



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.

	<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> 40-60
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 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 Differentiated feelings and emotions such as joy, fear anger or surprise. Responds to and thrives on warm sensitive physical contact and care expresses discomfort, hunger or thirst Engages in unoccupied play through sensory 	<ul style="list-style-type: none"> Watches the emotional expressions of parent and key worker and uses these as a guide to different situations . 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) Stop what they are doing when they hear 'stop.' Engages in solitary play with toys in their immediate vicinity. 	<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 Engages in on looking play.by watching others engaging in the same activity. 	<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 Demonstrates a growing sense of self esteem and confidence. Engages in parallel play engaging in the same activity and sharing resources with little/ no interaction. . 	<ul style="list-style-type: none"> Begins to show awareness of strategies to support their own need for behaviour regulation Express and understand their own emotions and feelings using the language of the Colour Monster happy/sad/calm/scared/love etc. 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 showing an understanding of autonomy. Understands rules and boundaries to help them keep safe. Confident in own abilities Engages in associative play acknowledging their friends and playing side by side. 	<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 showing empathic attunement. Confident in own abilities and can articulate their strengths. Can use a range of personal strategies to self regulate. Demonstrates a growing understanding in decision making. And what makes them happy/sad. Engages in cooperative play, Sharing common goals with their peers.
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 Smiles at themselves in the mirror 	<ul style="list-style-type: none"> Children begin to develop a positive relationship to their key worker and display attachment behaviours Children show their readiness to be social but also enjoy solitary play opportunities Prefers to be handled by particular people Begin to recognise themselves. 	<ul style="list-style-type: none"> Begins to show an awareness and interest in other children Is wary of unfamiliar people . Recognise themselves showing definite awareness of themselves. 	<ul style="list-style-type: none"> Play alongside others in the same activity With adult support, children begin to understand the vocabulary 'yours', 'mine'; Seeks out key worker to share experiences and support Begins to accept help from people who are not their key persons. 	<ul style="list-style-type: none"> Begin to share and take turns with others in play Starts to form friendships Starts to seek out others to share experiences. Begins to play cooperatively with others Confident in own abilities and their environment demonstrating a positive sense of self. Is more confident towards strangers and more confident in new situations. 	<ul style="list-style-type: none"> Can build constructive and respectful relationships Start to be able to think about the perspective of others Practice skills of assertion, negotiation, compromise and looks to adult support to resolve conflict.
Managing self	<ul style="list-style-type: none"> Anticipates food routines with interest Communicates a need through crying. Shows an awareness when talked too. Takes note of something that is happening in the environment Explores new objects to investigate cause and effect. 	<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 Claps hands to express delight. Beginning to show resistance to adult direction , Begins to assist with nappy routine. 	<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 Begin to assist in dressing routine i.e lift arms 	<ul style="list-style-type: none"> Tries to help with dressing routine Begin to follow a toiletting routine with support Begins to be able to communicate their needs e.bg. 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 Can wash and dry hands effectively. 	<ul style="list-style-type: none"> Understands how to keep themselves safe and know who to go to for help and support emotionally. 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 toiletting routine effectively Begins to independently dress when changing and putting on clothing Children know how to keep themselves safe. Children will ask for help if they need it. 	<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 Develops a growing independence in keeping themselves safe.

PSED Implementation

	2 year old end point	3 year old end point	School ready
Self regulation	<ul style="list-style-type: none"> Attachment aware approaches Inductions Use back stories and working with parents to ensure an understanding of each child. Key person supports co-regulation Opportunities for rough and tumble play. Opportunities to calm/sooth self when upset – may use a comforter (blanker, dummy etc.) 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 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. Adults value children's voice—acknowledging communication. Adults support children in solitary play. 	<ul style="list-style-type: none"> The Tree R's /The Secure Base Model/Maslow's Hierarchy of Needs / Neurosequential Model Use the Colour Monster Story to support the understanding and development of the language of feelings and emotions. Window of tolerance to support more challenging behaviours. Snack and water available indoor and out to support meeting basic needs. Persona dolls to support regulation. Help support routines and expectations. Key person system. This ensures effective positive relationships; ensuring key persons 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. 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. 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. 'Time In rather than Time Out is used to support children in regulating, using Attachment Aware Approaches. 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). Visual timetable and cue cards to support understanding and regulating during their routines. 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 schedules B. Visual behaviour prompts C. Environmental cues for transition preparation. <p>Adults support children in developing their own ways to self regulate.</p>	<ul style="list-style-type: none"> Characteristics of effective learning will be underpinned by self regulation. Environment supports children to make their own decisions to self regulate.
Building relationships	<ul style="list-style-type: none"> Smaller ratio and key person groups. Key person buddy system. Lengthy induction period. Key person and key person groups. Attachment aware and behaviour regulation policy implemented. Group times and areas. Role Play area homely base for 30-hour children. Home visits supports developing relationships with key persons. Induction procedure. Environment supports children developing a sense of self through using mirrors. Images of children in displays to encourage them recognising themselves. 	<ul style="list-style-type: none"> Adequate resourcing to ensure unnecessary conflict. 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. Name cards support a sense of belonging. Behaviour Policy—attachment aware policy 	<ul style="list-style-type: none"> Cooperative game play, group times, games area and ring games, e.g. roll the ball to a friend, see the little sandy girl. The colour Monster puppets support building relationships, empathic attunement, how they feel; developing skills to support conflict resolution.
Managing self	<ul style="list-style-type: none"> Flexible routines support stage of development and needs of children on a daily basis. Intimate care plan 	<ul style="list-style-type: none"> PSED planned group times, using resources such as persona dolls, puppets, stories and opportunities for discussion. Use of T4W to support PSED encourages children to build confidence to participate as part of the group. Visual timetables used to support and ease transition. PECS used for SEN to support routine. Behaviour regulation support plans used to support individual needs. 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. 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 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. 	<ul style="list-style-type: none"> Routines displayed for children to see promoting independence with personal hygiene and managing their own belongings. Tool talks uses so children know how to use tools and equipment safely.

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 familiar noises 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? Understand games such as peek-a-boo and enjoy toys that make a noise Children point to things and use gestures to communicate 	<ul style="list-style-type: none"> 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 Begin to respond appropriately to simple instructions e.g. put your shoes on 	<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 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 Children will begin to show understanding of prepositions through carrying out the actions e.g. Simon says 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 Children can use their prior understanding to support further learning Understand words that describe a sequence e.g first, next, then, after that, finally Children will begin to understand, who, what where and why 	<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 Demonstrate an awareness of time in relation to past, present and future e.g. today is sunny, yesterday was rainy
Speaking	<ul style="list-style-type: none"> Communicate needs and feelings in variety of ways including crying, gurgling, babbling and squealing 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 Makes own sounds in response when talked to by a familiar adult, taking turns in conversation 	<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 Recognise and point to familiar objects when you ask them Children should be able to use approx. 20 familiar words 	<ul style="list-style-type: none"> 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 Begin to put four to five words together to communicate their needs, thoughts and ideas 	<ul style="list-style-type: none"> 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 Uses sentences of four to six words e.g. I want to play with cars 	<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 Use words to describe sequence e.g. first, next, then, after that, finally Children begin to use descriptive language to talk about what they can see using simple adjectives e.g. spotty, stripy, enormous

C&L Implementation

	2 year old end point	Three year old end point	School ready
Listening and attention and understanding	<ul style="list-style-type: none"> • Our key worker approach supports positive interactions and the development of early listening skills • Language rich environment, adults modelling effective communication, encouraging children to listen and attend. • Use of ELKLAN as tool for teaching vocabulary • Use of Wellcomm to support communication and language • Use of rhymes and stories to encourage interaction and early group participation • Use of cue cards to support understanding of routines and expectations • Early talk boost integrated into universal provision 	<ul style="list-style-type: none"> • Core books used to support listening and attention and comprehension • Core books used to support the linking of prior learning with new extended learning • Stories, songs, rhymes and poems used to support and extend learning • Talk for writing strategies used to underpin all elements of work • Talk for writing use to introduce new and support understanding of new vocabulary • Group times are highly interactive and encourage interaction between participants • children are taught to actively listen e.g. use of cue cards • Early talk boost integrated into universal provision • Sustained shared thinking (SST) opportunities underpin all elements of work between adults and children • SST supports the linking of learning and the understanding of who, what, why and where questions through a playful partner approach • Helicopter stories promotes understanding and use of learnt vocabulary 	<ul style="list-style-type: none"> • Book rich environment alongside core books ensures a well developed understanding and love for reading • Book rich environment ensure all children know to use the non fiction books to access information and support learning e.g. facts about bees • Talk for writing ensures children understand and can use the language of story structure
Speaking	<ul style="list-style-type: none"> • Adults model conversation and vocabulary, responding to and valuing each and every child's level of communication both verbal and non-verbal • Our key worker approach supports positive interactions and the development of early listening skills • Use of ELKLAN as tool for teaching vocabulary • Group times support and encourage speaking • SST is a playful partner approach promotes children to ask questions to further their own learning 	<ul style="list-style-type: none"> • Adults support behaviour regulation, modelling behaviour and interactions to enable communication needs, wants and feelings • Use of ELKLAN as tool for teaching vocabulary • Environment is designed to promote communication through communication friendly spaces 	<ul style="list-style-type: none"> • Talk for writing ensure children can use the language of story and demonstrate understanding of story structure e.g. first, next, then, after that, finally etc • SST enables children to effectively articulate their ideas and thoughts • SST enables well developed conversational skills

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 social and emotional well-being.

	<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"> ● 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 ● Catches a large ball ● Can move in a range of ways e.g crawling, walking, jumping, running, hopping, skipping, climbing. 	<ul style="list-style-type: none"> ● Revise and revisit the fundamental movement skills they have already acquired e.g rolling, crawling, walking, jumping, running, hopping, skipping, climbing
Fine Motor	<ul style="list-style-type: none"> ● Hold own bottle or lidded cup to drink ● Grasps finger foods and brings them to mouth 	<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 ● Pick up small objects between thumb and finger ● Begins to hold a cup with both hands using increasing control. 	<ul style="list-style-type: none"> ● Begins to use mark making tools using a fist grip. ● Begins to be able to drink from an open cup. 	<ul style="list-style-type: none"> ● Developing increasing control using equipment e.g. pens, paint brushes, scissors ● Begins to show preference for dominant hand ● Increasing control over tools such as: knives, scissors, pattern makers, pizza cutters, clay tools, mark making tools ● Begin to use fine motor coordination e.g. inset jigsaws, large threading etc 	<ul style="list-style-type: none"> ● Uses tools appropriately to make changes to materials ● Uses anti clockwise movements in their mark making ● Independently pours own drink from a jug. ● Begins to be able to chop own fruit. ● Demonstrates increasing control when using mark making tools using visible shapes to represent objects when drawing pictures.. 	<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 ● Prepares own snack independently ● Uses a dynamic tripod grip when using marking materials and tools.

Physical Development Implementation

	2 year old end point	3 year old end point	School ready
Gross motor	<ul style="list-style-type: none"> • Explores their own body and what they can do. • Environment promotes early stages of motor development. • Environments promote sensory processing. • Promotes early risk taking • Music and dance • Proprioception support e.g hammock, swings. 	<ul style="list-style-type: none"> • Moving in a range of ways is supported through, parachute games and music and movement. • The outdoor environment. • Equipment such as; balls, bean bags, hoops etc to support games area skills e.g throwing and catching. • Ladders, crates, tyres, large outdoor equipment, sweeping brushes, mops, building equipment. • Outdoor waterproof support dressing. • Toileting routine. • Own hooks for spare clothes and own bags support children in developing independence and a need to change. 	<ul style="list-style-type: none"> • Outdoor waterproofs for independent dressing. • Routines to support independent dressing and health hygiene.
Fine motor	<ul style="list-style-type: none"> • Snack progression fruit is prepared in the autumn term to encourage pincer grip. • Inset jigsaws. 	<ul style="list-style-type: none"> • Tool Talks in outdoor provision supports children knowledge of safety when using tools. • Knives are introduced to support children independently accessing and preparing snack. • Enhancement of foods to develop skills, scooping seeds, spreading butter etc. • Threading experiences • Exploratory play - spray bottles, pegs, whisks, tweezers. • Writing area and stimulus to support emergent writing and emergent letters. • Tools that support a range of joining techniques Staples, hole punches etc. 	<ul style="list-style-type: none"> • Dress for outdoors promoting managing zips and buttons. • Environments promotes using stimulus to draw in detail and form some letters.

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.

	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
Comprehension	<ul style="list-style-type: none"> Listens to familiar sounds, words or finger play Responds in anticipation of favourite songs e.g. Humpty Dumpty, Round and Round the garden 	<ul style="list-style-type: none"> Handles books and printed materials with interest Children enjoys exploring books with an adult Enjoys and demonstrates understanding of games such as peek-a-boo Engage in heuristic play, exploring objects with curiosity 	<ul style="list-style-type: none"> Enjoys sharing books with an adult Children show interest in books and rhymes in their environment Children can turn pages in books Children begin to join in with actions and sounds modelled by an adult when the story is read to them or when a song is sung to them Children enjoy being read to by a familiar adult 	<ul style="list-style-type: none"> Pay attention and responds to the pictures or the words when exploring stories with an adult Children share an enjoyment of rhyme Explores familiar story through role play Holds a book the correct way up turn pages one at a time Children independently enjoy books Identify familiar objects in books Seeks out adults to share stories Begin to copy talk for writing actions modelled by an adult Repeats words and phrases from familiar stories and rhymes 	<ul style="list-style-type: none"> Seeks out friends to share stories Joins in with repeated refrains from familiar stories Ask questions and makes comments about stories Reneact familiar stories through role Identify key characters in stories Begins to understand that print carries meaning and be used can find information Begins to understand story structure and sequencing Children begin to use story maps to retell a familiar story Children begin to change stories Children begin to tell oral stories using past knowledge of story Children listen intently to a story being read by an adult Children independently enjoy books 	<ul style="list-style-type: none"> Can retell a familiar story Can use story language in play Begins to make comments and share their own ideas whilst exploring stories Can use print (book or technology) to gain further information Children 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 environment Can tune into environmental sounds and locate where the sound is coming from 	<ul style="list-style-type: none"> Tune in and identify familiar sounds Enjoys 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 tempo Says some of the words in songs and rhymes Copy finger movements and other gestures Tune in, hear and name the sound heard Children 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 playing Demonstrates an understanding of the difference between print and picture Beings to recognise names, labels and familiar print Children begin to join in with rhyming games Children begin to engage in alliterative games and begin to identify objects with the same initial sound Children can identify syllables in words e.g. clapping out name Begin to identify initial sounds in words Children begin to talk about the phonemes in their names 	<ul style="list-style-type: none"> Children can identify rhyming words Children can identify alliteration Can read some letters by saying the sounds of them Children can blend CVC words Children can segment CVC words Children begin to hear phonemes and identify matching grapheme
Writing	<ul style="list-style-type: none"> Will engage ins sensory experiences e.g at meals times playing with food 	<ul style="list-style-type: none"> Enjoys 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"> Uses a fisted grasp to explore mark making tools Children explore the sensory experience of early mark making Children recognise marks can be made in a variety of ways 	<ul style="list-style-type: none"> Enjoys mark making Children use a variety of lines and scribbles Children know that their marks are valued Children use a digital pronate grasp to explore mark making tools Children begin to talk about the marks they make 	<ul style="list-style-type: none"> Begin to make marks to represent their name Children use drawings to represent writing Children give meanings to marks they make Children use a four finger grasp Children will dictate to adults what to write e.g. helicopter stories During role play children will write for a purpose Children are beginning to represent their experiences through drawings Children's writing symbols and shapes go from left to right Using their name cards children begin to write their name Begin to use static tripod grasp when drawing and writing Begins to make anticlockwise movements in their mark making e.g spirals, circles 	<ul style="list-style-type: none"> Beginning to use dynamic tripod grasp and make marks with good control Children can write their name independently Children use their phonic knowledge to write simple CVC words Begins to form some letters correctly Children are beginning to write labels and captions using 'letter like' shapes Children begin to match phoneme to grapheme e.g. when writing their name

Literacy Implementation

	2 year old end point	Three year old end point	School ready
Comprehension	<ul style="list-style-type: none"> Nursery/action rhymes Book rich environment—use of cause and effect books to support attention and understanding Heuristic play to explore how objects work Playing games such as peek-a-boo 	<ul style="list-style-type: none"> Early talk boost is universal provision—key children identified and focussed on during group times to ensure effectiveness 6 week use of core books to support a deep understanding of story Core books are carefully chosen to meet the interests and needs of all children Story area and continuous provision are book rich which supports the exploration of story, recall and identification of key characters Adults model use of books and story language during play Talk for writing is underpinned by the chosen core books ensuring deep level learning Group times use the core books to support all elements of learning 	<ul style="list-style-type: none"> Books and technology e.g. ipads can be used to support and extend learning Core books ensure that children have a deep understanding of story and story structure Discussions around core books are encouraged and engaging
Word Reading	<ul style="list-style-type: none"> Adults tune children in to environmental and everyday sounds Children are given opportunities to explore objects that make a sound Songs promote exploration of sounds e.g. old mcdonald 	<ul style="list-style-type: none"> Use of Red Rose letters and sounds phase1—all aspects 1-7 to support development of early phonic skills Group time/story time supports children to understand books and stories—text, illustrations, illustrator, author, title, blurb Use of familiar print purposefully across provision e.g. enhancements in small world, role play etc Listening station used to listen to stories and play games such as sound lotto Talking tins used to support tuning into sounds, from environmental sounds to phonemes Musical instruments used to explore making sounds and distinguish sounds Claves/tapping games in group times and continuous provision to identify syllables in words Play eye spy to tune into initial sounds Play CVC blending games e.g. through use of story time Playing rhyming games, exploring stories, and poems 	<ul style="list-style-type: none"> Use of assessment to identify children who are ready to begin Phase 2 phonics and begin delivery of systematic phonics Environment enables exploration and identification of graphemes to support their early writing and linking sounds to letters
Writing	<ul style="list-style-type: none"> Environment supports and promotes sensory and early mark making play Finger foods provided at snack and meal times Outdoor environment and provision supports the development of gross motor skills 	<ul style="list-style-type: none"> Name cards introduced to support writing of name Environment promotes opportunity for writing across all areas of learning Stimulus to support and encourage mark making based around core book and children's interest Adults model variety of mark making and writing through play 	<ul style="list-style-type: none"> Letter formation resources to support correct formation of phonemes Phase 2 phonics promotes writing of phoneme sets

Mathematical development

Aim: Numerical patterns: 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

Number: 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.

	<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>
S p a t i a l R e a s o n i n g	<p>See gross motor physical development</p>	<p><u>Space</u></p> <ul style="list-style-type: none"> Developing an awareness of their own bodies (Early spatial awareness) Recognise their movements have an effect on the world around them. <p><u>Measurements</u></p> <ul style="list-style-type: none"> Thrives from a routine 	<p><u>Shape</u></p> <ul style="list-style-type: none"> Carrying and piling blocks. Explores shapes through heuristic play and construction, make towers and rows <p><u>Space</u></p> <ul style="list-style-type: none"> Begin to transport blocks Can choose puzzle pieces and tries to fit them in such as Inset or shape sorters. <p><u>Measurements</u></p> <ul style="list-style-type: none"> Can squeeze themselves into different sized spaces Begins to enjoy number rhymes and songs and sometimes predicts what comes next e.g tickle at the end of round and round the garden. Becomes familiar with patterns within daily routines Put objects inside others and take them out again (early capacity) 	<p><u>Shape</u></p> <ul style="list-style-type: none"> Begins to be able to match object to shape e.g. shadows in continuous provision Notice patterns and arrange things in patterns/order e.g. line up trains, cars or make arrangements with objects Can make simple constructions building using rows and towers. Explores using blocks to create structures and arrangements <p><u>Space</u></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 in context Children can explore pattern through different media and materials e.g. pressing objects into playdough exploring the results/printing in paint <p><u>Measurements</u></p> <ul style="list-style-type: none"> Children can use the language of size, weight and capacity e.g. "All gone" in everyday play situations Demonstrate understanding the pattern of their routine e.g. come in get name card put on board/music indicating tidy up time Compare size e.g. the three bears using gesture and language 	<p><u>Shape</u></p> <ul style="list-style-type: none"> Uses shapes appropriately e.g. a triangular block for a roof and wedge shape block for a ramp Can name some simple 2D shapes and begins to notice their properties. E.g a circle is round. Begins to be able to partition and combine 2D and 3D shapes to make a simple structure. Builds creating enclosures or bridges that may show symmetry. <p><u>Space</u></p> <ul style="list-style-type: none"> Can copy a simple linear pattern using picture prompts of two repeating items e.g. stick, leaf (AB) Notice patterns and arrange objects in patterns. Understands some positional language such as 'on top' and 'underneath'. Can complete more complex jigsaws. <p><u>Sorting</u></p> <ul style="list-style-type: none"> Sort objects and say what features they have in common suggesting what is similar and different about the objects. <p><u>Measurements</u></p> <ul style="list-style-type: none"> Uses the language of size e.g big, medium, small. Uses the language of length e.g, long, short, tall, wide. Uses the language of weight e.g heavy, light. Uses the language of capacity e.g full, empty, more, less Understand that we need to pay for goods. Confidently follows routines showing an awareness of times and talk about significant times of day e.g morning/bedtime/ snack time/ lunchtime etc. 	<p><u>Shape</u></p> <ul style="list-style-type: none"> Combine shapes to make new ones - an arch, a bigger triangle etc. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc., building simple symmetrical structures independently. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' <p><u>Space</u></p> <ul style="list-style-type: none"> Understand position through words alone - for example, "The bag is under the table," - with no pointing Talk about and identifies the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns - stick, leaf, stick, leaf <p><u>Sorting</u></p> <ul style="list-style-type: none"> Sort objects and say what features they have in common suggesting what is similar and different. <p><u>Measurements</u></p> <ul style="list-style-type: none"> Make comparisons between objects relating to size, length and height e.g. longer than / shorter than ; wider / narrower; taller / shorter Make comparisons between objects relating to weight e.g. heavier than/lighter than Make comparisons between objects relating to capacity e.g. more than/less than Understand and use language - before, after, yesterday, today, tomorrow Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...', 'after that...' last' Know some names of the days of the week.
N u m b e r		<p><u>Counting</u></p> <ul style="list-style-type: none"> Begin to use gesture to suggest more e.g mouth open for more food. Point for more drink. 	<p><u>Counting</u></p> <ul style="list-style-type: none"> Uses some number words in play Shows awareness of early number through showing an interest in rhymes such as this little piggy went to market Develops counting like behaviour such as making sounds. 	<p><u>Counting</u></p> <ul style="list-style-type: none"> Enjoys number rhyme and can join in with actions Uses some number names in play and can orally count but may skip numbers e.g. 1,2,3,5 Children begin to demonstrate an understanding of one to one correspondence using counting like behaviour. Children understand more, fewer or same <p><u>Number Sense</u></p> <ul style="list-style-type: none"> Children can give one item when asked. 	<p><u>Counting</u></p> <ul style="list-style-type: none"> Children can compare two groups of objects up to three and can identify when each group has the same amount Compare quantities using language more, fewer and same. Can count using one to one correspondence, 1,2,3, (stable order) Use the word 'zero' to represent 'none Can subitise amounts up to 3 Children can count up to three items and recognises that the last number said represents the total counted so far (cardinal principal) <p><u>Number Sense</u></p> <ul style="list-style-type: none"> Children can link objects up to 3, matching numeral to quantity (cardinal value) Begins to show an interest in early mathematical mark making using marks to represent number or amounts. <p><u>Calculating</u></p> <ul style="list-style-type: none"> Begins to use their understanding of number to solve practical problems to 3 in play and meaningful activities Begins to show an awareness of one more than a given number to 3. Begins to show an awareness of subtraction by identifying one less 0-3 	<p><u>Counting</u></p> <ul style="list-style-type: none"> Recite numbers to 10. Say one number for each item in order: to 5 and may count beyond (one to one correspondence) Show 'finger numbers' up to 5 (cardinal value) Know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Recite numbers to 5 forwards and backwards. (stable order) Fast recognition of up to 6 objects, without having to count them individually and beyond (subitising) Understand and use conservation of number amounts can be counted from left to right, right to left or from the middle. (order irrelevance) Compare quantities using language: 'more than', 'fewer than' (comparison) Solve real world mathematical problems with numbers up to 5 (abstraction) <p><u>Number Sense</u></p> <ul style="list-style-type: none"> Partition a set of objects in different ways to 5 e.g 3 and 2 then count the total. (part part whole) Know that numbers greater than 1 can be made in different ways Recognise and identify numerals 0 to 10 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals <p><u>Calculating</u></p> <ul style="list-style-type: none"> In real life contexts find one more and one less than a given number Understand the concept of addition by practically combining sets of objects to find how many using the part part whole model with object to 5.(composition) Understand the concept of subtraction by practically removing one amount from within another to find how

Mathematical Implementation

	2 year old end point	3 year old end point	School ready
Spatial Reasoning	<ul style="list-style-type: none"> • Heuristic play • Different sized containers • Continuous provision set up to support independence in tidying up. • Use of blocks through continuous provision • Inset Jigsaws • Number rhymes and core number songs • Now ad next boards • Individual timetables • Whole class routines • Environment designed to support regulation of space • Exploratory/sensory play • ELKLAN Vocabulary • Weighing scales, measuring containers, different sized resources to support measure. • Tidy up music to indicate time and routine • Core books support mathematical skills and learning. • Snack rea set u to support mathematical skills e.g changes in amount? How many? More. Less., empty. 	<ul style="list-style-type: none"> • Construction continuous provision enhancements • Outdoor den making • Outdoor workshop area • Jigsaws • Pattern stimulus supporting heuristic play and pattern making. • Outdoors to support natural exploration of pattern. • Environments supports prepositions alongside Early Talk Boost. • Adults model descriptive language through Sustained and shared play. • Musical instruments and body percussion support pattern making. • Measuring plants in the allotment supports length. • Large water and sand areas and baking opportunities support knowledge of weight and capacity. 	<ul style="list-style-type: none"> • Enhancement role play with patterns in clothing and workshop area. • Group time routines support days of the week. • Talk for writing supports sequence of events
Number	<ul style="list-style-type: none"> • Finger rhymes • Play games such as ready, steady go. 	<ul style="list-style-type: none"> • Group time routine supports number • Snack area comparing more and less • Continuous provision supports number across all areas of learning. • Dice games, games to support number sense. • Counting frames and number lines to support counting to 5. • Numbered wellies in the outdoors to support number recognition. • Pattern stimulus prompts. 	<p>Part part whole model frames.</p>

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.

	<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
The Natural World	<ul style="list-style-type: none"> Moves eyes and head to follow moving objects Smiles with pleasure at recognisable things. Repeats bodily actions that are having an effect e.g moves legs and arms. Is comforted by touch and peoples faces and voices Calms from being upset when held, rocked, spoken or sung to with soothing voice Responds to their name through body language e.g eyes widen, gaze Responds to and thrives on warm sensitive physical contact and care expresses discomfort, hunger or thirst. 	<ul style="list-style-type: none"> Demonstrates curiosity towards the world around them Looks around with interest at a new environment. Children find different ways of exploring the world around them e.g. mouthing, banging etc Repeat actions with skill to explore cause and effect. Looks round with interest at the new environment. 	<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 Closely observes what vehicles, animals and people do. Begins to understand things are still there that cannot be seen. 	<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 Understand objects are there that cant be seen and where to go to find them. 	<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"> Starts to realise they influence people Recognise key people in their lives Engages in unoccupied play through sensory 	<ul style="list-style-type: none"> Develops a sense of belonging to their family and key persons. Recognise themselves in mirror play. Engages in solitary play with toys in their immediate vicinity. 	<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 Engages in on looking play, by watching others engaging in the same activity. 	<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 Engages in parallel play engaging in the same activity and sharing resources with little/ no interaction. . 	<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 Engages in associative play acknowledging their friends and playing side by side. 	<ul style="list-style-type: none"> Can talk about their families and demonstrate an understanding that there are many different families Engages in cooperative play. Sharing common goals with their peers.
Past and present	<ul style="list-style-type: none"> Anticipates food routines with interest Takes note of something that is happening in the environment Explores new objects to investigate cause and effect. Begins to respond to and be comforted by routine. 	<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 Claps hands to express delight. Beginning to show resistance to adult direction , Anticipates routines 	<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 Begins to recognise significant events in their life e.g birthdays, Christmas, Eid. Begin to assist adults in routines 	<ul style="list-style-type: none"> Beginning to recall significant events in their lives e.g. birthdays, Christmas, Eid. Engages in routine 	<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 begin to be 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 Children begin to be aware of their next steps regarding schooling and start to prepare for their transition to Primary School

Understanding the world Implementation

	2 year old end point	3 year old end point	School ready
The Natural World	<ul style="list-style-type: none"> Natural materials and resources Specific areas of provision that have clear storage and labels. Key person system. Planning and provision exposes children to use all their senses Suitable outdoor attire to support outdoor play in all weathers 	<ul style="list-style-type: none"> Real life objects and role play e.g., Nurture room Real life experiences The environment and teaching is responsive to the children's interests or naturally occurring opportunities e.g. change in seasons, snow, windy day etc Chickens in forest promote routine and responsibility Pond in forest offers opportunity to observe the development of frog spawn to frogs and ponds creatures Opportunities to explore lifecycles of plants and animals Bird hide to observe birds in their environment 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 Small world toys are realistic in appearance Group time comments on the weather and introduction of weather-related vocabulary e.g. misty day 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. Life cycles chicks, frogs, butterflies Home visits - discussions around each developing individual. 	<ul style="list-style-type: none"> Designated areas of the outdoors - sensory, forest and allotment that support Forest School principles Books and stories (including non fiction) about nature and the natural world Computers and iPads used as a tool to gain more information Adults model taking care of natural world e.g. refilling bird feeders
People, culture and communities	<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. Key person system. 	<ul style="list-style-type: none"> Share experiences from home parents emailing key worker. Discussing transitions and moving onto reception, 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. 	<ul style="list-style-type: none"> Enhancements provide knowledge of places around the world, other cultures and communities.
Past and present	<ul style="list-style-type: none"> Lengthy settling in period. Pictures of themselves and families within the snug. Routines and boundaries. Keyworker system. Induction process. Home visits. 	<ul style="list-style-type: none"> 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. 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. Stories and role-play about moving onto primary school. 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. 	<ul style="list-style-type: none"> Transition arrangements with local primary schools. Keyworker discussions with primary schools. Visits from reception teachers

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 style="color: green;">Experiments with a range of media e.g. tools, materials, sounds through whole body movements and multi sensory exploration</p>	<ul style="list-style-type: none"> Children show response to music and sound by moving their bodies e.g. bopping - bending their knees Anticipates play actions e.g. waiting for peepo <li style="color: green;">Explore their voices and enjoy making sounds Children show interest in making and exploring sounds with everyday objects Engages in mark making through sensory play e.g. finger painting 	<ul style="list-style-type: none"> Children demonstrate a range of action in response to music e.g. jumping, spinning, clapping 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 <li style="color: green;">Children being to enjoy familiar rhymes Begins to show an interest with musical instruments (not necessarily the correct way) Explore paint using fingers and other parts of their bodies as well as brushes and other tools Recognises that their movements can leave marks e.g. finger in paint Children use glue to stick resources to a flat surface Children explore scissors using two hands making snips supported by an adult To find their singing voice and use their voice confidently Begin to move their bodies to music in a steady beat Begin to be aware of when to stop and start singing/ playing instruments using symbols or signals 	<ul style="list-style-type: none"> To explore and create sounds by selecting musical instruments To begin to copy and follow a steady beat Use tools to make marks intentionally e.g. paint brushes, pens, pencil, chalks etc Children show an interest in things that specifically make a sound e.g. instruments, interactive toys and natural materials Children explore how sounds can be changed in a range of ways e.g. banging, tapping, shaking, loud and quiet, fast and slow Children join in with group singing of Nursery rhyme and other songs Children explore the mixing of colours <li style="color: green;">Notices and becomes interested in the transformative effect Begin to explore a range of media and materials across their environment Explores mark making in malleable materials Can effectively mix powder paints and water for painting Children join pieces together using glue Children use scissors/ squeeze scissors to make snips independently 	<ul style="list-style-type: none"> Children clap or tap to a steady beat or rhythm e.g. along to a song, or copying a rhythm modelled by an adult Joins in with familiar dances and ring games Children explore techniques with clay and other malleable materials e.g. rolling, balling, pulling etc Children demonstrate control in using tools to leave marks that represent their idea e.g. painting a picture saying it's a dinosaur Children enjoy singing Nursery Rhymes and other songs independently Children begin to be able to mix colours for a purpose through exploration Children use tools and materials to join and construct for a purpose e.g. Duplo, junk modelling Children keep a steady beat whilst playing musical instruments <li style="color: green;">Children use a multi-media approach whilst exploring malleable materials Children join effectively using glue and tape Children hold and use scissors effectively to cut materials e.g. cut a length of tape Children begin to talk about what they are going to make (planning) Name musical instruments and know how to play them correctly Use words to describe sounds/music Begin to use scissors one handed and with increasing control 	<ul style="list-style-type: none"> Develops an understanding of how to create and use sounds intentionally Children anticipate changes in music and respond appropriately 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 e.g. which material is best or what joining technique to use Creating collaboratively sharing ideas resources and skills Explores and talks about music e.g. loud/quiet, guitar, piano etc Uses their increasing knowledge and understanding of tools and materials to explore their interests, enquiries and developmental thinking To identify and name different types of materials and talk about their properties eg. Metal is magnetic, foam is soft etc Children can use as range of skills to create a simple model from malleable materials Children explore techniques or styles of representation by famous artists e.g. exploring lines with Kandinsky Children demonstrate knowledge of how which two colours they can mix together to create specific colours e.g. knowing red and blue will make purple Children begin talk about the colours they make using descriptive language e.g. dark blue, like the night sky etc Children build up a bank of dances/games Use 2D and 3D materials to create structures and express ideas Children use a range of joining techniques when creating e.g. hole punch, split pins Children use scissors to cut around shapes and along lines with accuracy
Being imaginative and expressive	<ul style="list-style-type: none"> Begins to express themselves through whole body actions and facial expressions 	<ul style="list-style-type: none"> <li style="color: green;">Responds to and engages with the world around them e.g. sounds, movement, people, objects, sensations, emotions (their own and others) Begins to use objects to imitate everyday actions 	<ul style="list-style-type: none"> <li style="color: green;">Begins to engage in pretend play e.g. small world and home corner Uses familiar objects to engage in pretend play e.g. telephone, brushing hair Pretends that one object represents another, especially when objects have characteristics in common 	<ul style="list-style-type: none"> <li style="color: green;">Creates sound effects and movements to support pretend play e.g. sound of car moving brrrrmmm Sings independently whilst playing Uses objects that represent familiar objects e.g. circle as a steering wheel Begin to use lines and circles to represent objects in mark making Explores using mark making tools to and equipment to express ideas 	<ul style="list-style-type: none"> Enjoys and joins in with talk for writing actions Has a favourite core book Children can create small world environments based on their interests e.g. making a zoo for their animals, a train track for their trains Creates their own simple songs and rhythms <li style="color: green;">Beginning to create a narrative/story in their imaginative play Experiments and creates movement in response to music stories and ideas Children will confidently combine movements, singing whilst playing musical instruments Children can replicate the tone, pitch and pace of a familiar song Draw a simple representation and add detail such as drawing a face and adding features 	<ul style="list-style-type: none"> Creates sounds, drawing and movements to accompany stories Children develop clear storyline within their play, act out the role demonstrating their abilities to negotiate and solve problems Remembers and sings an entire song independently Explore and engage in music making and dance, performing solo or in groups Independently uses the talk for writing actions in their play and reading Begins to talk about whether they like or dislike music Begins to use movement and sound to express experiences, ideas and feelings e.g. this song makes me happy Begin to listen to familiar music and think about when it may be used e.g. carols— Christmas time etc

Creating with materials Implementation

	2 year old end point	3 year old end point	School ready
Creating with materials	<ul style="list-style-type: none"> Environment promotes sensory exploration of materials Adult model language for children as they explore e.g. squishy, soft etc Song and music are used to underpin all elements of learning Adults model quality interactions with children that promote participation Children are encouraged to sing and explore their voices—adults model and copy the sounds children make Children are encouraged to explore sounds in their environment Environment promotes exploration of senses and sensory enhancements are provided Daily singing opportunities Using rhythm to capture children's attention and experiences. Sound makers provided for children to explore e.g. everyday objects and Children are encouraged to explore. The environment promotes exploration and investigation, awe and wonder created through provocations and enhancements 	<ul style="list-style-type: none"> Children are encouraged to explore. The environment promotes exploration and investigation, awe and wonder created through provocations and enhancements Core books underpin all elements of learning Core books are used to support creating for a purpose. Teaching through song Adults model action songs and encourage children to participate Use of chosen elements of varying music resources and approaches to develop listening and attention skills, highlighting sounds, following beats/rhythms and exploring sound Daily opportunities to explore story and song Songs embedded across provision to support engagement and understanding e.g. good sitting song and washing hands song Nursery rhymes planned as part of core books to encourage children to explore rhythm and rhyme Phase 1 phonics activities promote listening and attention and tuning into and talking about sounds Children are encouraged to use a range of tools including their own bodies when exploring mark making adult model language and encourage children to describe the marks they make Appropriate level joining materials provided—adults knowledge of children supports appropriate level use of tools and materials e.g. knowing some children are using glue and flat surface and some are joining boxes together using tape Range of scissors provided to support differing levels of development—level of adult support varies depending on need Wide variety of opportunities to make marks across the environment indoors and out Use of music and musical instruments embedded throughout planning to support engagement and exploration of sound CP areas, e.g. junk modelling, construction, exploratory, creative etc, support the development of this aspect. Dedicated art room with plentiful tools and equipment, alongside stimulating provocations, experiences and opportunities to be creative in their own way, taking learning in their own direction Colour mixing process is taught from the beginning and children are encouraged to follow a set process to support understanding and consistency of approach Appropriate tools and instructions are part of CP. CP has a range of resources, e.g. masking tape, string, wool, scissors, glue etc. 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. SST embedded throughout teaching, adults model language to promote thinking and encourage children to extend their learning 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 enjoy listening to rhythmic patterns in rhymes and stories joining in with actions and sounds. Sound makers provided for children to explore e.g. everyday objects and instruments Different musical genre to be played in the art room or in different areas linked to planned enhancements or interest Children encouraged to combine media and explore and talk about the effects different media have on one another Children are exposed to different types of materials and encouraged to explore their properties and characteristics—adult model SST e.g. magnetism Children are exposed to different artists and encouraged to create their own interpretation/representation of artists work Artists work used as provocation to encourage SST and discussion around techniques Children are encouraged and supported to be creative Use of a variety of early years music and movement resources to support progressive skills 	
Being imaginative	<ul style="list-style-type: none"> Core rhymes underpin exploration Daily singing and story Children's vocalisations and movements are valued and adults copy actions to begin early interaction and encourage participation Songs and rhymes are explored daily Children are encouraged to explore. The environment promotes exploration and investigation, awe and wonder created through provocations and enhancements Role play spaces linked to children's own experiences are available with familiar resources to allow children to make links in their learning and explore and replicate their experiences. Small world resources available based on need and interest—adults model play using language and playing with sounds to support understanding 	<ul style="list-style-type: none"> Core books underpin all elements of learning Use of a variety of early years music and movement resources to support progressive skills Songs and music used to support engagement in learning Books, songs and stories embedded throughout the environment to encourage children to explore sound and movement Adults model discussion around stories, developing character knowledge to support development of imagination to support and extend play Adult model use of sounds alongside play e.g. brrrrmm playing with cars—tuning in and identifying sounds around them Open ended resources to encourage creation of own worlds in small world—provocations and modelling used to help support thinking and ideas Children immersed in music and encouraged to discuss and make links to their experiences Adults model talk for writing and use of story language in play in all areas of learning Adults model use of everyday objects to support play Role play created based on interest/experiences/core book 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 to encourage retelling and development of story throughout the year Regular exposure to a wide range of stories, puppets and props. 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 encourage extension and linked 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. Talk for writing underpins all teaching and learning Helicopter Stories used weekly to develop children's confidence in telling story and being imaginative Readily accessible tools and materials to create their own props to support role-play. Real life experiences to support and extend learning more specific role-plays areas such as a till, scanner, office equipment. 	