

Curriculum Policy for Randolph Beresford Early Years Centre.



September 2021

EYFS Curriculum for Randolph Beresford and Vanessa Nursery Schools

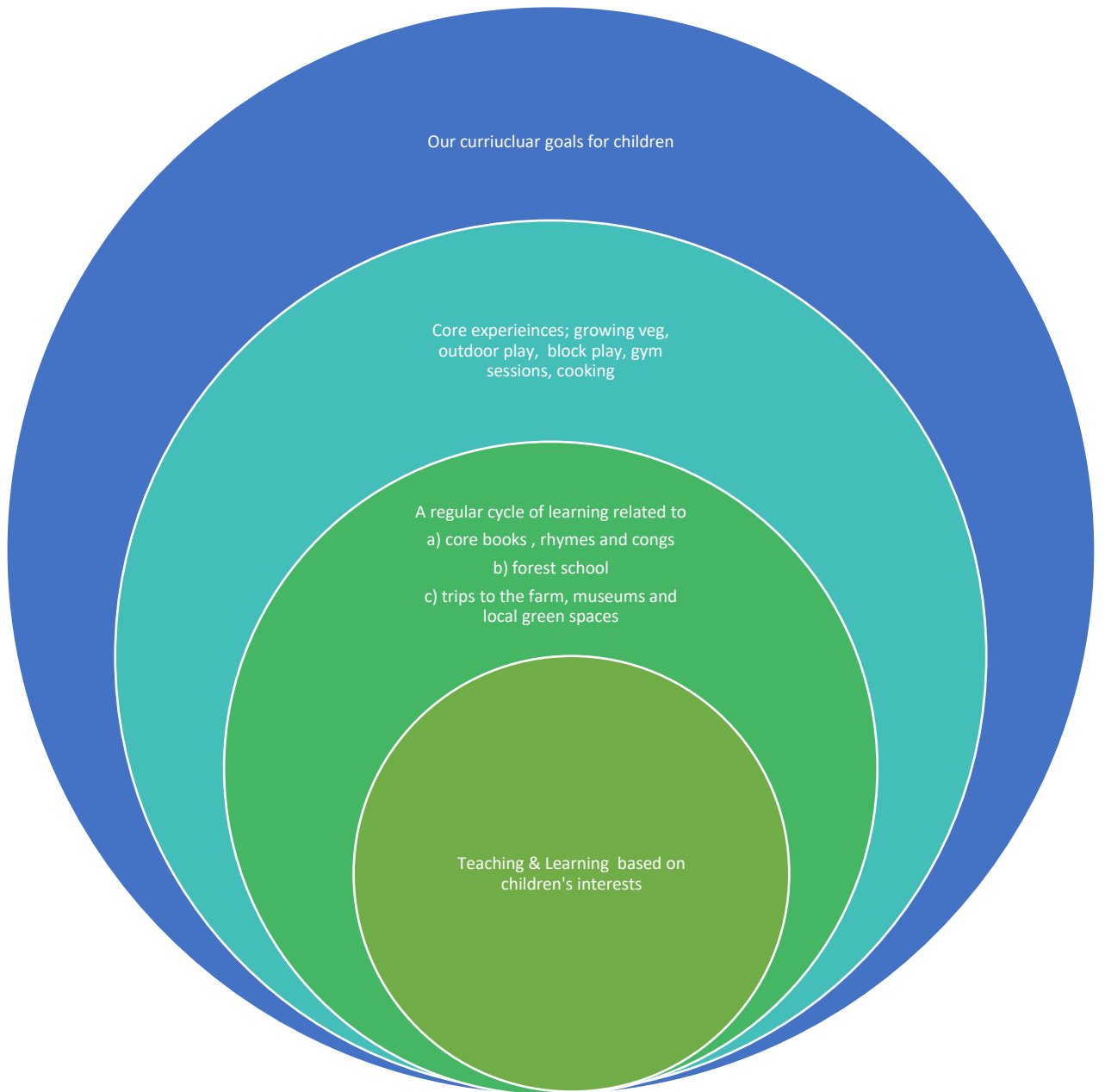
Our Principles

- All children are entitled to high quality learning and teaching. This will equip them with the skills, knowledge and understanding they need today, and in the future.
- Children learn at different paces and each child's development is unique
- Children learn best when they are happy, secure and actively involved in their own learning. Children's enjoyment is a priority
- Effective teaching and learning in the EYFS requires different approaches. For example; mathematical learning requires a sequential approach; new concepts must build upon the solid foundations of earlier concepts whereas learning about the world is much less sequential. The order of learning matters less than building on children's interests and widening their experiences.
- Every child can progress well in their learning, regardless of their starting point, with the right support all children can thrive.
- Children learn best when they have secure and solid relationships with their teachers.
- We are open to new ideas supported by discussion and research; we discuss learning together and review our work as a team. We discuss learning with parents; this helps us to provide a curriculum that prepares children well for reception, so that they can manage transition and continue with their own learning journey with confidence and ability.
- Our curriculum development supports our practitioner development; what we do and how we do it matter equally.
- Children's happiness and security underpin all teaching and learning experiences.



Our Curriculum overview

We offer a high quality broad and balanced curriculum, which had four main elements.



<p>Teaching and learning based on children's interests</p>	<p>Aspects of our curriculum require practitioners to be flexible and take account of children's interests</p>
<p>A regular cycle of learning</p>	<p>All aspects of our curriculum have a progress model.</p> <p>When building on children's interests, we are planning to broaden or deepen those interests.</p>
<p>3. core experiences; growing veg, cooking, block play, gym sessions</p>	<p>The progress model is especially true of the second, third and fourth elements.</p> <p>For example, our cycle of core books begins with very simple text, over time children progress onto texts with more complex vocabulary and structures.</p>
<p>Our curricular goals for children</p>	<p>We have a high mobility rate, with children joining the nursery throughout the school year. The curriculum model is modified to meet their needs on entry</p>

Learning at Randolph Beresford Nursery School and Early Years centre

- The vast majority of learning is play based and takes place both outside and indoors.
- There is a balance between adult-initiated experiences and child-initiated experiences
- Adults begin learning experiences from children's interests and strengths using them as a starting point.
- All children are seen as competent learners
- Parental involvement is crucial, we learn a great deal about every child from their parents that informs the planning of our environment and learning opportunities for all children.

We designed our curriculum with the particular needs of the children living on the white city Estate and surrounding areas. For example, many children do not have access to their own outdoor space to play or grow vegetables and observe the natural world, we place a high priority on learning outside and all children have access to being outdoors at any time of the day. Many of our children do not have English as a first language; we recognize the importance of the home language while teaching children English.

Our goals are ambitious. They provide an overview of the different things we would

like children to know and be able to do. We have linked our curriculum to the revised EYFS development matters and statutory framework.

Seven key features of effective practice described in Development Matters (EYFS 2021)

1. The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, 4 months¹ behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2. High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in

the early years, are big steps for small children.

3. The curriculum: what we want children to learn

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

4. Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

5. Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

6. Self-regulation and executive function

- Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - regulate their behaviour
 - plan what to do next.
- These abilities contribute to the child's growing ability to self-regulate:
 - focus their thinking
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
- Language development is central to self-regulation: children use

language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

7. Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

When taking into account the learning and development of young children the revised EYFS Development Matters has taken into account the Characteristics of effective learning and provided a guide to the seven areas of learning that children should have access to during their foundation years. These areas of learning, although laid out as individual sections overlap, as children do not learn about one thing without knowing about another- for example; to build a ladder you need to know about design and technology and mathematics, you need both small and gross motor skills and you need to know how to work in a small group of with one other person. The described learning in Development matters is not a check list for assessment, neither is it meant to be a 'long term plan' for every child under 5. It is guidance that shapes and informs the curriculum that is delivered in our school for the children that attend.

Our curriculum is ambitious, the goals take into account children's past experiences and are adaptable to meet the particular children on roll. Adults offer scaffolding and support where needed to make sure every child can access the curriculum, however we recognise that not all children will make the same progress through the curricular goals. Many children will learn to follow an entire recipe independently, for some children, particularly those with complex needs managing to tolerate the combined

mixture of flour and water to make play dough will demonstrate strong progress from their starting point.

Where children move on quickly through the curriculum goals our emphasis will be on deepening learning rather than introducing new skills or concepts; for example children who learn to follow one recipe to make a fairy cake will learn how to make other things such as bread or pizza.

All children will participate in the same curriculum.

Our 9 curriculum goals

Settle in	Settle in and become a confident learner
Climb	Can climb confidently onto equipment and negotiate themselves down safely
Perform	Can take part in a performance
Join	Can join objects together
Count	Understand the concepts and language of number
Play games with others	Can play 'What's the time Mr. Wolf'
Bake	Can follow a simple recipe to make a fairy cake
Read/write	Can tell a story around a picture they have created
The Natural World	Understand the benefits of looking after their natural world

1. Settle in and become a confident learner	
<p>First milestone: children make a strong relationship with their key person. Increasingly, they separate confidently from their parent at the start of the session and become involved in their play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed.</p>	<p>Where children need individualised and additional help, this will be offered promptly. Help includes: individual meetings with parents to map a way forward; Early Help support for parenting; Triple P parenting.</p> <p>As children grow in confidence, their involvement in nursery activities deepens. They explore a wider range of activities. They play for longer periods of time. They play alongside friends. They play collaboratively. They develop their 'pretend play'.</p>
<p>Second milestone; Children take part in pretend play, communicating and negotiating with their friends</p>	<p>As children's engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults challenging them.</p>
<p>Third milestone: children persevere with difficulties. They make comments about their learning and play in their special books/floor books and show pleasure/pride in what they have done.</p>	<p>As children play and learn more collaboratively, over longer time periods and taking part in more challenging activities, they talk more about and reflect on their learning</p>
<p>Final milestone; children reflect on their learning, through their special books/floor books. They comment on their thinking and the ways they go about their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. Children show they are developing their metacognition.</p>	



2. Can climb confidently onto equipment and negotiate themselves down safely

<p>First Milestone: Children can use the muscles in their legs, arms and hands to manoeuvre over, under and across low level climbing equipment with the support of familiar adults.</p> <p>Children will increasingly become confident using lower level equipment for climbing and when moving around in large spaces.</p>	<p>As children build up their gross and fine motor skills they engage for longer periods of time. They can climb up and onto objects with little support and are beginning to assess their own capabilities.</p> <p>Where children need individualised and additional help; this will be offered promptly. Help offered includes support from their key person and familiar adults in nursery, adjusted equipment, discussion with parents and possible referral to outside agencies. (where physical development seems significantly delayed or there is a recognised cause for limited abilities in movement)</p>
<p>Second Milestone: Children will make considered choices about using low level climbing equipment, assessing their own risk with support. Children will begin to demonstrate more confidence using equipment and start to find a purpose for climbing, for example using this in their imaginary play or to reach the pears on the pear tree.</p>	<p>As children become more confident in using their gross motor skills, climbing experiences and equipment will be adjusted and extended. Familiar adults will offer less physical support replacing this with verbal support and encouragement. Adults will model the language associated with in, on, under and over.</p>
<p>Third Milestone: As children's skills in both climbing and assessing risk develops they will begin to offer suggestions on how to extend their experiences with climbing resources. Children will move more confidently and with balance and agility often incorporating climbing into their imaginary role play experiences for example- moving over the large equipment as a superhero or pirate.</p>	<p>Adults will provide more challenges, creating different levels and opportunities to move in different ways around and across equipment. Children will begin to think for themselves and assess risk more accurately. Offering suggestions on how equipment might be set up.</p>
<p>Final milestone: Children can access climbing equipment confidently and are in control of their own bodies. They have awareness of their own capabilities and begin to challenge themselves or respond to challenges set for them by others. Children learn to dismount equipment safely using both feet for landing and knowing that they bend their knees on impact to prevent injury. They have awareness of others and the need to have space between each other.</p>	

3. Can take part in a performance	
<p>First Milestone: Children take part in imaginary and pretend play using their own first hand experiences as a starting point, they begin to add different roles into their familiar play such as mummy, daddy, baby and follow familiar patterns of events such as shopping, cooking and bath times.</p> <p>Children will increasingly become confident introducing new ideas and characters into their pretend play and begin to imagine scenarios based on familiar text.</p>	<p>Children show interest in books and stories, and begin to have some favourite rhymes and songs they use this to make up their own stories and add familiar characters to their pretend play in familiar environments. They begin to move to music and sounds.</p> <p>Where children need individualised and additional help; this will be offered promptly. Help offered includes support from their key person and familiar adults in nursery, adjusted equipment, discussion with parents and possible referral to outside agencies.</p>
<p>Second Milestone: Children will create props for familiar stories, rhymes and songs and begin to re-tell familiar stories to others. They will use costume to create character and role within their play. Children will use small world objects to re-create familiar scenes and begin to assign personalities and role to each character and begin to allow others to join in adding their own ideas.</p>	<p>As children become more confident in using resources to represent objects or people they may explore events and experiences that have made them sad or afraid. Familiar adults will support these explorations by offering contact and language to describe situations and feelings and to affirm children's thoughts and ideas.</p>
<p>Third Milestone: Children are able to act out familiar stories with their friends or by themselves with small world figurines. They begin to know the structure of stories and can recognise character, setting and events that are important to the narrative. Children begin to create their own storylines or endings that extend familiar stories. Children will create their own props and costumes</p>	<p>Children become more familiar with the structure of stories through sharing books and stories with familiar adults. Adults will point out how stories are structured and the role of the characters, events and pace of a story. Adults will introduce narrative and 'book' language. They will provide materials and resources so children can create their own props and costumes.</p>
<p>Final milestone: Children can make up their own plays, they can create characters and storyline understanding the need for structure and purpose of the story. They are able to add costumes, songs and music to their play and play collaboratively with others when performing their play to others.</p>	

4. Can successfully join objects together	
<p>First Milestone: Children explore using one handed tools and equipment, such as scissors, blocks, Duplo, corks and other materials to create artwork</p>	<p>With adult support, children learn how to use tools and resources correctly and understand their use. Children begin to build towers with blocks and tracks for trains and cars. Children begin to combine media into their art work to create collage. They take part in using recycled materials using scissors and sellotape or glue to join things together.</p> <p>Where children need individualised and additional help; this will be offered promptly. Help offered includes support from their key person and familiar adults in nursery, adjusted equipment, discussion with parents and possible referral to outside agencies.</p>
<p>Second Milestone: Children develop confidence in using tools, equipment and materials. Learning how to dress and undress the dolls, putting on their own coats and doing up zips and buttons. Using a peeler or string at forest school to join sticks together.</p>	<p>As children grown in confidence, they are introduced to other tools such as hammers and saws and shown how to use these safely. They access the recycled materials, blocks and other core provision where they can explore different ways of joining materials.</p>
<p>Third Milestone: Children have repeated experiences with materials and resources that can be joined together, they think about what they are creating and how they want it to look. They begin to articulate what they are making 'look I've made a train, it has 4 wheels and an engine' They are introduced to more tools and materials and taught how to use them safely and effectively.</p>	<p>With support children use an increasing range of tools, hole punches, staplers, nails safely and with increasing confidence. They have an idea of what they will make and how they want it to look.</p>
<p>Final milestone: Children plan what they want to make. They choose the materials required and can shape these using tools they are familiar with. They use sellotape, glue, nails, staples and string to join them together. Children can use the art work of others as inspiration.</p>	

5. Understand the concepts and language of number	
<p>First Milestone: Children explore objects and resources discovering that some of them are the same and some are different. Children are aware of their own 'number' related to their birthday; for example they are 2. Children begin to use their developing knowledge of cardinal number (how many objects) to share resources equally while using familiar resources in their play; for example setting the table for 2 in the home corner for their 2 dolls.</p>	<p>Adults introduce the concept of numbers relating to children's ages and birthdays, they limit resources so that children can explore the '2ness of 2 and the 3ness of 3' in a variety of ways. During snack and lunch times adults point out that there is a space for each person, that they have a certain number of utensils however there is one of each. Using real life examples of matching amounts to objects. (cardinal number) Adults introduce the concept of grouping counting through songs and rhymes and while playing with objects.</p> <p>Where children need individualised and additional help; this will be offered promptly. Help offered includes support from their key person and familiar adults in nursery, adjusted equipment, discussion with parents and possible referral to outside agencies.</p>
<p>Second Milestone: Children will use number language in their play, counting freely and requesting how many objects they have or need. Children will know some numbers in order, they will begin to relate numbers to numerals saying the correct number name for the correct numeral to 5. Children will become more confident in recognising small amounts of objects.</p>	<p>As children grown in confidence adults will introduce simple mathematical language to compare quantities for example, one more/one less, more/less, similar/different. Adults will begin to introduce language related to ordinal numbers (first, second, third) within play experiences or when carrying out daily tasks; for example 'first Joe will wash his hands, second sally will wash her hands.' Children will estimate how many objects they have.</p>
<p>Third Milestone: Children will use number language appropriately in their play and will respond to some questions about number. They will take risks with mathematical concepts beginning to take away and add objects offering suggestions to how many are in the group. Children will begin to use marks to represent numbers/amounts and give these meaning.</p>	<p>Adults will introduce the concepts of additional and subtraction. Children will play with number, subitising (recognise the number of objects without counting) with small groups of objects. Adults will model recording amounts and numerals using marks and encourage children's attempts to record number.</p>
<p>Final milestone: Children will know numbers to 10 and have a secure knowledge of numbers to 5. They will be able to accurately say how many in a group subitising before counting to check for errors. Children will have an understanding of problem solving using numbers and amounts in real life situations.</p>	

6. Play what's the time Mr Wolf?	
<p>First Milestone: Children will begin to show an interest in playing with others, and a curiosity about group games and activities. Children will observe others and begin to join in, not always understanding or following the 'rules' of the game. Children will show awareness of the space needed for others and negotiate obstacles and other people while moving quickly.</p>	<p>Adults will introduce games that include more than one person, starting with table top and board games, opportunities for turn taking within the daily lived experience of children. Children will join in with activities that involve sequence – for example cooking or making playdough.</p> <p>Where children need individualised and additional help; this will be offered promptly. Help offered includes support from their key person and familiar adults in nursery, adjusted equipment, discussion with parents and possible referral to outside agencies.</p>
<p>Second Milestone: Children will begin to develop their listening and understanding skills. Following simple instructions from adults while engaged in play experiences or in their daily routines. Children will have developed confidence and ability in their gross motor movements, they are able to start and stop running on command.</p>	<p>Children will develop their ability to listen and understand instruction while doing something that interests them. As children grow in confidence managing their own bodies and are beginning to self-regulate their excitement they will show greater interest in instructional games.</p> <p>Adults will support children's developing knowledge of 'rules'</p>
<p>Third Milestone: Children will begin to develop their ability to understand and follow rules involved in group games. They are physically able to stop, start and regulate their speed when moving freely. Children have a growing understanding of cardinal number. Children are able to play cooperatively with their peers.</p>	<p>Adults will develop the concept of cardinal number. As children's control over their own bodies develops they will be able to control their movements within the confines of the game. Adult will support children's understanding of the game by revisiting frequently enabling children to begin to anticipate 'what's next'</p>
<p>Final milestone: Children will understand that one number relates to one movement, they will know some language related to 'time'. Children will understand that games have rules and participants have a role in the game. Children will begin to learn about competitive games.</p>	

7. Follow a recipe to make a fairy cake	
<p>First Milestone: With adult support children mix different ingredients, including sand and water, and flour and water to make simple playdough. They use the following tools; wooden spoons, sieves, scoops, rolling pins, cookie cutters, knives. They follow simple recipes in areas such as the mud kitchen, sand pit, and sensory play areas.</p>	<p>As children take part in these activities, they become more precise in using scoops (filling them to the top) , counting how many scoops as they tip them out; they use a wide range of different sized buckets, tins and other containers. Children become confident in using tools at the snack table to prepare their own snack, for example; spreading butter on bagels, pouring cereal, cutting fruit.</p> <p>Where children need individualised and additional help; this will be offered promptly. Help offered includes support from their key person and familiar adults in nursery, adjusted equipment, discussion with parents and possible referral to outside agencies.</p>
<p>Second Milestone: In small groups, children follow the steps involved in making a biscuit with an adult. The adult draws children’s attention to the recipe card/photo of steps. With adult help children use measures and tip the ingredients into their bowl. With adult help they stir and knead the ingredients to form a dough. With adult help they roll the dough out and cut out their biscuits. They help to put them in the oven and reflect on the process.</p>	<p>As children become more familiar with cooking, the adult reduces their support for the group. Children mix other substances together carefully, with adult guidance for example mixing water and powder paint.</p>
<p>Third Milestone: In small group activities children follow the steps in making a fairy cake with an adult. They independently fill their measures carefully to the top. They recognise the numerals on the recipe cards and they count the quantities. They say the numbers in the correct order (1-2-3) and know that the last number they say is the total number of spoonful’s they have added.</p>	<p>As children become more independent there is minimal adult support as they follow recipe cards and follow paint mixing cards.</p>
<p>Final milestone: children follow the steps of a recipe independently. They measure ingredients, mix them and create their own fairy cake by placing the mixture into a cake case then onto the backing tray ready to be put in the oven by the adult.</p>	

8. Tell a story around a picture they have created.	
<p>First Milestone: Children take part in pretend play, making up stories or developing a story.</p> <p>Children explore a widening range of paint, collage materials and mark making resources. They develop fine motor control to recreated images and offer simple words to describe their art work for example “that is mummy, that is me” when drawing or painting individual shapes.</p>	<p>Children may begin by pretend playing on their own with toys like farm animals, wild animals, small world people, dolls or dinosaurs. They may put on a costume or dressing up clothes. Over time their play becomes more complex. They are able to play with a familiar adult and other children, developing play together. Children will begin to join in with familiar rhymes and songs and will enjoy favourite books read by an adult. Adults will introduce children to art materials and paint, allowing children to explore mark making and offering marks meaning.</p>
<p>Second Milestone: Children take part in interactive reading. They respond to the features of a story, characters, events, familiar narrative. Children join in with songs and rhymes using props and actions.</p> <p>Children’s mark making with art resources develops through the stages of drawing. Children begin to assign character to their individual marks on paper.</p>	<p>As children become more used to interactive stories, they ask questions and make links between what happens in the story and their own experiences.</p> <p>Children’s fine motor control develops through the use of tools and equipment. They learn to manipulate materials to achieve a desired effect. Children learn to connect materials</p>
<p>Third Milestone: Children join in with storytelling, using props and visuals. They create art work that begins to reflect their own experiences and can talk in simple terms about this.</p>	<p>Adults will model adding narrative to a picture while working with art materials or reading stories. Children will begin to understand that marks carry meaning and as their confidence increases they realise they can add their own meaning to pictures.</p>
<p>Final milestone: Children create art work that represents a story they want to share. They are able to talk about their picture, using some story structure and understand that their work and their words are important.</p>	

9. Understand the benefits of looking after their natural world	
<p>First milestone</p> <p>Children will demonstrate a sense of belonging in their family, key group, nursery. This will be evident by strong relationships, talking about family members and significant people. Children will be confident and independent within the nursery and have a sense of belonging.</p>	<p>Where children need individualised and additional help, this will be offered promptly. Help includes: individual meetings with parents to map a way forward. Input from outside agencies supporting the child's development. APS meetings in school.</p> <p>Adults will support children by providing an environment that fosters individual thought, a can do attitude and that this is their place and space. Children will be reassured that they can experiment, explore, try things out, push boundaries, have their needs acknowledged and met. That they have a place, a voice and rights.</p>
<p>Second milestone</p> <p>Children will feel confident enough to begin to explore the wider world, its benefits and how it works. Children will begin to notice how the weather affects them and their bodies, including minds. They will begin to notice changes in weather conditions and the effect it has on the world, e.g puddles, ice, snow, fog Children will begin to understand that they are part of something bigger than themselves and their immediate world. They will notice insects, plants, trees etc and through support and opportunity explore life cycles and how these contribute to them. Children will begin to notice and develop an understanding of the effects of exercise on bodies and minds.</p>	<p>As children's engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults challenging them. Healthy lifestyles will be promoted and the effects of exercise on bodies and minds observed.</p>
<p>Third milestone</p> <p>Children will explain and model their knowledge of the natural world and how it functions, for example they will be able to talk through a life cycle and explain how their actions affect this. Children will understand how exercise outside affects their body and mental well-being. They can reflect on their learning and explore their own ideas and those of others to find out more.</p>	<p>As children play and learn more collaboratively, over longer time periods and taking part in more challenging activities, they talk more about and reflect on their learning</p>
<p>Final Milestone: Children will demonstrate that they belong to the wider world through actions, talk, reflection and discussion. Children will appreciate that their behaviour affects the world in which they live in both positive and negative ways. They will begin to make healthy and positive choices and encourage others to do so to in order to protect their world. Children will have a sense that they can make a difference however small by their own actions. They will become aware that they can influence others. They will have a sense that they deserve to be part of this world and that it is theirs regardless of colour, race, gender, religion, economic status. Children will show an enjoyment, awe and wonder of the natural world and have a desire to protect it.</p>	

The characteristics of effective teaching and learning (links to development matters 2021)

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Playing and exploring;

Children will be learning to;

Realise that their actions have an effect on the world so they want to keep repeating them. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. Do things independently and begin to make independent choices. Bring their own interests and fascinations into the early years setting and respond to new experiences that you bring to them.

Active Learning;

Children will be learning to;

Being to predict sequences and participate in routines. Use a range of strategies to reach a goal they have set themselves. Begin to correct mistakes for themselves, keep on trying when things are difficult.

Creating and thinking critically;

Children will be learning to;

Sort materials, feel more confident about coming up with their own ideas and make links between ideas. Review their own progress as they try to achieve a goal, solve real life problems. Use pretend play to think beyond the 'here and now' and to understand another perspective. For example when role playing billy goats gruff, thinking that maybe the troll is lonely and hungry and that's why he is fierce.

Communication and Language;

Children aged birth to 3 will be learning to;

Copy what adults do, taking 'turns' in conversational interactions. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'

Understand single words in context, cup, daddy, milk

Understand simple instructions such as stop, bye-bye. Recognise and point to objects start to develop conversation. Use speech sounds p,b,m,w listen to simple stories and understand what is happening with the help of the pictures identify familiar objects, begin to put two words together such as Katie's coat, blue car.

Understand simple questions about who, what and where but not why.

Children aged 3 and 4 will be learning to;

Enjoy listening to longer stories and can remember much of what happens

Use wider vocabulary

Understand a question or two part instruction, understand why questions

Sing a large repertoire of songs, know many rhymes and be able to talk about familiar books, tell long stories

Use four to six words in a sentence, be able to express a point of view and debate and disagree.

Use talk to organise themselves and their play

Children in reception will be learning to;

Understand how to listen carefully and why it is important. Learn and use new vocabulary daily, ask questions to find out more. Articulate their ideas and thoughts in well-formed sentences. Connect ideas or actions using connectives.

Use talk to help work out problems and organise thinking, plan and explain why things might happen. Describe events in detail. Engage in story times, retell the story when they have a deep familiarity of the text, engage in non-fiction books, listen and talk about non-fiction to develop new knowledge and vocabulary.

Personal Social and emotional development;

Children birth to three will be learning to;

Express preferences and decisions, try new things. Engage with others through gestures, find ways of managing transitions. Play with increasing confidence on their own and with other children. Feel strong enough to express a range of emotion, grow in independence and begin to show effortful control- such as waiting for a turn. Begin to talk about their own emotions, notice and ask questions about differences, such as skin colour, hair, gender. Develop friendships with others. Safely explore emotions beyond their normal range through play and stories, talk more about their own feelings.

Children aged 3 and 4 will be learning to;

Develop a sense of responsibility and membership of community, show more confidence in new situations. Play with one or more children extending play ideas. Help to find solutions to problems and rivalries, develop ways of being assertive begin to find resolutions. Follow rules independently, talk about their own feelings and begin to understand how others might be feeling

Children in reception will be learning to;

Build constructive and respectful relationships, express feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspective of others. Manage their own needs

Physical Development;

Children aged birth to three will be learning to;

Try a wider range of foods, eat finger foods independently. Pass things from one hand to another. Gradually gain control of their whole bod. Fit themselves into spaces, enjoy starting to kick, throw and catch balls. Walk independently, beginning to run, jump and climb. Develop manipulation control and explore different materials and tools. Use large and small motor skill to do things independently such as buttons, zips and pour drinks
Learn to use the toilet

Children aged 3 and 4 will be learning to;

Go up and down steps, skip, hop jump stand still. Use large muscle movements to wave objects
Start to take part in some group activities, increasingly remembering simple sequences and patterns of movements related to music and rhythm. Make decisions about method of movement for the task. Choose the right resources to carry out their own plan, collaborate with others to move large equipment. Use one handed tools and equipment, for example making snips in paper with scissors. Show a preference for a dominant hand. Become increasingly independent in meeting own care needs, washing hands, putting on coats and shoes. Make healthy choices about food, drink, activity.

Children in reception will be learning to;

Refine large motor movements, developing control and grace. Develop overall body strength to balance, coordination and agility. Developing confidence and precision when engaging in ball games. Develop small motor skills to use a range of tools competently and safely, pencils, scissors, knives and forks, developing the foundations of handwriting style which is fast, accurate and efficient. Know and talk about different factors that support their overall health & wellbeing

Literacy;

Children aged birth to 3 will be learning to;

Enjoy and join in with songs and rhymes, have favourite books and songs, repeating familiar words and phrases. Ask questions about familiar stories and begin to develop play around the narrative. Notice some print, such as the first letter of their name or familiar logos'. Enjoy drawing and mark making, adding some marks to their drawing to which they give meaning. Begin to sign their art work.

Children aged 3 and 4 will be learning to;

Understand the five key concepts about print:

- Print has meaning
- Print can have different purposes
- We read English text from left to right and top to bottom
- The names of the different parts of a book
- Page sequencing

Develop their phonological awareness so that they can:

- Spot and suggest rhymes
- Count or clap syllables in a word
- Recognise words with the same initial sound, such as money and mother.

Engage in extended conversation about stories learning new vocabulary.

Use some of their print and letter knowledge in their early writing, for example writing a shopping list that starts at the top of the page and write M for 'mummy', writing some or all of their name accurately.

Children in reception will be learning to;

Read individual letters by saying the sounds for them, blend sounds into words so they can read short words and some letter groups that represent one sound, saying the sounds for them. Read simple phrases and sentences made up of words with known letter sound-correspondences and, where necessary a few exception words. Re-read books to build their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letter correctly, spell words and write short sentences with known sound-letter correspondences. Use a capital letter and full stop. Re-read what they have written to check that it makes sense.

Mathematics;

Children aged birth to 3 will be learning to;

Combine objects, stacking and putting into other objects and taking them out again. Join in with finger rhymes, compare amounts saying lots, more or same. Counting like behaviour- making sounds pointing or saying some numbers in sequence. Count everyday objects, sometimes missing out numbers, 1,2,4,5. Climb and squeeze themselves into different types of spaces. Build with a range of resources, complete inset puzzles. Compare sizes, weights etc using gesture and

language bigger/little/smaller, high/low, tall, heavy. Notice patterns and arrange things in patterns

Children aged 3 and 4 will be learning to;

Fast recognition of up to 3 objects, without having to count them (subitising) recite numbers past 5, say one number name for each item and know that the last number reached when counting is the total. (cardinal principle) demonstrate 5 using fingers then link numerals to amounts correctly up to 5. Experiment with their own symbols and marks as well as numerals, solve real life mathematical problems with numbers up to 5, compare quantities using language more than, fewer than. Explore and talk about 2 and 3 D shapes using informal and formal mathematical language(triangle, cuboids, rectangles, corners, straight, flat , round) understand position through words alone, discuss and describe a familiar route and/or location using words such as in front of and behind. Make comparisons between objects, relating to size, shape and capacity, select shapes appropriately for a task and combine them to make other shapes. Identify and talk about pattern, extend and create ABAB patterns (stick, leaf, stick, leaf) noticing errors and correcting to form a repeating pattern. Begin to describe a sequence of events real or fictional using words first, last, then.

Children in reception will be learning to;

Count objects, actions and sounds. Subitise, link number symbol (numeral) with its cardinal number value. Count beyond 10, compare numbers understanding the one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 10, automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Recognise that shapes have other shapes within them, continue, copy and create repeating patterns. Compare length, weight and capacity.

Understanding the world;

Children from birth to 3 will be learning to;

Explore materials with different properties including natural materials both inside and out. Explore and respond to different phenomena in their setting and on trips. Make connections between features of their family and those of other families noticing difference in people

Children aged 3 and 4 will be learning to;

Use all their senses to explore natural objects and materials, noticing what is similar and what is not. Talk about what they see using a wide range of vocabulary. Begin to make sense of their own life story and family history, show interest in different occupations. Explore how things work. Understand the key features of the life cycle of a plant and animal, begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel, differences between materials and changes

they notice. Develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about them.

Children in reception will be learning to;

Talk about members of their immediate family and community,. Naming and describing people that are important to them. Comment on images of familiar situations from the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of the community, recognise that different people have different beliefs and celebrate special times in different ways. Explore the natural world recognising that some similarities between life in this country and life in other countries, noticing that some environments are different to the one in which they live. Describe what they see, hear and feel whilst outside. Understand the effect of the changing season on the natural world

Expressive arts and design;

Children aged birth to 3 will be learning to;

Show attention to sounds and music, move to music, anticipate phrases and actions such as 'peepo'. Join in with songs and rhymes and make rhythmical and repetitive sounds with shakers, notice patterns with strong contrast. Join in with action songs. Start to make marks intentionally, explore paint and express ideas and feelings thought making marks. Use imagination as they consider what they can do with different materials, make simple models. Start to develop pretend play, pretending that one object represents another.

Children aged 3 and 4 will be learning to;

Join in with pretend play beginning to develop complex stories, using small world, blocks to create complex 'worlds'. Explore different materials in order to develop their ideas about how to use them, join different materials. Create closed shapes with continuous lines and begin to use to use these shapes to represent objects. Draw with increasing complexity and detail, representing ideas and showing emotions, explore colour mixing. Listen with increased attention to sounds, remember entire songs, sing the melodic shape (moving melody, such as up and down, down and up) create their own songs or improvised. Play instruments with increasing control.

Children in reception will be learning to;

Explore, use and refine a variety of artistic effects to express their ideas and feelings, returning to and building upon their previous learning. Collaborate sharing ideas resources and skills. Listen attentively, talk about dance, performance art expressing their feelings and responses. Sing in a group or solo, matching pitch and flowing melody. Develop more complex storylines in their pretend play.

Planning and Assessment

In the first term the majority of planning is focussed on the three prime areas, these are communication, self-confidence and awareness and physical health.

Key people are spending quality time getting to know their key children and their families. Building trusting relationships that help children to settle well into the nursery environment. Our assessment starts with a home visit meeting with parents where they share with us what their child can do and where there might be struggles. During the settling in period, key people will observe children's interests noting where they have skills and where there are areas for development. After 4 weeks key people will meet with parents to discuss their child's settling in. We will use the 'check points' in Development Matters to note children's development in the prime areas and to see if any additional support is required.

Next steps from children's starting points are usually linked to how the children have settled or anything else of significance; eg toilet training, relationship building, language development. If children settle quickly and are engaging in a wide range of activities there will be no need to set out next steps.

Once children are settled and can access the nursery environment confidently we begin thinking about how they will access the curriculum. We support learning around their interests. For those that settle quickly and are confident, especially those children moving into nursery from the under 3's we move onto using the wider curriculum goals.

If we notice that a child might be having difficulties with their development, we will act quickly. It is important that we get to know and understand these vulnerable starters so we will spend time observing them closely and reflecting on what we notice to inform the extra help they might need. This could include meeting with the schools SENDCO or Psychotherapist for advice or referring to another professional such as speech therapy. The curriculum for these children will remain ambitious, extra help and support will be given to help them overcome barriers to their learning.

Observations for each child

All children will have 2 observations per half term on Family. In the child's first term at nursery the first observation will be before the settling review. **All children to have 4 observations per term.** These need not be long narrative style observations but they do need to demonstrate learning.

Additional observations

There are occasions where children may have additional observations- for example ~Jo observes children attending forest school sessions. These are additional to the 4 needed from their key person.

Children with Special Educational Needs

For children with SEND, precise assessment needs to focus on what the child can do and what the barriers to their learning are. The staff team will then provide those interventions or resources to scaffold and support them. For example, if a child is having difficulties with their communication then visual symbols and props will be used to help them to understand what is happening around them and to support their choice making and communication with others.

Assessment and Tracking overview

Our curriculum is not driven by assessment and tracking.

Assessment should serve children's learning and our curriculum.

Most assessment is formative, in that it helps us to make a difference to children's learning, however we also need an overview of children's progress so that we can take further actions where needed and so that we can monitor inequalities. We aim to have an assessment system that is proportionate and not over burdensome. Most formative assessment will be part of the daily evaluation session in each class.

We will also use the assessment facility on our family app as a starting point for assessment. Key people will add to the assessment tracker as they notice that a child has acquired a skill or new concept or has achieved a curriculum goal. This information, for the vast majority of children, will be collated at the end of each term.

All children aged 2 will have their 2 yr check by the time they are 2 years and 6 months.

Our objectives:

- To maintain a clear dialog with parents about their children's progress and to support children's learning both at home and at school
- To maintain a dialog with children about their learning, focusing on how they learn to promote metacognitive thinking.
- Early identification of children who may need additional support or who may have special educational needs
- To check that individual children and groups of children are making progress and that we are acting where they are not.
- Reporting formally to parents and receiving reception classes at the end of the nursery year. This is to support children's learning throughout the EYFS.

Activity	Key features of the activity	Planning outcomes
Autumn Term		
4 week assessment/ Baseline – one observation for settling and another before the end of the half term.	Co-written with parent. Will include next steps in settling if needed	<p>Most children will be on a universal pathway accessing the curriculum with appropriate scaffolding and support</p> <p>Some children and their families will be accessing some additional support e.g family support, language groups or other interventions</p> <p>Some children will be referred to the SENCO to assess whether they have emerging needs</p>
Two year check	This should be integrated into their 4 week assessment if age appropriate or carried out between the age of 2years and 4 months and 2years 6 months	Where possible we should include information from the health visitor ASQ assessment
Learning Journey – Family app- 2 observations per half term	This must include significant examples of learning over time, showing characteristics as a learner. They are usually linked to curriculum goals or children's interests but can include significant learning moments. They must include the child's voice and may show some barriers to learning. They should not be a record of where a child cannot do something.	These observations help us to develop the partnership with families and celebrate the child's learning
Language assessment	These assessments are carried out with the support of the SENCO and should be part of the 4 week settling assessment Children demonstrating language delay will continue to be assessed half termly	This assessment is age related and will demonstrate where any delay in speech and language development may be. This is to be shared with parents and interventions put into place quickly
Termly progress discussion- observations by the time of parent review meetings	Towards the end of each term team leaders/teachers will collate an overview of children's progress from the Family app for discussion at evaluation meetings. This will then be used as a base for the discussion with parents at parent review days to see if additional help and support are required and to celebrate children's learning and progress	<p>Prior to discussion with the team SLT and team leaders will review children's progress.</p> <p>Additional assessments may be used if and when required.</p> <p>Assessment for the end of each term needs to be done before meeting with the parents. This should be discussed with team leader and where necessary with the SENCO. Where children are not within their developmental range a conversation should have taken place with the parent about</p>

		any concerns before this is uploaded onto Family.
Parent meetings - all children should have 4 observations by the time of parent review meetings	Key people meet with every parent to celebrate their child's learning. We summarise and evaluate how we are working in partnership and agree on what is next. Any targets are stated briefly and smartly. This information is woven into the observations on Family This discussion may include an exploration of a child's barriers to learning and how we can work together to help the child overcome these.	
Spring Term		
Learning Journey – Family app	As above	Teachers/team leaders and SLT continue to review progress of children receiving additional support and those with emerging needs. Team leaders/teachers and SLT continue to monitor the progress of children with SEND alongside the SENCO
Termly progress discussion	As Above	Any issues arising regarding progress and learning to be shared with SLT
Parent review meetings - all children should have 4 observations by the time of parent review meetings	As above	Assessment for the end of each term needs to be done before meeting with the parents. This should be discussed with team leader and where necessary with the SENCO. Where children are not within their developmental range a conversation should have taken place with the parent about any concerns before this is uploaded onto Family
Summer Term – summer 1		
Learning Journey – Family app	As above	As above
Summer Term- summer 2		
Learning Journey – Family app	As above	As above
End of year progress discussion	As above	As above
Parent review day and summative report - all children should have 4 observations by the time of parent review meetings	Focus is on progress and access to curriculum, any barriers to learning should be identified and how these have been overcome. Parent and child voice to be included	To support child's transition to school these reports should be sent to receiving schools at least three weeks before the end of term

Assessment and Planning

One of the most powerful forms of assessment is in the here and now, when we notice something and act on it immediately that builds on their learning. That response might take different forms, we might;

- Stand back and be encouraging
- Get involved to extend the learning by joining in the play, engaging in conversation or showing a child a specific skill that help them accomplish what they needed to do.
- Reflect afterwards, maybe at the evaluation session, and bring in new resources or plan something special in response to what we noticed.

This type of assessment is not always written down, it often focusses on key miles stones within the curricular goals. It shows how we can assess what children can do and help them progress thorough interactions.

The focus of our assessment is on clear and specific things that a child needs to be able to do, or needs to know. In order to do this practitioners need to understand how the different elements of the curriculum fit together to help children build on their learning over time. Practitioners need to have a secure understanding of child development and knowledge of effective pedagogy. When to encourage, when to scaffold, how not to over help.

Some children will need a lot more support to access the curriculum; adults need to notice what they can do and what they cannot. They need to decide when to intervene and what is the best way to do that.

Curriculum learning (adult initiated) must be balanced with learning that stems from children's own interests (child initiated). Planning must be flexible and move with children's fascinations and ideas. We must never miss the moment... we do this by providing a high quality learning environment.

Observations of significant learning will be recorded in famly, or in a floor book, or as a display. The teaching will be included in the observation to demonstrate how a child got to where they are. Parents will work with us as partners in their children's learning.

End Of Nursery Reports

Children leaving to move on to reception class will have a short report to send on to school. These need to demonstrate a child's strengths and areas for development and information about 'what works well for this child at nursery' Teachers will write these reports with the support from key people