fiction knowledge to support their understanding and learning 	<p>cover, title, first page, beginning, middle, and end.</p> <ul style="list-style-type: none"> • Planned story times. • Provision brings stories alive, supports linking of learning. • Group times are reading enriched. • Digital print – tablets etc.
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Area: Literacy: Word Reading

Aim: Children thrive in a story rich environment. Fostering a love of reading is vital, enabling key reading skills that lays the foundation for future learning, to become embedded. Children are taught key reading skills to be a resourceful learner using a range of media. Children are taught to tune into and distinguish sounds and develop their phonic knowledge to support early reading.

Stages	Intent	Implementation
Pre- Early Stages 12-18 Months	<ul style="list-style-type: none"> • Turn their head in response to sounds they hear within the environment. • Can tune into environmental sound and locate where the sound is coming from. 	
Early Stages 18 – 24 Months	<ul style="list-style-type: none"> • Can tune in and differentiate between environmental sounds. • Can tune in and identify clear, distinctive instrumental sounds and begin to describe the sounds they can hear. • Can listen and follow a pattern of sounds. 	<ul style="list-style-type: none"> • Book rich environment. • High quality books available. • Story area books are linked to interest. • Puppets. • Homemade books. • Core books – based on traditional stories as an identified gap in our children’s knowledge experience these are rich in vocab and repetition. This aims to close the word gap identified on entry. It also aims to develop a love of reading.
Progression through Nursery 24-36 Months	<ul style="list-style-type: none"> • Can tune in, hear and name the sound heard. • They begin to hear initial sounds. • Children begin to link their phonic knowledge to familiar grapheme e.g.name. • Children show an awareness of rhyme. • Children recognise own name, labels and familiar print. 	<ul style="list-style-type: none"> • Core rhymes – Pie Corbett used for traditional nursery rhymes emphasising rhythm and rhyme and the development of key vocab. • T4W – strategy to support comprehension. • T4W floor book. • Helicopter stories and opportunity to tell stories and have them scribed.
By the end of Nursery 36-50 months	<ul style="list-style-type: none"> • Children are able to continue a rhyming string through play e.g. silly soup. • Children show an awareness of alliteration. 	<ul style="list-style-type: none"> • Phonics, letters and sounds phase one. Extension of phonics for MA children – Jellybean books (CVC words). • Fact and fiction books. • Staff modelling story language – “Once upon a time”

	<ul style="list-style-type: none"> • Children can hear initial sounds in words. • Children are able to clap the syllables within words. • Children show an awareness of individual sounds within words. • Children begin to segment and blend simple CVC words. • Children begin to recognise familiar letters and link to sound. 	<ul style="list-style-type: none"> • Variations of text e.g. instructions, newspaper, vocab, signs, labels. • Dual language books. • Lending library. • Story sacks. • Staff narrate stories in play. • Language of print is used and modelled by staff – blurb, front cover, title, first page, beginning, middle, and end. • Planned story times. • Provision brings stories alive, supports linking of learning. • Linking phonic knowledge to letters. Phonemes to graphemes. • Recognises their own names on their name logs. • Elklan principles embedded. • Group times are reading enriched. • Digital print – tablets etc. • Recognises their own names on their name cards.
<p>Moving into Reception 40-60 Months</p>	<ul style="list-style-type: none"> • Children can read letters by saying the sounds of them. 	

Area: Literacy: Writing

Aim: We believe writing is a powerful way to communicate, express, share and create. Every child is a writer and our aim is to build confidence, aspiration and a love of mark making. We aim for children to independently use this tool to support all elements of their learning and future journeys.

Stages	Intent	Implementation
Pre-Early Stages 18-24 Months	<ul style="list-style-type: none"> • Enjoys cause and effect play in fine motor e.g. pen to paper sponges in paint, patterns in playdough, mark making in sand and paint, water play. • Enjoys cause and effect play in gross motor play e.g. music and movement, action songs and scarf play, exploratory play (shaving foam, slime). • Manipulates objects using either one or two hands e.g. squeezing water from a sponge. • Uses a fist grasp to explore making marks with writing/drawing equipment. 	
Early Stages 18-24 Months	<ul style="list-style-type: none"> • Begin to use small equipment with greater hand eye co-ordination and increasing control e.g. one handed tools • Children use a digital pronate grasp. • Children explore the sensory experience of early mark making. • Children recognise that marks can be made in a range of ways. <p>See Appendix for “Stages of emergent writing”</p> <ul style="list-style-type: none"> • Children use drawings to represent writing. 	<ul style="list-style-type: none"> • Early development – see physical development – Moving, Handling, Communication, and Language. • Vast array of opportunities for mark making e.g. mops, chalk, easels, clipboards, post it notes, post letters and notes, sticky labels etc • Staff modelling writing and giving meaning to marks. • Staff scribe for children – T4W and Helicopter stories. • Nursery displays show speech as individual words that make up sentences. • Phonics – letters and sounds.

	<ul style="list-style-type: none"> • Children are exposed to modelling of writing – giving meaning to mark. • Children explore the different marks and symbols. • Children use a variety of lines and scribbles. • Children know that their marks are valued. • Begin to make marks with increasing control • Begin to use large physical equipment using gross motor skills 	<ul style="list-style-type: none"> • Opportunities to carry out a wide range of mark making – shopping lists, labels, diary etc across all areas of provision. • Partnership working with parents – recognising different stages of writing. • Pencil grip and the different stages. • Staff encourage children to write their own name on work. • Writing for a purpose – role play, construction, workshop area etc
<p>Progression through Nursery 24-36 Months</p>	<ul style="list-style-type: none"> • Four-finger grasp. • Children imitate writing from left to right. • Children enjoy making marks on paper, digital screens as well as on different textures. • Begins to use a static tripod grasp. • They are beginning to express themselves through the written form. • Children can “read” a story from their own picture/mark making. • Children will dictate to adults what to write. • During role-play, children will write for a purpose. • Children use mark making for a range of purposes. • Children recognise and give meaning to marks and symbols. • Children are aware that print carries meaning. • Children give meaning to marks. • Children begin to form letter like forms. 	

<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Beginning to use dynamic tripod grasp. • Children are beginning to form letters correctly e.g. anti-clockwise motion. • Children give meanings to the marks they make. • Children are able to give meanings to marks and symbols that they see throughout the environment. • Children are beginning to represent their experiences through drawings e.g. a recent day out. • Children's writing (symbols and shapes) go from left to right. • Children are beginning to write labels and captions using letter type shapes. • Children engaging in more purposeful writing within their play. • Children are beginning to write letters in a string to form names and words. • Children recognise that letters represent sounds. • Children show an interest in letters found on a keyboard and are able to identify their own initial letter. • Children show an interest in letters and are able to find the initial letter of their name. 	
<p>Moving into Reception 40-60 Months</p>	<ul style="list-style-type: none"> • Children can form both lower and capital letters correctly. 	

Area: Mathematics – Numerical patterns

Aim: Our aim is to have clear routines so children can predict the patterns of everyday life. Children will gain a knowledge of what has happened, what will happen and what is happening relating to future, past and present scenarios. Children will be given ample opportunity to make arrangements with and talk about shape in terms of 2D and 3D in the real world. Within the learning environment children are surrounded by opportunities to discuss capacity, weight and length through high quality resourcing.

Stages	Intent	Implementation
Pre-Early Stages 12-18 Months	<ul style="list-style-type: none"> • Beginning to put objects of similar shapes inside others and take them out again. • Explores differently sized and shaped objects. • Stacks objects using flat surfaces. • Attempts, sometimes successfully, to match shapes with spaces on inset puzzles. • When playing with malleable materials responds to the changes in shape they make through exploration. • Enjoy listening, begin to identify with patterns in number songs and rhymes, and begin to join in with support. • Begins to predict what happens next in daily routines and predictable situations e.g. rolling a ball. • Recognises contrasting sizes in meaningful contexts e.g. snack, sand buckets. • Begins to be aware of daily routine. 	
Early Stages 18-24 Months	<ul style="list-style-type: none"> • Begins to be able to match object to shape e.g. shadows in continuous provision. 	<ul style="list-style-type: none"> • Shadows within continuous provision for children to match items to.

	<ul style="list-style-type: none"> • Begins to be able to select a shape for a specific place e.g. heuristic play and construction play. • Can choose puzzle pieces and tries to fit them in. • Explores using blocks to create structures and arrangements. • Becomes familiar with patterns within daily routines. • Joins in with number rhymes and songs and sometimes predicts what comes next. • Beginning to arrange items in their own patterns e.g. lining up toys. • Begins to demonstrate a sense of time in understanding that things may happen now or at another time e.g. home time, lunch. 	<ul style="list-style-type: none"> • Labels to match items in continuous provision to. • Puzzles in maths area or home corner. • Blocks in the maths and construction area. • Clear routines for children to follow, group time, snack time, story time, home time. • Adults to discuss specific time based events relating to routine. • Group times – number songs • Heuristic play – loose items • Adults to model and spacial and positional language through play. • Adults to model talk of patterns within all areas of continuous provision. • Water and sand area has a variety of sized equipment to discuss big, medium and small. • Home time discussing what children have done through the day in relation to the past. • Home made book of construction in construction area using shapes for the correct purpose.
<p>Progression through Nursery 24-36 Months</p>	<ul style="list-style-type: none"> • Children successfully negotiate space, move their bodies around the environment, and explore fitting into spaces. • Responds to some spatial and positional language. • Is able to recognise that two objects have the same shape. • Begins to name some basic shapes. • Can make simple constructions. • Children can talk about patterns around them in the natural world. • Children can talk about the pattern in what they make, e.g. through mark making, playdough creations, painting etc. 	<ul style="list-style-type: none"> • Various resources within construction allow children to discuss weight. • Length; tape measures, rulers, large blocks, small blocks, large spades, small spades, large medium and small colanders. • Fully working ICT area. • Up to date programmable toys. • Use of busy things on the IWB and touch screen, IPADS and computers. • T4W – sequencing stories • Talk Boost- language of size

	<ul style="list-style-type: none"> • Children demonstrate they understand the pattern of their routine and show an understanding of what come next in their everyday routine, e.g. story time, home time. • Children can use the language of size, length, weight and capacity in everyday play situations. • Children begin to understand some talk about immediate past and future. • Children anticipate times of the day such as meal times or home time. 	
<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Can use the language of position and direction and respond to it appropriately. • Uses shapes appropriately, e.g. triangular block for a roof, and wedge shaped block for a ramp. • Shows an awareness of similarities and differences between the shapes of objects. • Begins to be able to partition and combine shapes to make new shapes, both 2D and 3D. • Attempts to create arches and enclosures using construction blocks. • Can add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC). • Begins to recognise pattern across a range of media by demonstrating the can predict what comes next, e.g., through sounds, objects, games, stories, dance and movement. 	

	<ul style="list-style-type: none"> • Recalls a sequences of events in everyday life and stories. • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less of two items. 	
<p>Moving into Reception 40-60 Months</p>	<ul style="list-style-type: none"> • Can subitise • Begins to be able to make complex 2D pictures and patterns with 3D resources sometimes copying from picture stimulus • Children can compose and decompose shapes, recognising a shape can have shapes within it. • Children can copy and repeat patterns. • Children can use comparative language to compare length, weight and capacity. 	

Area: Mathematics Number

Aim: Our aim is for children to use mathematical language and their growing mathematical knowledge in play to support problem solving and learning through careful adult interaction. We provide problem solving opportunities across provisions in order to maintain children's enthusiasm so they develop positive self-esteem as learners of mathematics and feel confident to express their ideas using mathematical vocabulary. Children are then able to develop their own understanding of number, quantity, shape and space providing plenty of time for children to revisit, develop and make sense for themselves.

Stages	Intent	Implementation
Pre-Early Stages 12-18 Months	<ul style="list-style-type: none"> • Enjoys action rhymes and songs that relate to number and begins to join in with support. • Shows an interest in emptying and filling containers. 	
Early Stages 18-24 months	<ul style="list-style-type: none"> • Uses some number words in play. • Uses number words, like or two and sometimes responds accurately when asked to give one to two things. • May engage in counting like behaviour, making sounds and pointing or saying some numbers in sequence. • Responds to words like lots or more. • Begins to be able to use the language of size and weight within everyday play. • Explores capacity by selecting and filling containers e.g. fitting toys in a bag or cupboard. 	<ul style="list-style-type: none"> • Maths area counting up nursery rhymes – changed termly. • Staff to model counting in both indoors and outdoors. • Enhancements - Providing opportunities for counting with numbers . • Maths area outdoors to provide opportunities to count natural materials. • Home corner – bags to support capacity. • Heuristic area – loose parts to count .

<p>Progression through Nursery 24-36 Months</p>	<ul style="list-style-type: none"> • Begins to count on their fingers with some success. • Begins to notice numerals. • In everyday situations, children can give or take two or three objects from a group. • Begins to say number names in order, some of which are in the right order. • Children demonstrate an understanding of one to one correspondence. • Children understand words like more, lots or same. • Children can use the language of size, length, weight and capacity in everyday play situations. 	<ul style="list-style-type: none"> • Water area – different sized containers to support capacity. • Various resources within construction allow children to discuss weight. • Adults to model the language of capacity, size and weight within continuous provision. • Key vocabulary displayed. • Maths area loose part to support children counting items. • Maths area numeral 1-10 • A variety of resources to subatise. • Adults to model the language of one more or less while counting.
<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Children can compare two groups of objects up to five and can identify when each group has the same amount. • Can count using 1-1 correspondence, using the stable order of 1,2,3,4,5. • Begins to recognise numerals 0-10. • Can subitise one, two and three objects. • Children can count up to 5 items, and recognises that the last number said represents the total counted so far (cardinal principle). • Children can link numerals up to 5. • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. • Begins to use their understanding of number 	

	<p>to solve practical problems in play and meaningful activities.</p> <ul style="list-style-type: none"> • Begins to recognise that each counting number is one more than the one before. • Separates a group of 3 to 4 objects in different ways, beginning to recognise that the total is still the same. • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less of two items. 	
<p>Moving into Reception 40-60 Months</p>	<ul style="list-style-type: none"> • Can confidently count objects • Can confidently count beyond 10. • Understands the 'one more than /one less than' relationships between consecutive numbers • Can recall number bonds 0-5 and some 0-10 	

Area: Understanding the World : The Natural World

Aim: Childhood is filled with natural curiosity and wonder. First-hand involvement in caring for wildlife and the natural world provides children with an appreciation and an understanding of the world around them. We aim to provide an environment that sparks curiosity through the magic of awe and wonder. Giving children the time, freedom and space to make their own reflections, thoughts and opinions on their experiences of the world they interact with. Children engage within collaborative activities which promote inquiry, problem-solving, shared decision making and scientific approaches to understanding the world around them.

Stages	Intent	Implementation
<p>Pre-Early Stages 12-18 Months</p>	<ul style="list-style-type: none"> • Children enjoy and explore the natural world, repeating actions that have an effect i.e. splashing in puddles. • Demonstrates a curiosity towards the world around them. • Acknowledges and point to something new. • Looks around a room with interest; visually scans environment for novel, interesting objects, and events. • Children find different ways of exploring the world around them e.g., mouthing, banging • Demonstrates curiosity to the environment including new experiences. • Acknowledges and notices changes e.g., points at something new • Knows things are used in different ways e.g. a ball for rolling or throwing, a toy car for pushing. 	
<p>Early Stages 18-24 Months</p>	<ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Become curious about what they have seen i.e. woodlice, 	<ul style="list-style-type: none"> • Strong durable resources across provision • Natural materials and resources

	<p>worm in the soil, leaves falling from trees.</p> <ul style="list-style-type: none"> • Notices changes in their environment. • Explores objects by linking together different approaches: sharing, hitting, looking, feeling, pulling, turning and poking. • When tidying children remember with help where objects belong • Are able to match objects together e.g., telephone into telephone stand. 	<ul style="list-style-type: none"> • Specific areas of provision that have clear storage and labels. • Real life objects and role play e.g., Nurture room • Inspired by the Curiosity Approach • Regularly enhanced areas of provision • Real life experiences and trips out of nursery • Designated areas of the outdoors – sensory, forest and allotment • Nature shed with real life wildlife videos, information and puppets • Non-Fiction books across indoor and outdoor provision • Computers and iPads used as a tool to gain more information on topics of interest in the moment • The environment and teaching is responsive to the children’s interests • Chickens in forest promote routine and responsibility • Pond in forest offers opportunity to observe the development of frog spawn to frogs • Spring term chicks in incubators. • Regularly refilled bird feeders • Bird hide to observe birds in their environment • Compost bins • Information displayed as posters outside in response to the natural world and its changes. E.g., information about conkers below the Horse Chestnut tree when they are falling • Staff engage in SST across provision and teaching • Huge outdoor space with abundance of relevant and rich resources • Planning and provision exposes children to use all their senses
<p>Progression through Nursery 24-36 Months</p>	<ul style="list-style-type: none"> • Beginning to ask questions about things they have noticed • Becoming more aware of changes in their natural world e.g., growth and decay • Shows care and concern for living things e.g. using a quiet voice when around a chick. • Makes comments about changes in their surroundings • Begins to talk about things they have seen or experienced • Begins to talk about things they have learnt about their world, e.g., worms live in the ground • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. home, visiting a farm, garages, train track etc. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<ul style="list-style-type: none"> • Chickens in forest promote routine and responsibility • Pond in forest offers opportunity to observe the development of frog spawn to frogs • Spring term chicks in incubators. • Regularly refilled bird feeders • Bird hide to observe birds in their environment • Compost bins • Information displayed as posters outside in response to the natural world and its changes. E.g., information about conkers below the Horse Chestnut tree when they are falling • Staff engage in SST across provision and teaching • Huge outdoor space with abundance of relevant and rich resources • Planning and provision exposes children to use all their senses

	<ul style="list-style-type: none"> • Can show another person how something works e.g., putting binoculars to eyes to see through them • Remembers where resources belong and is able to independently put things away at tidy up time 	<ul style="list-style-type: none"> • Small world toys are realistic in appearance • Group time comments on the weather and introduction of weather-related vocabulary e.g. misty day • Suitable outdoor attire to support outdoor play in all weathers
<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Can talk about changes they have personally observed • Shows care and concern for living things and act on responses e.g. Noticing a worm on the tarmac and moving it back to the soil. • Comments on and makes comparisons between things they have seen and experienced e.g., Talking about how the bird seed feeders have gone down and therefore the birds have been eating the seed. • Developed an understanding of growth, decay and changes over time. • Begins to understand the effect their behaviour can have on the environment. • Can explain how something works • Is able to tidy up after themselves putting objects away in the correct place whilst showing an understanding of categorising toys. 	<ul style="list-style-type: none"> • Informed parents about the benefits of the outdoors • Displays within nursery documenting experiences • Links upheld of event and experiences through weekly newsletter, Facebook and the Foyers TV monitor showing a slideshow of recent pictures. • Outdoor nature watch equipment, recordable equipment, walkie-talkies, video cameras, talking tins, magnifying glasses, potato peelers, whittling knives, and other tools for outside and including wood working tools. • A wide range of everyday resources that support exploration are available, e.g. electric whisks for baking, potato peelers, graters, pasta pressers, battery operated candles, lamps, light up mirrors, disco balls, clip on mood lights, rope lights/fairy lights, torches, typewriters • Tablets and cameras throughout indoor and outdoor provision.

Moving into
Reception
40-60 Months

- Children can describe some plants and animals they are likely to see.
- They will be able to recognise familiar plants and animals whilst outside, describing what they see, hear and feel.
- Children understand and are able to talk about the effect of changing seasons on the natural world around them

Area: Understanding the World – Past and Present

Aim: Children will develop an understanding of present, past and future in terms of the natural world, people, communities, technology, transport and buildings through real hands on experiences such as visiting the local area.

Stages	Intent	Implementation
Pre Early Stages 12-18 Months	See Pre Early stages of Building Relationships.	
Early Stages 18-24 Months	<ul style="list-style-type: none"> • Children interested in looking at pictures of themselves and their families. • Enjoys listening to stories about themselves. • Enjoys taking part in celebrations 	<ul style="list-style-type: none"> • Display relating to family • Group time – Sharing news • Celebrations – Harvest, Christmas, Eid, Halloween, Valentine’s Day, Pancake Day, Mother’s Day, Father’s Day, Birthdays etc.
Progression through Nursery 24-36 Months	<ul style="list-style-type: none"> • Beginning to recall significant events in their lives, e.g. birthdays, Christmas/Eid. 	<ul style="list-style-type: none"> • Share experiences from home parents emailing key worker.
By the end of Nursery 36-50 Months	<ul style="list-style-type: none"> • Can recall family customs, events and routines, e.g. weddings, days out. • Can talk about their experiences in nursery and share their views on topics for discussion. • Children are aware of their next steps regarding schooling and start to prepare for their transition to primary school. • Can talk about significant events in their own experience. • Can talk about the similarities and differences in relation to themselves, friends and family. • Enjoys stories about people and nature and can use this information to link and support their future learning. • Can comment on images of familiar situations in the past. • Can compare and contrast characters from stories, • Recognise that people have different beliefs. 	<ul style="list-style-type: none"> • Discussing transitions and moving onto reception, • Visits from reception teachers • Discuss job roles and future aspirations invite visitors such as police, nurse etc • Books relating to gender, equality differences. • Exploration seasons changes, weather changes provide books to extend children’s knowledge and to support learning. • Uniforms and pictures of schools to be placed in the environment. • Life cycles chicks, frogs, butterflies • Home visits – discussions around each developing individual.

Moving into Reception 40-60 Months		
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Area: The World - People and Communities

Aim: To be curious about ourselves, develop an understanding of their own worlds and those around them. To be curious and enjoy own family customs. As they grow, we aim for children to use this knowledge to develop an understanding, appreciation and tolerance of the community around them and beyond and other family customs. This is the beginning of a developing understanding of similarities and differences that connect them to and distinguish them from others.

Stages	Intent	Implementation
Pre-Early Stages 12-18 Months	<ul style="list-style-type: none"> • See Pre Early stages of Making Relationships. 	<ul style="list-style-type: none"> • Lengthy settling in period. • Pictures of themselves and families within the snug.
Early Stages 18-24 months	<ul style="list-style-type: none"> • Begin to show an interest in others. • Children interested in looking at pictures of themselves and their families. • Enjoys listening to stories about themselves. • Begin to develop an understanding that they belong to a group other than their families. • Enjoys taking part in celebrations. • Begins to understand routines and boundaries of the school community. 	<ul style="list-style-type: none"> • Routines and boundaries. • Keyworker system. • Induction process. • Home visits. • Group times. • Displays. • Learning Journals include photos of themselves and observations of their learning and experiences both in nursery and from home. • Role-play environments. • Core rhymes. • Core books. • Small world area. • Use of persona dolls and other puppets to support core books/rhymes etc.
Progression through Nursery 24-36 Months	<ul style="list-style-type: none"> • Begins to enjoy listening to stories about other people and nature. • Begins to be aware of their community, e.g. job roles. • Is interested in small-world play. • Children thrive from being involved in the school community and customs. • In the home corner, children act out familiar roles, e.g. cooking in the kitchen. • Children can talk about their family, relations and pets. 	<ul style="list-style-type: none"> • Bilingual support. • Visitors into the setting, e.g. police, health. • Visits out of the setting, e.g. park, Browhead Court etc. • Multicultural resources to support children to feel like they belong e.g. role-play areas, book corner. • Transition arrangements with local primary schools. • Stories and role-play about moving onto primary school.

	<ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from others. 	<ul style="list-style-type: none"> • Keyworker discussions with primary schools. • Going on walks to experiences pelican crossings, traffic lights, intercom systems etc.
By the end of Nursery 36-50 Months	<ul style="list-style-type: none"> • Begins to act out role-play and small world that are based on their current experiences. • Enjoys stories about people and nature and can use this information to link and support their future learning. • Shows an interest and understanding in different occupations and ways of life indoors and outdoors. • Can talk about their families and demonstrate an understanding that there are many different families. 	<ul style="list-style-type: none"> • Visits to fire stations and shops to demonstrate the use of technology in the wider world.
Moving into Reception 40-60 Months		

Area: EAD – Creating with Materials

Aim: Our aim is to encourage children to create using and experiencing a wide range of materials. Creativity is key to this and all children's work, ideas and creations are valued. Art, music and movement will underpin all elements of children's creativity, using and developing a range of senses.

Stages	Intent	Implementation
Pre-Early Stages 12-18 Months	<ul style="list-style-type: none"> • Children explore a wide range of sensory play experiences e.g. paint, shaving foam, playdough, gelli bath, water. • Children show response to music and sound. • Children demonstrate an enjoyment of listening to songs and rhymes as they play. • Children show interest in making and exploring sounds with objects. • Children show interest in using musical instruments. • Children will move in response to music. 	
Early Stages 18-24 Months	<ul style="list-style-type: none"> • Children experiment through a wide range of sensory explorations, e.g. exploratory play, clay and paint. • Children move purposely in response to music moving their bodies engaging in dancing. • Children will join and vocalise whilst singing familiar songs. • Responds to and anticipates changes in music i.e. pitch, varying tones etc • Children begin to enjoy familiar rhymes. • Children explore sounds using musical instruments. 	<ul style="list-style-type: none"> • CP areas, e.g. junk modelling, construction, exploratory, creative etc, support the development of this aspect. • Dedicated art room with plentiful tools and equipment, e.g. easels, palettes etc. • Colour mixing process is taught from the beginning. • Appropriate tools and instructions are part of CP. • CP has a range of resources, e.g. masking tape, string, wool, scissors, glue etc. • Core books are used to support creating for a purpose. • Daily playdough/exploratory available, these are enhanced following children's interests.

	<ul style="list-style-type: none"> • Children enjoy making marks using their bodies, e.g. handprints. • Children enjoy exploring a range of colour. • Children explore construction that follows their interest and can start to join materials together. • Mirrors and improvises actions they have observed e.g., clapping or waving. 	<ul style="list-style-type: none"> • Wide range of stimulus is available to inspire children. • All staff to widen children's vocabulary use correct use of terminology. • Daily singing time, e.g. group/story time. • Using rhythm to capture children's attention and experiences. • Wide range of tools available within CP. • Ring games and parachute activities. • Vocab of texture is modelled and used by staff through play.
<p>Progression through Nursery 24-36 Months</p>	<ul style="list-style-type: none"> • Children can use tools to make marks e.g. paintbrushes, pens, pencils, chalks. • Children show an interest in things that specifically make a sound, e.g., instruments, CD Player, interactive toys. • Children explore how sounds can be changed in a range of ways e.g. banging, tapping, shaking, loud and quiet, fast and slow. • Children can identify and match instrumental sounds. • Children show control in playing instruments. • Children move their bodies rhythmically to music and sound using their hands to clap, tap to the rhythm/beat of the music. • Children join in with group singing of nursery rhymes and other songs. • Children explore the mixing of colours. 	<ul style="list-style-type: none"> • SST embedded throughout. • Staff model use of resources in a variety of ways, e.g. stacking, enclosing, representing. • Exploratory play – use of handheld whisks, weighing scales, coffee bean grinders. • Children move purposely in response to music moving their bodies engaging in dancing. • Children enjoy listening to rhythmic patterns in rhymes and stories joining in with actions and sounds. • Freeze dance – move around and stop when the drum is banged. Create different body shapes for the different instruments e.g. star for a triangle, tall for a drum, small for claves. • Basket of instruments to be available for the children to use and explore. • Different musical genre to be played in the art room. • Stop, start games. • Elegant elephants (Pitch focus) Page 32 of Music and movement book. • Exploring high and low instruments – play the games in music • Maker's book. • Responds to and anticipates changes in music i.e. pitch, varying tones etc

	<ul style="list-style-type: none"> • Children join in with familiar dances and ring games. • Children explore a wider range of construction activities, e.g. junk modelling and large construction and can talk about their creations and express ideas. • Children explore a variety of textures. • Children explore techniques with clay and other malleable materials. 	<ul style="list-style-type: none"> • Children will begin to hear a beat. • Can tune in and differentiate between environmental sounds. • Can tune in and identify clear, distinctive instrumental sounds and begin to describe the sounds they can hear. • Can listen and follow a pattern of sounds.
<p>By the end of Nursery 36-50 Months</p>	<ul style="list-style-type: none"> • Children begin to control tools to leave marks that represent objects. • Children explore a wide range of instruments to make different sounds. • Children tap out simple repeated rhythms. • Children enjoy singing nursery rhymes and other songs independently. • Children can create colours to use for a purpose using the powder paint. • Children can select colours to use for a purpose, e.g. felt tips etc. • Children build up a bank of dances/games they can do independently e.g. mirroring, creating own movement patterns. • Children use tools and materials to join and construct for a purpose using a range of construction materials. • Children create textures for a purpose using a range of tools. 	

	<ul style="list-style-type: none"> • Children can create objects using clay and other malleable resources, combining materials to achieve a planned effect, e.g. leaf relief. • Develops an understanding of how to create and use sounds intentionally. • Children anticipate changes in music. • Children will keep a steady beat whilst playing instruments. 	<ul style="list-style-type: none"> • Listen attentively to music, talk about it, expressing their feelings and responses. • Watch and talk about dance and performance, art, expressing their feelings and responses.
<p>Moving into Reception 40-60 Months</p>	<ul style="list-style-type: none"> • Children can create with a range of materials and talk about what they want to make, how they want to do it, discuss problems and effect on their work. 	

Area: EAD – Being Imaginative

Aim: - Children are naturally creative. It is our job to give them the freedom, materials and space to let their creativity blossom to its full potential. When we engage in what we are naturally suited to do, our work takes on the quality of play and it is play that stimulates creativity.

Stages	Intent	Implementation
Pre Early Stages 12-18 Months	<ul style="list-style-type: none"> • In isolation acting out what they have seen and observed from familiar environments. • Responds to and engages with the world that surrounds them, e.g., sounds, movement, people, objects, sensations, emotions (their own and others). 	<ul style="list-style-type: none"> • Every day role-play resources.
Early Stages 18-24 Months	<ul style="list-style-type: none"> • Beginning to engage in pretend play. • Uses simple representation as objects, e.g. finger songs. • Represents feelings and experiences through physical actions and sounds. • Uses familiar objects to engage in play, e.g. magazines, telephone, washing machine. • Creates sound effects and movements e.g. creates sound of car moving • Pretend that one object represents another especially when objects have characteristics in common. 	<ul style="list-style-type: none"> • Nurture room with home corner and role-play readily available. • Outdoors includes provision to inspire imagination, e.g. the large magical door and willow tunnel. • Small-world area with plentiful resources, enhanced following children's interests. • Use of core book story baskets • Regular exposure to a wide range of stories, puppets and props. • Use of story sacks. • Staff bring stories to life, through provision and storytelling and real-life adventures. • Familiar dressing up clothes that support the developing imaginations. • Use of sound/music to enhance areas. • SST embedded. Key underpinning principle used in our teaching and learning.
Progression through Nursery 24-36 Months	<ul style="list-style-type: none"> • Creates rhythmic patterns, sounds and movements • Sings independently whilst playing. • Enjoys and uses T4W actions within core books. • Has a favourite core book. 	<ul style="list-style-type: none"> • Stories represented in a variety of words, e.g. visual, audio etc. • A wide range of objects that can be used in an imaginative way.

	<ul style="list-style-type: none"> • Uses objects that represent familiar objects, e.g. circle as a steering wheel. • Beginning to respond to experiences through a range of media and materials. • Children can create small world environments from their interests. • Can engage in imaginative experiences using sounds and movements. • Beginning to describe sounds and music imaginatively e.g. scary music 	<ul style="list-style-type: none"> • Books within areas to spark children’s imaginations. • Links made with students from local college. • T4W • Helicopter Stories. • Readily accessible tools and materials to create their own props to support role-play. • Real life experiences and trips outside nursery. • Role-play are that supports the use of technology from everyday equipment such as kettle, washer, toaster to those from more specific role-plays areas such as a till, scanner, office equipment.
By the end of Nursery 36-50 months	<ul style="list-style-type: none"> • Creates their own simple songs and rhythms. • Independently use T4W actions in their play and reading. • Captures experiences through a range of media and materials, e.g. going to the park and then drawing a picture of themselves, role-play of a wedding, etc. • Begin to use narrative stories within their imaginative play. • Uses movement and sounds to express experiences, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Creates sounds, movements, drawings to accompany stories • Children will confidently combine moving, singing and playing instruments. • Children develop clear 	
Moving into Reception 46-60 Months	<ul style="list-style-type: none"> • storyline within their play, act out the roles, demonstrating their ability to negotiate and solve conflicts as they play with others. 	

IMPACT

'to understand'

Our school is successful in ensuring that children develop confidence by having the freedom, time and space to learn, grow as an individual and experience independence. Children's Social and Emotional skills progress as they gain an understanding of others as they interact and develop relationships, with support to embrace emotions and learn how to manage them. Communication and Language skills grow as children gain new experiences and confidence in their voice. Motivation and concentration is developed by children's natural fascinations with the world around them; they are more attentive, have better powers of memory and are less easily distracted. Physical skills mature as children develop their gross-motor skills in the rich outdoor environment and refine fine-motor skills as they interact closely with the world around them. Children leave Basnett Street Nursery School with the skills and confidence to succeed further in their education, acquiring a robust starting block to their education and life within society.

Impact

The impact of children's learning is evident in their long-term memory and the skills they show consistently across provision with confidence. We are incredibly proud of the individuals who attend our nursery and the enormous successes they make in developing as unique life-long learners. Children leave our setting safe in the knowledge that they have been a part of a special family and are confident in themselves to be successful as learners and members of society.

The curriculum builds towards end points outlined in the development matters, to prepare for the continuation of this teaching at Primary School. Teaching is planned, sequenced and delivered in a way that builds on prior learning at a pace that suits the individual children with a clear aim in providing children with the skills and knowledge to progress as independent learners. We understand that cognitive development does not progress through a fixed sequence of age-related stages. The master of new concepts happens in fits and stages. Therefore, as practitioners, we continuously observe and assess learning through formative and summative assessments and record when necessary, reflecting on our practice and children's learning in ensuring progress puts children in the best stead for Primary School, through a consistent process to monitor, evaluate and review teaching and learning.

Key Workers create Learning Journals unique to the individuals they teach, embodying the story of each individual's experience at Basnett Street Nursery School. These demonstrate the leaps and bounds made by the individuals as they progress through Nursery. Target Tracker assessments are used periodically through the year to provide an opportunity for deeper reflection and analysis of children's learning, leading onto future planning and provision implementations. Progress meetings are held following formal assessment updates to guarantee communication is upheld with the Lead Teacher and planning ensures that teaching is being built on prior knowledge, misconceptions are addressed and interventions are put in place when needed, including any SEND needs updated.

Basnett Street Nursery School provides a learning experience that embodies the whole child in supporting deeper layers of learning and experiences. We are passionate to make a positive difference to the lives of the pupils and families who attend our nursery, which becomes evident as we reflect on the impact our school has on the wider community in addition to the individual children.

Pupils leave Basnett Street Nursery School with the skills necessary for Primary School and life-long learning. Routines are established, social skills developed, confidence built, early maths and phonic skills embedded and independence driven forward. Well-established trust between the school, children and families is acquired in creating a holistic environment that becomes more than just a school to the children, but a significant part of them as a whole. The teaching of early maths and phonics aids further learning by building on set facts that are committed to long-term memory, providing a secure base for further learning at Primary school.

Children leave Basnett Street Nursery School intrinsically empowered as individuals to succeed, leading to better long term outcomes. We ensure that throughout their time at Basnett Street children's memories are filled with the joy of discovery and freedom of exploration laying a secure, resilient and well-enforced foundation for them to build their learning upon.

Data

Below is data showing the impact of learning taken place at Basnett Street Nursery School over the last academic year.

APPENDIX