



Curriculum Intent

Our intention is for our curriculum to enable children to make accelerated progress, following a progressive sequence that is flexible to each individual need.

Our pedagogical approach is key to delivering our intention.

Three main approaches are used:

- Attachment Aware Approach
- Our approach to using Sustained Shared Thinking
- Forest School Principled Approach

These approaches are used to underpin the whole delivery of our curriculum. We value the importance of key relationships and ensure the basic needs of children are met. This enables them to thrive in an environment that promotes critical thinking, independence and creativity; developing an inner drive to want to learn and find out about the world around them. The use of the forest school principled approach seamlessly compliments.

Our environment brings the curriculum to life, widening experiences to support children to link learning and gain a deeper knowledge, which can be used ready to support the future extension of all learning.

Inclusion is at the heart of our curriculum, carefully assessing and meeting whole needs and ensuring each child meets their full potential. A personalised learning environment for each and every child, is key to the success of this.

PSED

Aims Self Regulation 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 neuro sequential 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.

Building relationships 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.

Managing self 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.

	<p><u>Stage 0</u> <u>0-12 months</u></p>	<p><u>Stage 1</u> <u>12-18 months</u></p>	<p><u>Stage 2</u> <u>18-24</u></p>	<p><u>Stage 3</u> <u>24-36</u></p>	<p><u>Stage 4</u> <u>36-50</u></p>	<p><u>Stage 5</u> <u>40-60</u></p>
Self-regulation	<ul style="list-style-type: none"> Is comforted by touch and peoples 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 Peoples emotions e.g. smiles when smiled at, and becomes distressed if hears another child crying Responds to their name through body language e.g. eyes widen, gaze 	<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 Begin to accept key worker as a person who can calm, and support emotional regulation Children begin to express their need e.g. nappy changing, thirst or hunger (by crying) 	<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 Becomes more familiar with routines and transitions Demonstrate a growing sense of self through beginning to express their like, dislikes, making choices and decisions Enjoys a sense of belonging 	<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 Children begin to understand their actions can have both a positive and negative affect on others Begin to regulate their feelings and emotions with support Begin to show concern for others Beginning to understand expectations and boundaries 	<ul style="list-style-type: none"> Express and understand their own emotions and feelings Learn to cope if things don't go the way they want them to Gain and understanding of their behaviour and how it has an impact on others Begin to use language to negotiate with others Begin to show independence in regulating and supporting emotions and feelings Recognise themselves as an individual, showing and awareness of similarities and differences 	<ul style="list-style-type: none"> Can express feelings and consider the feelings of others Begin to be able to identify and moderate their own feelings socially and emotionally
Building relationships	<ul style="list-style-type: none"> Responds when talked to for example moves arms and legs changes facial expression moves body and makes mouth movements Recognises and is most responsive to key workers voice, face brightens, activity increases when familiar key worker appears Responds to what key worker is paying attention to. For example following their gaze Likes cuddles and being held, calms, snuggles in, smiles, gazes key workers face or strokes key workers skin 	<ul style="list-style-type: none"> Children begin to develop a positive relationship to their key worker and display attachment behaviours Children are wary of unfamiliar people Children show their readiness to be social but also enjoy solitary play opportunities 	<ul style="list-style-type: none"> Begins to show an awareness and interest in other children 	<ul style="list-style-type: none"> Play alongside others in the same activity Starts to seek out others to share experiences With adult support, children begin to understand the vocabulary 'yours', 'mine'; 	<ul style="list-style-type: none"> Begin to share and take turns with others in play Starts to form friendships Begins to play cooperatively with others 	<ul style="list-style-type: none"> Can build constructive and respectful relationships Start to be able to think about the perspective of others
Managing self	<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 	<ul style="list-style-type: none"> Children show rapid changes in energy levels from highly active to a sudden need for adult support in order to restore equilibrium 	<ul style="list-style-type: none"> Children respond positively to care giving experiences Children wash hands with adult support Children begin to alert their key worker to a wet or soiled nappy Begin to recognise their need for refuelling 	<ul style="list-style-type: none"> Tries to help with dressing routine Begin to follow a toileting routine with support Begins to be able to communicate their needs e.g. thirst, hunger, tired 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 expressing 	<ul style="list-style-type: none"> Understands how to keep themselves safe and know who to go to for help and support Recognise the impact of exercise on their body e.g. sweating, heart beating, 'Im tired' Recognises the feelings of hunger and thirst and accesses snack independently to meet their needs Can wash and dry hands effectively and understands why this is important Independently manages toileting routine effectively Begins to independently dress when changing and putting on clothing 	<ul style="list-style-type: none"> Can manage their own personal hygiene needs e.g. toileting and hand-washing Independently manage themselves and their belongings

PSED Implementation

	<u>Stage 2</u> <u>18-24</u>	<u>Stage 3</u> <u>24-36</u>	<u>Stage 4</u> <u>36-50</u>	<u>Stage 5</u> <u>50-60</u>
Self regulation	<ul style="list-style-type: none">environment/nurture room:Lighting to create a calming ambience.Mirrors to support self-awarenessThrows 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.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.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.‘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:A. Visual timetables and schedulesB. Visual behaviour promptsC. Environmental cues for transition preparation.Environmental arrangement is adapted to overcome organisational challenges.			
Building relationships	<ul style="list-style-type: none">Personalised induction period.Smaller ratio and keyworker groups.Keyworker buddy system.Lengthy induction period.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.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.Curriculum sensitive to family backgrounds, make up of families and family experiences.			
Managing self	<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, places to support relaxation and mindful opportunities.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 waterToilet training seatEncouraged to wash hands, good hand washing skills taught and visual posters displayed above all sinksIndependent child designed toileting facilitiesHealthy School Award. Only healthy snacksModelled self-care skills through sustained shares thinking e.g. staff commenting on feeling thirsty and therefore having a drink of waterPlanned for and natural environment that supports positive risk takingSnug space to provide rest and sleep.Differentiated snack.			

Communication & Language

Aim: Listening and attention: Through our key pedagogy of using shared sustained thinking, children will be immersed into a language rich environment through play, providing opportunities for children to share new ideas with support and modelling from the practitioner. Through a playful [partner approach, children will be confident to listen, attend and join in with discussions whilst the adult skilfully models and extends vocabulary and learning.

Speaking We recognise through our pedagogical approach that the number and quality of conversations that children have with adults and peers throughout the day in a language rich environment is crucial. We aim to implement a range of strategies to meet the varying needs and to build children's language effectively.

	<u>Stage 0</u> <u>0-12 months</u>	<u>Stage 1</u> <u>12-18 months</u>	<u>Stage 2</u> <u>18-24</u>	<u>Stage 3</u> <u>24-36</u>	<u>Stage 4</u> <u>36-50</u>	<u>Stage 5</u> <u>50-60</u>
Listening and attention and understanding	<ul style="list-style-type: none"> Turns towards a familiar sound then locates a range of sounds with accuracy Listens to, distinguishes and responds to intonation and sound 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 play Looks intently on an object for short periods Responds to their name through body language, for example eyes widen, gaze. 	<ul style="list-style-type: none"> Children learn to respond to an interested adult Children begin to respond to simple familiar questions from their key worker e.g. Would you like a drink? To be able to understand single words in context Children pay attention to activities and experiences on offer but are easily distracted/fleeting attention Children begin to respond to music by moving their body Children enjoy listening to familiar rhymes and stories Children recognise names of familiar objects e.g. cup, mummy, teddy Children can choose between two object e.g. Do you want the ball or the car? 	<ul style="list-style-type: none"> Begin to respond appropriately to simple instructions e.g. put your shoes on Children will begin to understand and respond to repetitive key vocab and events e.g. home time Children respond to adult commentary in play Children enjoy listening to rhythmic patterns in rhymes and stories, beginning to join in with actions and sounds Understand games such as peek-a-boo and enjoy toys that make a noise 	<ul style="list-style-type: none"> Listen to talk with interest but is easily distracted Understands simple questions, Who, what and where but not why Children begin to understand simple concepts and phrase e.g. in, on, under and/or get your book Children begin to build on their prior knowledge to widen their experiences and exploration across the setting Children begin to show an awareness and understanding of new vocabulary Within play children will learn to turn take with their key adult (understanding listen, then speak) Children will listen with interest as an adult reads stories Children will join in with familiar action songs and rhymes Children will respond to own name even when focussed on an activity / single channelled attention Enjoys pretend play with their toys such as feeding a doll or pretending to drive a car, usually making noises or talking as they play 	<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. what do we use to cut with Demonstrate an awareness of time in relation to past, present and future e.g. today is sunny, yesterday was rainy Children will begin to show understanding of prepositions through carrying out the actions e.g. Simon says Children will begin to understand, who, what where and why questions Children will concentrate on what others say and respond appropriately Children still find it difficult to attend to more than one thing at a time so cant easily listen to a speaker whilst still carrying on an activity, they therefore have to switch attention between speaker and task Listens to and remembers simple stories with pictures Engage in more complex imaginative play 	<ul style="list-style-type: none"> Demonstrate an understanding of the need to listen carefully, asking questions for further clarification Can talk about stories with understanding Can talk about selected non fiction demonstrating an understanding of new knowledge Enjoy make believe play Start to understand simple jokes Start to be able to plan games with others Children begin to make up their own stories Understand words that describe sequence (first, next, then, suddenly)
Speaking	<ul style="list-style-type: none"> Communicate needs and feelings in variety of ways including crying, gurgling, babbling and squealing Makes own sounds in response when talked to by a familiar adult, taking turns in conversation Lift arms in anticipation of being picked up (when supported by a gesture) Practices and gradually develop speech sounds (babbling) to communicate with adults Children use learned speech to communicate with adults e.g. bababa, mamamama 	<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 the language spoken at home Children use sounds within play Children begin to use single words to communicate Child should be able to say around 10 words (these may be immature and may not be clear e.g. dodo for dummy) 	<ul style="list-style-type: none"> Begin to put two to three words together Children copy new sounds and words and use them Children will begin to join in with simple rhymes and stories Children begin to use simple questions at two to three words level e.g. What's that? Begin to enjoy simple pretend play like talking on the phone Children should be able to use approx 20 familiar words Recognise and point to familiar objects when you ask them 	<ul style="list-style-type: none"> Begin to put four to five words together to communicate their needs, thoughts and ideas Children should be using at least 50 words Children become very frustrated when they cannot communicate verbally their message across usually resulting in a tantrum 	<ul style="list-style-type: none"> Uses sentences of four to six words e.g. I want to play with cars 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 or people 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 Children will independently join in with repeated refrains Children will participate in group discussion and learn simple turn taking Asks lots of questions 	<ul style="list-style-type: none"> Children can use learned new vocabulary in context throughout the day Children can ask questions to clarify their understanding Children can articulate their ideas and thoughts in well-formed sentences Children can describe events in detail Children can communicate using complex sentences and a range of connectives e.g. and, because etc Children can answer more complex questions Take turns in much longer conversation

C&L Implementation

	<u>Stage 1</u> <u>12-18 months</u>	<u>Stage 2</u> <u>18-24</u>	<u>Stage 3</u> <u>24-36</u>	<u>Stage 4</u> <u>36-50</u>	<u>Stage 5</u> <u>50-60</u>
Listening and attention and understanding	<ul style="list-style-type: none">Elklan –staff are aware of different stages of attention. E,g fleeting attention, rigid attention, singe channelled attention, focusing attention, two channelled attention.Quiet spaces and communication friendly spaces are available.Group time activities story time routineUse of puppets and props early group gamesUse 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.T4Wsustained and shared thinkingHelicopter stories.A vocab rich environment surrounds the children.Elklan – the teaching of vocab through the use of a chalkboard. Vocab will focus on action words, nouns and verbs.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’sInterventions.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.Children are encouraged engage in imaginative play, daily acting out scenarios.A wide range of technological resources such as:Easi-scopes ,Bee Bots, cameras recordable talking tinsclipboards, binoculars,recordable whiteboardscoding robots, microscopeslight boxes, projectorsCD 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.Use of ‘I can boost’Use of Welcomm language programme				
Speaking	<ul style="list-style-type: none">Role of the adultTalk for writingHelicopter 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.End of day reflection time is embed into practice – gives children time to talk.Group times give children time to talk.				

Physical development

Aim: Fine motor: 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 co-ordination and muscle control. This being linked to early Literacy skills.

Gross motor: 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 children leading happy and active lives.

	<u>Stage 0</u> <u>0-12 months</u>	<u>Stage 1</u> <u>12-18 months</u>	<u>Stage 2</u> <u>18-24</u>	<u>Stage 3</u> <u>24-36</u>	<u>Stage 4</u> <u>36-50</u>	<u>Stage 5</u> <u>50-60</u>
Gross motor	<ul style="list-style-type: none">• Turns head in response to sound and sights• Makes movements with arm and legs which gradually become more controlled• Reaches out for, touches and begins to hold objects• Explores objects with mouth, often picking up and object and holding to mouth• Sits unsupported on the floor• Pulls to standing, holding on to furniture• Crawls bottom shuffles or rolls continuously• Walks around furniture (cruising)• Walks with one or both hands held by an adult	<ul style="list-style-type: none">• Takes first few steps independently• Begins to climb inside, underneath, into corners and between objects• Enjoys sensory experiences of exploring food, damp sand, water, mud, paste, paint etc with their bodies• 	<ul style="list-style-type: none">• Manipulates objects using hands, singly and together such as squeezing sponge• Children begin to negotiate space safely both inside and out• Children show an awareness of and begin to walk on uneven surfaces• Begin to use large physical equipment using gross motor skills• Begins to be aware of their bodies and copy simple actions• 	<ul style="list-style-type: none">• Use large physical equipment with more control and confidence• Squats with steadiness to rest or play and rises to feet without using hands• Accesses a chair appropriately (bottom first, feet on the ground)• Demonstrates increasing balance on large equipment or uneven surfaces• Uses wheeled toys with increasing control e..g prams, wheelbarrows etc• Able to run well, kick a ball and jump with both feet off the ground	<ul style="list-style-type: none">• Shows good control over gross motor movements, balance and strength• Climbs stairs and moves across climbing equipment using alternate feet• Runs with spatial awareness negotiates space and adjusts speed and direction• Uses and transports equipment safely• Can independently join in with actions and movement of another child or adult when singing and playing games• Begins to independently dress when changing and putting on clothing	<ul style="list-style-type: none">• Skilfully moves in a range of ways
Fine motor	<ul style="list-style-type: none">• Hold own bottle or lidded cup to drink• Grasps finger foods and brings them to mouth• Pick up small objects between thumb and finger• 	<ul style="list-style-type: none">• When sitting can lean forward to pick up toys• Can pass a toy from one hand to another• Increasing control in managing finger foods e.g. snack• 	<ul style="list-style-type: none">• Begins to use mark making tools• Begin to use fine motor coordination e.g. inset jigsaws, large threading etc	<ul style="list-style-type: none">• Developing increasing control using small equipment e.g. pens, paint brushes, scissors• Begins to show preference for dominant hand• Shows good control over mark making tools	<ul style="list-style-type: none">• Uses tools appropriately to make changes to materials• Uses anti clockwise movements in their mark making• 	<ul style="list-style-type: none">• Developed small motor skills that enable them to use a range of tools and equipment competently, safely and confidently• Confidently and competently uses mark making equipment to draw detailed pictures and form some letters

Physical Implementation

	<u>Stage 1</u> <u>12-18 months</u>	<u>Stage 2</u> <u>18-24</u>	<u>Stage 3</u> <u>24-36</u>	<u>Stage 4</u> <u>36-50</u>	<u>Stage 5</u> <u>50-60</u>
Fine motor	<ul style="list-style-type: none">Enhancements in water area e.g sponges, loafers, towels, washing up using briloWashing babies using flannelsPlaydough - Enhance to make different textures e.g sawdust, woodchips, straw, porridge oats.Exploring paints to create ownExploratory activities soapflakes, slime, porridge, wet mud.Enhance with colanders and 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.	<ul style="list-style-type: none">Water - turkey bastersPainting - small pipettes, paint brushesMark making - scissors, felt tips, sharpeners, pencils, whiteboard pens,Outside - tweezersUtensils throughout provision e.g. scissors, knives, hammersReal life equipmentTweezersThreadingPlaydough, Exploratory Play and clay areas of Continuous ProvisionWood Workshop with plentiful real life resourcesWriting area with plentiful resources and frequent enhancementsSmall world playSmall ConstructionSnack Preparation e.g., butter crackersOpportunities to chop real vegetables in the home cornerDaily writing of numerals at group timePromote children independently labelling their work with their names.Scarves.			
Gross motor	<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 upAction 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.	<ul style="list-style-type: none">Space for an abundance of gross motor opportunities both indoors and outdoorsWheelbarrows, mops, brushes, spades and shovels promote gross motor opportunities outsideLarge 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 ThinkingModelled risk awareness and taking of safety measuresExploratory play e.g. whisks, rolling doughPainting large scaleEnhanced painting areas e.g. large scale floor painting and vertical painting/ mark making on the wallsVarying outdoor terrain e.g. mud, tarmac, grass, bark, sand, pebbles, stream and hillsMusic and Movement activitiesOutdoor footballs and beach ballsRich well-resourced natural and engaging outdoor areaLarge equipment e.g. ladders, logs, cratesCo-operation games e.g. parachute gamesOpportunities for manipulative skills e.g. bakingScarvesMusical pipes			

Literacy

Aim: Comprehension: 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.

Word reading: 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.

Writing: 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.

	<u>Stage 0</u> <u>0-12 months</u>	<u>Stage 1</u> <u>12-18 months</u>	<u>Stage 2</u> <u>18-24</u>	<u>Stage 3</u> <u>24-36</u>	<u>Stage 4</u> <u>36-50</u>	<u>Stage 5</u> <u>50-60</u>
Comprehension	<ul style="list-style-type: none">	<ul style="list-style-type: none">Handles books and printed materials with interestChildren enjoys being read to by a familiar adult	<ul style="list-style-type: none">Enjoys sharing books with an adultChildren show interest in books and rhymes in their environmentChildren can turn pages in booksChildren begin to join in with actions and sounds modelled by an adult when the story is read to them	<ul style="list-style-type: none">Pay attention and responds to the pictures or the words when exploring stories with an adultChildren share an enjoyment of rhymeWill share a favourite story with an adultRepeat words and phrases from familiar stories and rhymesExplores familiar story through role playHolds a book the correct way up turn pages one at a timeChildren independently enjoy booksIdentify familiar objects in books	<ul style="list-style-type: none">Seeks out friends to share storiesJoins in with repeated refrains from familiar storiesAsk questions and makes comments about storiesReneact familiar stories through roleIdentify key characters in storiesIdentify the difference between text and pictureBegins to understand that print carries meaning and be used can find informationBegins to understand story structure and sequencingChildren begin to use story maps to retell a familiar storyChildren begin to change story endings	<ul style="list-style-type: none">Can retell a familiar storyCan use story language in playBegins to make comments and share their own ideas whilst exploring storiesCan use print (book or technology) to gain further informationChildren can talk about stories demonstrating understanding and enjoyment
Word reading	<ul style="list-style-type: none">Turns head in response to familiar voices	<ul style="list-style-type: none">Turns their head in response to sounds they hear in the environmentCan tune into environmental sounds and locate where the sound is coming from	<ul style="list-style-type: none">Tune in and identify familiar soundsEnjoys songs and rhymes, tuning in and paying attention	<ul style="list-style-type: none">Join in with songs and rhymes copying sounds, rhythms tunes and tempoSays some of the words in songs and rhymesCopy finger movements and other gesturesTune in, hear and name the sound heardChildren show an awareness of rhyme e.g. completing nursery rhyme Twinkle Twinkle little star how I wonder here you ...Begin to recognise logos from everyday life	<ul style="list-style-type: none">Sings songs and says rhymes independently whilst playingBeings to recognise names, labels and familiar printBegins to hear initial soundsChildren being to join in with rhyming gamesChildren begin to engage in alliterative games and begin to identify objects with the same initial soundChildren can identify syllables in words e.g. clapping out nameBegin to identify initial sounds in wordsChildren begin to blend simple CVC words children begin to segment simple CVC wordsChildren begin to hear phonemes (letter sound) and identify matching grapheme (written letter)	<ul style="list-style-type: none">Children can identify rhyming wordsChildren can identify alliterationCan read some letters by saying the sounds of themChildren can blend CVC wordsChildren can segment CVC words
Writing	<ul style="list-style-type: none">	<ul style="list-style-type: none">Uses a fisted grasp to explore mark making toolsExplores mark making including sensory experiencesEnjoys cause and effect play in fine motor, pen to paper, sponges in paint, mark making in sand and paint and water play	<ul style="list-style-type: none">Children explore the sensory experience of early mark makingChildren use a digital pronate grasp to explore mark making toolsChildren recognise marks can be made in a variety of ways	<ul style="list-style-type: none">Enjoys drawing freelyChildren use a variety of lines and scribblesChildren know that their marks are valuedChildren use a four finger graspBegins to use static tripod grasps when drawing and writing	<ul style="list-style-type: none">Add meaning to the marks they makeBegin to make marks to represent their nameChildren use drawings to represent writingChildren imitate writing from left to rightChildren give meanings to marks they makeChildren will dictate to adults what to writeDuring role play children will write for a purposeBeginning to use dynamic tripod grasp and make marks with good controlBegins to form letters correctlyChildren are beginning to represent their experiences through drawingsChildren's writing symbols and shapes go from left to rightChildren are beginning to write labels and captions using 'letter like' shapesUsing their name cards children begin to write their name and identify individual letters in their name	<ul style="list-style-type: none">Can use dynamic tripod graspChildren can form some lower case letters correctChildren can write their name independentlyChildren use their phonic knowledge to write simple CVC words

Literacy Implementation

	<u>Stage 0</u> <u>0-12 months</u>	<u>Stage 1</u> <u>12-18 months</u>	<u>Stage 2</u> <u>18-24</u>	<u>Stage 3</u> <u>24-36</u>	<u>Stage 4</u> <u>36-50</u>	<u>Stage 5</u> <u>50-60</u>
Comprehension	Tactile and sensory books to begin to explore books and text	Board books/ books appropriate to the developmental level Adults use eye contact to engage children in story, coming back to the child to talk to them about the book and model language	Quiet spaces and communication friendly spaces are available. Staff use Elklan training to support and develop vocabulary Adults are enthusiastic about reading and exploring story to provide a positive experience and a love for reading Early talk boost in universal provision to support language acquisition and listening and attention skills 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. Group time activities focussed on exploring stories and developing early reading skills Story time routine. Use of puppets and props—linked to Nursery rhymes, core books or supporting a particular focus Early group games - supporting listening and attention and focus Use of music to signal transition time Staff are aware of background noise and will aim to reduce this to support focus and engagement Areas available for 1:1 reading with an adult. Staff role model listening and attention. Puppets/small world scenes to explore stories or make up their own Staff teach Phase 1 and Early Phase 2 phonics through group time, intervention and consolidation to support early reading skills All children are encouraged to tune into sound both indoors and outdoors—supporting Phase 1 environmental sounds Dedicated music area promotes listening and attention to support children's understanding of rhythm and rhyme (Aspect 2,3,and 4 phonics) Specific children are targeted in Welcomm to develop language and listening and attention skills Repetitive patterned stories are chosen to support children in deepening their knowledge of core stories and joining in with repeated refrains High quality books available, carefully chosen around need, interest and reading skills foci e.g. patterned stories to deepen knowledge of story structure e.g. Dear Zoo Story area books are linked to core book and interests Core rhymes - Pie Corbett used for traditional nursery rhymes emphasising rhythm and rhyme and the development of key vocab. T4W - strategy to support comprehension—staff model use of story structure language e.g. now, next, then T4W strategies <ol style="list-style-type: none">Use a hook to excite and stimulate talkUse Makaton to tell and learn the storyImplement the story into CP adding props and copies of the story to retellUse story maps to deepen knowledge of the storyAll story props and map consolidated through continuous provisionInnovate story by adding children's ideas and changing the ending T4W stories, story maps and props available in provision for consolidation and innovation Sequencing cards for all core books available in provision to support story structure and sequencing T4W floor book available for children to explore past stories Helicopter stories and opportunity to tell stories and have them scribed then explored through drama Fact and fiction books in all areas of learning Staff modelling story language – "Once upon a time" Variations of text e.g. instructions, newspaper, vocab, signs, labels. Dual language books to support EAL children and broaden others knowledge of different cultures Lending library - key workers choose a book to share at home based on their knowledge of the child's developmental level and interests 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 - books chosen on quality of text, structure, repetition, rhyme etc to support early reading and develop deep knoweldhe of familiar stories to support future innovation and children writing their own stories Provision brings stories alive, supports linking of learning, reading considered across all aspects of the environment when planning Group times are reading enriched Digital print – tablets etc. Provision is enriched with text—displays show both adults and children's written and typed word, all resources are labelled and accessible to the children			
Word Reading	Adults talk to children and use their names to encourage engagement	Adults provide opportunities for children to hear familiar sounds	Core books – explore word and sentence structure, chosen carefully so children can develop early phonics skills e.g. rhyming, alliteration Systematic teaching of phonics from Phase 1 aspect 1-7 then onto Phase 2 when appropriate (this may be taught through small group intervention) Exploration of music across different aspects of the environment for stimulus and promoting development of rhythm Exploration of songs and rhymes through group times and continuous provision Core rhymes - Pie Corbett used for traditional nursery rhymes emphasising rhythm and rhyme and the development of key vocab. T4W used to explore how stories are made up of words and sentences T4W floor book. Helicopter stories and opportunity to tell stories and have them scribed and Opportunities for children to see adults making marks for varying purposes and see an adult model phonics as they write Adults will talk about what they are writing and how e.g I am writing a list so I need to start here and write my next word underneath Phonics, letters and sounds phase one and early phase 2 when developmentally appropriate Phonics resources from group time made available in provision to allow for consolidation Rhyming and alliterative books (Aspect 4 and 5 Phase 1 phonics) available and explored through story time Variations of text e.g. instructions, newspaper, vocab, signs, labels Rhyming games and songs Adults explore phonics throughout provision modelling segmenting and blending as they write and how to use the resources available effectively e.g. phoneme cards, letter strips etc Magnetic letters and phoneme frames to explore segmenting and composition of letters Children's names are explored on name pegs and on name cards—adults support children in using these to identify and talk about familiar phonemes Digital print – tablets etc. Alliterative games embedded into group time e.g. Marvellous Monday			
Writing	Early development – see physical development – Moving, Handling, Communication, and Language	Early development – see physical development – Moving, Handling, Communication, and Language	Systematic teaching of phonics from Phase 1 aspect 1-7 (where adults model) then Phase 2 when appropriate (this may be taught through small group intervention) when children begin to explore making marks to create words Environment is print rich with both written and typed words Children have deep knowledge of core books supporting innovation and confidence in writing their own versions of stories Magnetic letters to explore composition of words and to practice copying letters 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 talk about the marks and shapes they are making when they are writing e.g. its wavy, circular, straight etc. Writing numbers in GT is embedded to give meaning to all marks made not just phonemes and words Staff scribe for children – T4W and Helicopter stories Adults model sentence structure as they write Staff encourage children top make marks through play Nursery displays show speech as individual words that make up sentences.			

Mathematical development

Aim: Our aim is to develop a strong grounding in number and develop a secure base of knowledge of vocabulary from which mastery of mathematics is built.

	<u>Stage 0</u> <u>0-12 months</u>	<u>Stage 1</u> <u>12-18 months</u>	<u>Stage 2</u> <u>18-24</u>	<u>Stage 3</u> <u>24-36</u>	<u>Stage 4</u> <u>36-50</u>	<u>Stage 5</u> <u>50-60</u>
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Numerical pattern		<ul style="list-style-type: none">Use stacking blocks to build a towerPut objects inside others and take them out again (early capacity)	<ul style="list-style-type: none">Begins to be able to match object to shape e.g. shadows in continuous provisionExplores shapes through heuristic play and constructionCan choose puzzle pieces and tries to fit them inExplores using blocks to create structures and arrangementsBecomes familiar with patterns within daily routinesJoins in with number rhymes and songs and sometimes predicts what comes next e.g. tickle at the end of round and round the garden	<ul style="list-style-type: none">Children can use the language of size, weight and capacity e.g. "All gone" in everyday play situationsCompare size e.g. the three bears using gesture and languageNotice patterns and arrange things in patterns/order e.g. line up trains, cars or make arrangements with objectsChildren successfully negotiate space, move their bodies around the environment and explore fitting into spacesResponds to some spatial and positional language in contextCan make simple constructionsChildren can explore pattern through different media and materials e.g. pressing objects into playdough exploring the results/ printing in paintDemonstrate understanding the pattern of their routine e.g. come in get name card put on board/music indicating tidy up time	<ul style="list-style-type: none">Uses shapes appropriately e.g. a triangular block for a roof and wedge shape block for a rampShows an awareness and differences between the shapes of objectsBegins to be able to partition and combine shapes to make new shapes both 2D and 3DCompare quantities using language more than fewer thanCan add to simple linear patterns of two or three repeating items e.g. stick, leaf (AB) or stick, leaf, stone (ABC)Can notice and correct and error in a repeating patternTalk about and explore 2D and 3D shapesUnderstands position words e.g. the bag is under the table (with no pointing)Can discuss patterns in their environment e.g. stripy, spotty, wavyMake comparisons between objects relating to size, length, weight and capacity	<ul style="list-style-type: none">Continue copy and create repeating patternsCan subitise different patterns than the standard diceBegins to create complex 2D pictures and patterns with 3D resources sometimes copying from picture stimulusChildren can compose and decompose shapes, recognising a shape can have shapes within itUses comparative language to compare length, weight, and capacity e.g., longer, wider etcSelect, rotate and manipulate shapes and manipulate shapes in order to develop spatial reasoning skills e.g. tessellation, complex shape puzzles
Number		<ul style="list-style-type: none">Shows awareness of early number through singing rhymes such as this little piggy went to marketTake part in finger rhymes with numbers e.g. two little dicky birds	<ul style="list-style-type: none">Uses some number words in playEnjoys number rhymesCompare amounts using language lots, more or sameDemonstrate counting like behaviour counting fingers and toes e.g. one, two, three, four five (once I caught a fish alive)Enjoys counting everyday objects in play	<ul style="list-style-type: none">Enjoys number rhymed and can join in with action sCan orally count but may skip numbers e.g. 1,2,3,5Children begin to demonstrate an understanding of one to one correspondenceChildren understand more, fewer or same	<ul style="list-style-type: none">Recite numbers past ten can recite numbers past tenChildren can compare two groups of objects up to five and can identify when each group has the same amountCan count using one to one correspondence, using the stable order of 1,2,3,4,5Can subitise one, two and threeChildren can count up to five items and recognises that the last number said represents the total counted so far (cardinal principal)Children can link objects up to five, matching numeral to quantityBegins to use their understanding of number to solve practical problems in play and meaningful activitiesBegins to show an awareness that the next number is one moreExperiments with their own symbols and marks as well as numeral to represent number e.g. tally marks, shapes to represent numbers	<ul style="list-style-type: none">Can confidently count objectsCan confidently orally count beyond tenUnderstands the one more than/one less than relationships between consecutive numbersExplore the composition of numbers to tenChildren can subitiseLink the number symbol with its cardinal number value

Mathematical Implementation						
	Stage 0 0-12 months	Stage 1 12-18 months	Stage 2 18-24	Stage 3 24-36	Stage 4 36-50	Stage 5 50-60
Numerical pattern			<ul style="list-style-type: none"> Shadows within continuous provision for children to match items to. 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. 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 			
Number			<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 . 	<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. 		

Understanding the World

Aims The Natural World: We aim to enable children to experience and learn from the natural world. Our outdoor environment and pedagogy tunes children in to the wonder of nature, offering first hand experience to learn from. The forest school principled approach ensure health and wellbeing is at the heart of our provision.

People, culture and communities 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. This is the beginning of a developing understanding of similarities and differences that connect them to and distinguish them from others.

Past and present : Exploring past and present underpins all elements of learning. From recognising changes in seasons, predicting and recognising key routines in the day and beyond to using past experiences to build upon new learning. Our provision aims to support real-life learning to support children's growing understanding across all domains.

	Understanding the World					
	<u>Stage 0</u> <u>0-12 months</u>	<u>Stage 1</u> <u>12-18 months</u>	<u>Stage 2</u> <u>18-24</u>	<u>Stage 3</u> <u>24-36</u>	<u>Stage 4</u> <u>36-50</u>	<u>Stage 5</u> <u>50-60</u>
The Natural World	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Demonstrates curiosity towards the world around them Children find different ways of exploring the world around them e.g. mouthing, banging etc Repeat actions that have an effect e.g. jingling of keys in a heuristic basket, noise of object dropping into a can, squeaky toy etc 	<ul style="list-style-type: none"> Acknowledges and points to something new Explores objects by linking together different approaches e.g. hitting, looking, feeling, pulling, turning and poking Explore and respond to the natural world ie. Splashing in puddles, seeing spring daffodils, looking for worms 	<ul style="list-style-type: none"> Begins to show care and concern for living things e.g. using a quiet voice around a sleeping baby Begins to comment about things they have seen or experience Begins to understand how things work e.g. putting binoculars to eyes Remembers where resources belong and being to tidy up with support 	<ul style="list-style-type: none"> Can talk about changes they have personally observed Shows care and concern for living things and acts on responses e.g. Noticing worm on tarmac and moving it back to the soil Comments on and makes comparisons between things they have seen and experiences e.g. bird feeders going down therefore birds have been eating the seed Develops an understanding of growth, decay and changes over time Begins to understand their behaviour has an effect on their environment Can explain how something works e.g. suggesting something needs a battery or button needs pushing Is able to tidy up after themselves putting objects away in the correct place whilst showing an understanding of categorising 	<ul style="list-style-type: none"> Children recognise familiar plants and animals whilst outside Children understand and are able to talk about the effect of changing seasons on the natural world
People, culture and communities	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> See pre-early stages of building relationships 	<ul style="list-style-type: none"> Begin to show an interest in others Begins to show an interest in small world play Begins to explore role play in the home corner e.g. making cup of tea for familiar adult, bring food etc Children recognise immediate family members e.g through exploring family photos 	<ul style="list-style-type: none"> Enjoys playing with small world and begins to replicate experiences e.g. dolls house, farm, train train etc Children act out familiar roles e.g. cooking in kitchen, mummy looking after baby Children talk about their family, relations Begins to notice the difference between people e.g. acknowledging disabilities etc 	<ul style="list-style-type: none"> Learns that they have similarities and differences that connect them to and distinguish them from others Begins to act out small world and role play based on their current experiences Enjoys stories (including non-fiction texts) about people and nature and uses this information to link and support their future learning Shows an interest and understanding in different occupations and ways of ways of life indoors and outdoors 	<ul style="list-style-type: none"> Can talk about their families and demonstrate an understanding that there are many different families
Past and present	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> See pre-early stages of building relationships 	<ul style="list-style-type: none"> See pre-early stages of building relationships 	<ul style="list-style-type: none"> Beginning to recall significant events in their lives e.g. birthdays, Christmas, Ei 	<ul style="list-style-type: none"> Can recall family customs family customs events and routine 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 	<ul style="list-style-type: none"> Recognise that people have different beliefs Can comment on images of familiar situations in the past

Understanding the world Implementation

	<u>Stage 0</u> <u>0-12</u>	<u>Stage 1</u> <u>12-18</u>	<u>Stage 2</u> <u>18-24</u>	<u>Stage 3</u> <u>24-36</u>	<u>Stage 4</u> <u>36-50</u>	<u>Stage 5</u> <u>50-60</u>
The Natural World			<ul style="list-style-type: none">Strong durable resources across provisionNatural materials and resources	<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 roomInspired by the Curiosity ApproachRegularly enhanced areas of provisionReal life experiences and trips out of nurseryDesignated areas of the outdoors - sensory, forest and allotmentNature shed with real life wildlife videos, information and puppetsNon-Fiction books across indoor and outdoor provisionComputers and iPads used as a tool to gain more information on topics of interest in the momentThe environment and teaching is responsive to the children's interestsChickens in forest promote routine and responsibilityPond in forest offers opportunity to observe the development of frog spawn to frogsSpring term chicks in incubators.Regularly refilled bird feedersBird hide to observe birds in their environmentCompost binsInformation 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 fallingStaff engage in SST across provision and teachingHuge outdoor space with abundance of relevant and rich resourcesPlanning and provision exposes children to use all their sensesSmall world toys are realistic in appearanceGroup time comments on the weather and introduction of weather-related vocabulary e.g. misty daySuitable outdoor attire to support outdoor play in all weathersInformed parents about the benefits of the outdoorsDisplays within nursery documenting experiencesLinks 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, typewritersTablets and cameras throughout indoor and outdoor provision.		
People, culture and communities			<ul style="list-style-type: none">Display relating to familyGroup time - Sharing newsCelebrations - Harvest, Christmas, Eid, Halloween, Valentine's Day, Pancake Day, Mother's Day, Father's Day, Birthdays etc.	<ul style="list-style-type: none">Share experiences from home parents emailing key worker.	<ul style="list-style-type: none">Discussing transitions and moving onto reception,Visits from reception teachersDiscuss job roles and future aspirations invite visitors such as police, nurse etcBooks 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, butterfliesHome visits - discussions around each developing individual.	
Past and present			<ul style="list-style-type: none">Lengthy settling in period.Pictures of themselves and families within the snug.	<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 nursey 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.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.Keyworker discussions with primary schools.Going on walks to experiences pelican crossings, traffic lights, intercom systems etc.Visits to fire stations and shops to demonstrate the use of technology in the wider world.		

Creating with materials

Creating with materials: 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.

Being imaginative and expressive:- Children are naturally creative. It is our job to give them the freedom, materials and space to let their creativity blossom. When children engage in what they are naturally suited to do, children are enabled to reach their full potential.

	<u>Stage 0</u> 0-12 months	<u>Stage 1</u> 12-18 months	<u>Stage 2</u> 18-24	<u>Stage 3</u> 24-36	<u>Stage 4</u> 36-50	<u>Stage 5</u> 50-60
Creating with materials		<p>Children show response to music and sound by moving their bodies e.g. bopping - bending their knees</p> <p>Anticipates play actions e.g. waiting for peepo</p> <p>Explore their voices and enjoy making sounds</p> <p>Children show interest in making and exploring sounds with everyday objects</p>	<p>Children demonstrate a range of action in response to music e.g. jumping, spinning, clapping</p> <p>Children will join in and vocalise when exploring familiar songs using repetitive phrases ie this is the way we wash our hands, wash our hands, wash our hands</p> <p>Children being to enjoy familiar rhymes</p> <p>Begins to show an interest with musical instruments (not necessarily the correct way)</p> <p>Explore paint using fingers and other parts of their bodies as well as brushes and other tools</p> <p>Recognises that their movements can leave marks e.g. finger in paint</p>	<p>To play simple musical instruments</p> <p>Use tools to make marks intentionally e.g. paint brushes, pens, pencil, chalks etc</p> <p>Children show an interest in things that specifically make a sound e.g. instruments, interactive toys and natural materials</p> <p>Children explore how sounds can be changed in a range of ways e.g. banging, tapping, shaking, loud and quiet, fast and slow</p> <p>Children join in with group singing of Nursery rhyme and other songs</p> <p>Children explore the mixing of colours</p>	<p>Children move their bodies rhythmically to music and sound</p> <p>Children clap or tap to a steady beat or rhythm e.g along to a song, or copying a rhythm modelled by an adult</p> <p>Joins in with familiar dances and ring games</p> <p>Children explore a wider range of construction activities e.g. junk modelling, large construction and can talk about their creations and express ideas</p> <p>Children explore techniques with clay and other malleable materials e.g rolling, balling, pulling etc</p> <p>Children demonstrate control in using tools to leave marks that represent their idea e.g painting a picture saying it's a dinosaur</p> <p>Children explore a wide range of instruments to make different sounds</p> <p>Children enjoy singing Nursery Rhymes and other songs independently</p> <p>Children can mix colours for a purpose using powder paints</p> <p>Children can select colours for a purpose</p> <p>Children build up a bank of dances/games or creating own movement patterns</p> <p>Children use tools and materials to join and construct for a purpose</p> <p>children can create objects using clay and other malleable materials</p> <p>combine materials to achieve a planned e.g. leaf relief</p> <p>children keep a steady beat whilst playing musical instruments</p> <p>Children explore techniques or styles of representation by famous artists e.g. exploring lines with Kandinsky</p>	<p>Develops an understanding of how to create and use sounds intentionally</p> <p>Children anticipate changes in music and respond appropriately</p> <p>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</p> <p>Creating collaboratively sharing ideas resources and skills</p> <p>Explores and talks about a wide range of genre of music e.g. rock music, lots of guitar, loud</p>
Being imaginative and expressive		<p>See people, culture and communities</p>	<p>Begins to engage in pretend play e.g. small world and home corner</p> <p>Uses familiar objects to engage in pretend play e.g. telephone, brushing hair</p>	<p>Creates sound effects and movements to support pretend play e.g. sound of car moving brrrrmmm</p> <p>Sings independently whilst playing</p> <p>Uses objects that represent familiar objects e.g. circle as a steering wheel</p> <p>Begin to explore a range of media and materials across their environment</p> <p>Begin to use lines and circles to represent objects</p>	<p>Enjoys and joins in with talk for writing actions</p> <p>Has a favourite core book</p> <p>Children can create small world environments based on their interests e.g. making a zoo for their animals, a train track for their trains</p> <p>Creates their own simple songs and rhythms</p> <p>Independently uses the talk for writing actions in their play and reading</p> <p>Beginning to create a narrative/ story in their imaginative play</p> <p>Begins to use movement and sound to express experiences, ideas and feelings</p> <p>Experiments and creates movement in response to music stories and ideas</p> <p>Children will confidently combine movements, singing whilst playing musical instruments</p> <p>Children can replicate the tone, pitch and pace of a familiar song</p> <p>Draw a simple representation and add detail such as drawing a face and adding features</p> <p>Begin to communicate different emotions in their drawings and paintings</p> <p>Begin to capture an observational image from a physical or pictorial provocation in paint, drawing or sculpture</p> <p>Begin to represent sound or action with paint or drawing</p>	<p>Creates sounds, drawing and movements to accompany stories</p> <p>Children develop clear storyline within their play, act out the role demonstrating their abilities to negotiate and solve problems</p> <p>Remembers and sings an entire song independently</p> <p>Return to and build on previous learning, refining ideas and developing their ability to represent them</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>

Creating with materials Implementation

	<u>Stage 0</u> <u>0-12 months</u>	<u>Stage 1</u> <u>12-18 months</u>	<u>Stage 2</u> <u>18-24</u>	<u>Stage 3</u> <u>24-36</u>	<u>Stage 4</u> <u>36-50</u>	<u>Stage 5</u> <u>50-60</u>
Creating with materials			<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. 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. 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 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. 			
Being imaginative			Every day role-play resources.	<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. 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. 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. 		