

Curriculum and Pedagogy 2023-24



Daycare and Nursery School
Love, Laugh, Learn

Executive Head Teacher – David Aldworth

Article 28 (The Right to Education)

Every child has the right to an education.

Article 29 (The Goals of Education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



Birmingham Federation
Maintained Nursery Schools



Edgbaston District

Vision

Values

Intent

Implementation

Impact

Key documentation

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Vision statement

The loving attachments between a child and their family are the most powerful influence on a child's wellbeing and development. At Shenley Fields, we seek to complement these loving relationships through the role of the 'Key Person'. We believe that every child has the right to actively participate in environments that are safe, inclusive and stimulating. We strive to afford children opportunities to become deeply involved in their play and exploration.

As practitioners, we endeavour to create spaces and experiences that are meaningful, well planned and offer appropriate levels of challenge. Our aim is for children to thrive in a setting that has their interests at the heart of all that is offered, resulting in high levels of motivation, where every child acquires and consolidates skills and knowledge at their highest level. We are striving to construct a place that is unified and whole; a place that embraces diversity, challenge and change. We aspire to a vision and practice that is collaborative in spirit and constructed in partnership with all children, families and staff.

UNCRC Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect their parents, their own and other cultures, and the environment.

What do we mean by...?

- **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.

Development Matters 2021

- **Skills:** When we talk about skills throughout this document, we are referring to the things children are able to do.
- **Knowledge:** When we talk about knowledge throughout this document, we are referring to the things children need to know and remember.
- **Experiences:** Any opportunity readily available where children get involved and engage with. Children learn through their daily experiences at Shenley Fields.
- **Activities:** Specific adult-initiated activity planned for and set up, with an intended outcome. Usually adult led.
- **Peadagogy:** The strategies employed to teach knowledge and skills.



School Values

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

We want our children to be:

courageous, creative, expressive, independent, motivated, playful, respectful and valued.

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

We value courage: To be brave, take risks and persevere. To withstand difficulty.

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

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

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

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

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

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

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

Key principles

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

Overarching principles of the EYFS

There are four guiding principles that shape our practice in early years.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Importance of **learning and development**. Children develop and learn at different rates. EYFS Framework (2021)

Our key principles

At Shenley Fields Daycare and Nursery School Nursery School, the curriculum is designed to recognise children's prior learning and to provide first hand learning experiences. Stated within the EYFS framework (2021), *'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'* Children learning through play is the key pedagogical thread throughout our curriculum. Our play-based curriculum encourages:

- Practicing and building up ideas, concepts and skills through tangible opportunities
- Positive physical and mental health
- Hands-on exploration both indoors and outdoors to help children make sense of the world around them
- Understanding of the need for rules and what that looks like in our Nursery
- Socialisation and communication through sharing experiences, working together, making friends and learning about the wider world
- Resilience through resolving conflict, overcoming frustration, dealing with uncertainty
- Development of cognitive skills, concentration and long-term memory through problem solving, investigation, flexible thinking, and revisiting skills and ideas
- Verbal and non-verbal communication through sharing experiences, sharing own ideas, storying and role play
- Risk taking, understanding of 'safe risks' and making mistakes
- Creativity through self-expression and imaginative play, making connection between what is remembered and new abstract ideas
- Using the whole body to move in different ways and strengthen core muscles, developing fine and gross motor skills

Rights Respecting Principles

We are a Gold Rights Respecting School. Children's rights run through all that we do.
Children are right's holders and learn about their rights
Children can exercise their rights
Adults are active duty bearers
We hold a culture of respect in school
Children's voices are heard and valued
We have a shared sense of community and belonging

ABCDE of Rights

Rights are for **ALL** (UNIVERSAL)
Rights are there at **BIRTH** (INHERENT)
Rights **CANNOT** be taken away (INALIENABLE)
Rights **DO NOT** have to be earned (UNCONDITIONAL)
All rights are **EQUALLY** important (INDIVISIBLE)

Rights Respecting Pledge:

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



Rationale for our curriculum design

Our children come into nursery with a strong sense of family and attachment to home. For many children, coming to nursery is their first experience outside the home and away from family. On entry to nursery, many of our children have achieved earlier developmental milestones than expected for their chronological age. Children attending Shenley Fields live in the Bartley Green ward of Birmingham, which is ranked 31st out of 60 most deprived wards in the city. It is the 505th out of 7511 most deprived wards nationally (most deprived 10%). Nationally, children in the most deprived areas are at least twice as likely to be living with obesity compared to those living in the least deprived (for reception this was 13.6% compared to 6.2% respectively). This is true in Birmingham as 12.2% of the Reception aged children are living with obesity (Startwell Data 2023)

Some of our children have temporary additional needs, mostly due to Covid 19 isolation and limited socialisation or through not having access to identification and support services before Nursery. We have seen an increase in the number and complexity of children with SEND (Census May 23, 29%). Communication and interaction are the highest area of need.

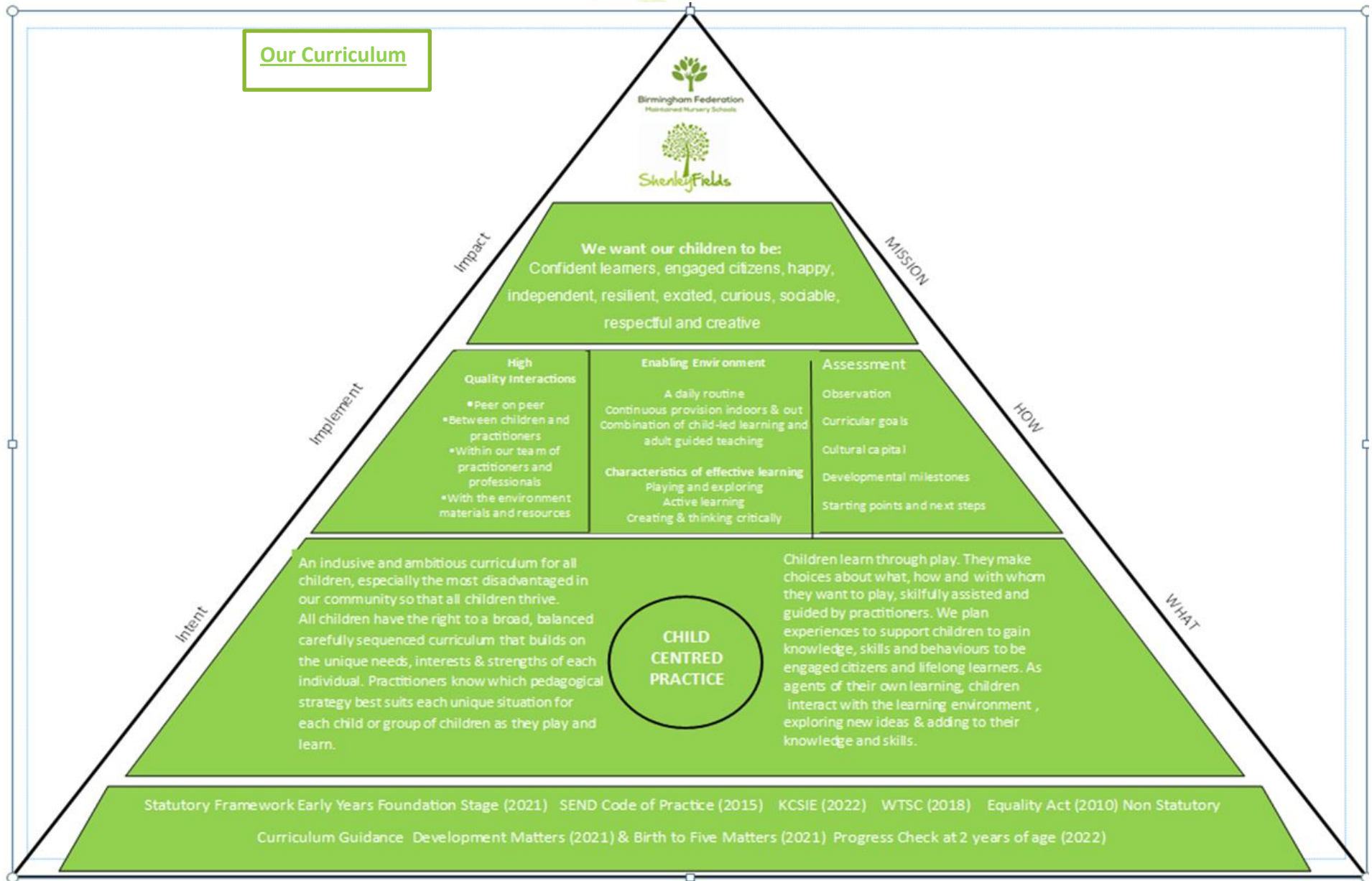
Many of our children do not have access to a garden or green space. This impacts on the development of their gross motor skills and understanding of the natural world.

Our inclusive & ambitious curriculum is for all children & especially the most disadvantaged children in our community so all children thrive. All children have the right to a broad, balanced and carefully sequenced curriculum that builds on the unique needs, interests & strengths of each child. Our curriculum:

- Promotes active learning through core experiences that prioritise learning in the prime areas – PSED, CL & PD.
- Values working in partnership with parents and outside agencies.
- Prioritises building children’s vocabulary within a language rich environment.
- Enhances the opportunities and experiences available to children especially those who are disadvantaged. We provide a strong early help offer around the family.

What is Cultural Capital?

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving our children the best possible start to their early education. It is important to recognise that everyone has cultural capital - that is - knowledge, skills and behaviours, and that these accumulate over time through many different experiences and opportunities. It links to one of the core principles of the EYFS, the Unique Child: ‘every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured’ (EYFS, 2021). The experiences we offer such as a wonderful outdoor learning environment, creative play experiences and opportunities to see, feel, hear, touch and do things they have not had experience of before, all build on children’s cultural capital. We also take children and their families on external trips and visits for the purpose of deepening curriculum linked learning, but also for our school community to experience ‘togetherness’ outside of our setting.



Intent

Our EYFS curriculum will provide opportunities for learning at every moment of the school day.

Our curriculum aims to lay a secure foundation for future learning. We engage children in learning from the very start and are confident our children leave us with the fundamental skills and knowledge to help them on to the next phase of their educational journey.

All staff work hard as a team to create a positive, caring and welcoming atmosphere where the children feel secure, yet are challenged to achieve their best. We are fully inclusive, and all children are expected to think about the needs of others. We respect and value all parents/carers as their children's 'first teachers' and aim to build strong parent/school partnerships and opportunities for parents to be involved in their children's learning both at school and at home.

We provide for and support every child. Within our Federation of schools, we know that children do their best when all their physical and emotional needs are being met. We embrace each child as an individual and all staff understand that each child is unique, as are their learning requirements. Our curriculum and provision demonstrate the understanding that all children develop at their own pace. Our methods to develop a child's skills and knowledge are through the implementation of a wide range of experiences, all set within a stimulating, thought provoking and challenging environment. These experiences are led and guided by our qualified teachers and skilled practitioners. We provide opportunities and learning experiences across a wealth of subjects, ensuring fundamental British values and cultural capital are at the heart of our learning.

Our youngest children will firstly develop a strong foundation in the prime areas of learning. Once this solid foundation has been constructed, the children are then able to develop and extend their existing knowledge, learning new and more complex skills and knowledge within the specific areas of learning.

Prime Areas

Communication and Language (CL)

Physical Development (PD)

Personal, Social and Emotional Development (PSED)

Specific Areas

Literacy (L)


Mathematics (M)

Understanding the World (UtW)

Expressive Arts and Design (EAD)

Our nurturing of children promotes a high level of wellbeing. This in turn leads to positive physical and mental health and the ability to create and think critically. We aim to provide our children with knowledge, skills and experiences in a hands-on, holistic way so that all learning is embedded in a meaningful context. We do this through a personalised, flexible curriculum that engages and motivates our children. It covers all the seven areas of learning and supports the children's learning characteristics.

Curricular Threads/Programmes	
Specific programmes	What children learn – Summary
<p>Rights Respecting Schools (UNICEF) Whole school approach</p>	<p>UNICEF identify the main areas of impact on children’s knowledge and understanding as:</p> <ul style="list-style-type: none"> Improved self-esteem and wellbeing Improved relationships and behaviour Improved engagement in learning Positive attitudes towards diversity in society and the reduction of prejudice Children and young people’s enhanced moral understanding Children and young people’s support for global justice Children and young people become more involved in decision-making in schools
<p>WellComm</p>	<p>Delayed language skills lead to under-performance later in life. The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p> <p>Once a profile has been drawn up for each child, The Big Book of Ideas provides focused teaching and intervention activities to meet individual needs.</p>
<p>Health for Life (BCC Services for Education) project 2020-2022</p>	<p>Healthy lifestyles programme that focuses on growing food, healthy eating, cooking and physical activity and includes pupils, parents and staff. There is a focus on sustainability and reducing food waste.</p> <p>Children learn about the life cycle of plants. They grow, harvest and cook fruit and vegetables. They also grow fruit and vegetables for our healthy snacks.</p>
<p>Startwell Whole School Approach</p>	<p>The Startwell programme is based around 8 key characters and their messages to help early years settings, parents and health professionals create a healthier environment for our children and families. The early years of life is a vital time to set healthy foundations to prevent obesity later on in life. Our lifestyles are significantly influenced by early life experiences. Healthy lifestyle intervention at a young age can influence food choices, physical activity levels and leisure activity choices and these are likely to continue into adulthood.</p>
<p>Physical activity for early years (Birth- 5 year olds) UK Chief Medical Officer’s Physical activity guidelines 2019</p>	<p>Daily routine – promotes active learning through play indoors and outdoors</p> <p>Active children are healthy, happy, school ready and sleep better.</p> <p>Every movement counts</p> <p>Aim for at least 180 minutes per day for children aged 1-5.</p> <p>Get strong, move more, break up inactivity</p>
<p>Forest School Scandinavian educational programme Outdoor play</p>	<p>What is Forest School?</p> <p>Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p>

<p>Nature play Wooded areas 4 x Forest school leaders</p>	<p>Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.</p> <p>Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.</p> <p>Forest School uses a range of learner-centred processes to create a community for being, development and learning.</p> <p>Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.</p> <p>Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p> <p>Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.</p> <p>Self-esteem & independence through nature play Confidence Social skills Language & communication Motivation & concentration Physical skills Knowledge and understanding of the world</p>	
<p>Letters and Sounds (D of E 2007) Guidance</p>	<p>Phase One activities concentrate on developing children’s speaking and listening skills, phonological awareness and oral blending and segmenting. It is used as part of a broad and rich language curriculum that has speaking and listening at its centre, links language with physical and practical experiences, and provides an environment rich in print and abundant in opportunities to engage with books. Phase One activities pave the way for children to make a good start in reading and writing</p>	
<p>Early Years Picture News:</p>	<p>We use Picture News in the Early Years with the children in Sunbeams. Each week we have a current news story, which is used as a stimulus for speaking and listening. The news item is shared with children with a focus on what is happening, where it is happening (in the country or the world) and how we feel about it. Each item of news always links with British Values, Unicef children’s rights and the protected characteristics. Children make sense of the world around them, broaden their knowledge and understanding of current events in the world and make connections to what they already know. Children learn new vocabulary linked to the event/news and often ask questions to find out more. Each pack includes a vibrant poster with a big, open question based on the news story. The question encourage children to discuss, debate and form opinions. This gives us opportunities to teach children respect, tolerance and to celebrate differences. Also included is a vocabulary list and some activities linked to the news item. We put these on to every child’s Tapestry as a home learning opportunity</p>	

Evidence Based Programmes- Stronger Practice Hub – Early Years Covid Recovery Programme (Education Endowment Foundation)**Teaching vocabulary in the early years**

Concept Cat – A universal approach with a clever cat using stories to help children in the early years learn concepts

Why these words?

They are important words: These concept words form the foundation that later learning depends on, so they are more than ‘just another word’. These words aren’t just important for language development but relate to subject vocabulary such as for maths and science.

Not all words are equal: Verbal concepts are words that shape how we think about the world. They give children the means to talk about, interact, and expand their understanding. These words enable children to think, develop understanding and talk about topics like time, position and describe how things look and feel.

Evidence: Children who are behind in language development at age five are six times less likely to reach the expected standard in English at age 11 and eleven times less likely to achieve the expected level in Maths (DfE 2017).

Implementation

- Work through the concepts, selecting those which are most relevant to the children.
- Teach 30 words across the school year which equates to 1 word per week.
- Alternatively choose concepts which relate to a particular topic or book that is being taught.
- Children need to hear the word in their everyday environment. Play activities should be available which provide opportunities to use that word during the week.
- The word is taught through whole class teaching (including story, song, sign) & integrated through play activities in the setting.
- The intervention is designed to be quick and easy and so accessible, engaging and entertaining for staff and children alike

Suggested Developmental Sequence			
Concept	Level 1	Level 2	Level 3
Size	big, little, fat	long, short, tall, small, large	thick, thin, wide, narrow
Touch/look	dry, wet	hard, soft	shiny, rough, smooth
Sound	noisy, quiet, loud		
Movement	fast, slow	quick	
Space	in, out, under, behind, top, bottom	through, near, between, side, front, back, over, around, next to	above, below, forwards, backwards
Quantity	empty, full, more, lots	some, less, (a) bit, all, most	both, few, enough, half, whole
Order		first, last	second, next
Time		after, before, day, night	early, later
Comparison		old, new, same, different	
Weight		heavy	light
Light			dark, light
Shape			corner, straight, bendy
Superlatives/ Comparatives			bigger, heavier, taller, longer, biggest, heaviest, tallest, longest

Safeguarding through the curriculum

Shenley Fields Daycare and Nursery School - Provision Plan Safeguarding in the Curriculum	
<p>Policies and procedures – All policies and procedures are reviewed annually and staff sign to say they follow and understand.</p> <p>DSL’s – pictures and names in reception, on the safeguarding board and parents informed on induction.</p> <p>Fortnightly welfare meetings – all concerns discussed and followed up by DSL. All Health and safety, medical needs and accidents discussed, reviewed and monitored.</p> <p>Staff training: A rolling cycle of development so all staff are up to date with relevant safeguarding training.</p> <p>Inductions: Personal care plans signed by parents, Child protection statement signed by parents</p> <p>Contextual safeguarding: DSL’s review concerns regularly and share contextual safeguarding concerns with staff to be aware of and highlight where needed – eg- mental health, domestic abuse, safe sleeping, home safety, food poverty.</p> <p>Role of the key person: Every child is assigned a key person, someone who supports attachments and builds positive relationships with parents and family to support each child to feel safe and secure</p>	
Focus areas	Focused teaching - (adult led, small group)
<p>Learning the concept of safety</p>	<p>Feeling safe and being safe – Discussions with children about what safety means.</p> <p>Feeling safe – emotional literacy, key person, attachments, friendships, to have a sense of belonging (key group, coat pegs)</p> <p>Being safe – Ensuring children are physically safe in the environment and are encouraged to recognising risks.</p>
<p>Online safety</p>	<p>Group time discussions with children to highlight how to stay safe online. Safe use of ICT resources. Staff to know what sites are being accessed online. Inform parents about online safety through leaflets and workshops.</p>
<p>Safe touch and consent and relationships</p>	<p>Discussions with children around consent, practitioner’s role model through puppet play and stories. Children have a right to say no and be safe. Teach children about healthy relationships / friendships, how to practice being kind to others, taking turns and feeling safe in their relationships at nursery and at home. Staff to talk to children about how to get help to support their relationships if they feel sad, scared or unsafe.</p>
<p>Conflict resolution</p>	<p>Supported through role play, puppet play and turn taking activities. Staff to model my turn, your turn and talk to children about how to ask for help when needed.</p> <p>Children are supported to make choices, given a voice and given safe spaces to reflect and retreat to when needed.</p>
<p>Safe clothing and weather Safety</p>	<p>Children learning about different seasons and weathers. Ensuring they are dressed appropriately and have what they need to stay safe in the weather – eg: group time discussions on keeping safe in the sun, staff role</p>

	modelling sun safety activities. All children to have access to hats and sun cream. Ensuring children are hydrated and have regular access to water or a warm / cool space weather dependent.
Health and Self-care	Children are taught about being healthy and making healthy choices. Oral Health activities in group times and advice shared with parents. Mindfulness and feelings group time activities Healthy eating activities promoted daily – snack time, cooking, Health for life, Startwell
UNCRC – Children’s Rights	Children are taught about their Rights and staff role model through correct language and group time discussions.
Risk taking and managing risks.	Children are encouraged to take risks and are enabled to risk take in daily activities. Adults teach children how to access their environment and resources safely and with support where needed. Children are taught how to use and handle resources in a safe way and how to identify risks.
Emotional literacy – language and understanding of emotions and feelings	Children have access to mindfulness activities and learn about their emotional literacy. Naming and recognising feelings and emotions through activities such as mirror play, role play, relaxation, singing, books. Children to have opportunities to discuss their feelings and adults to recognise and tune in to feelings of children so they feel validated eg. I can see you feel sad....
How to keep ourselves safe and others	Children are taught how to ask for help, to share their thoughts and feelings. Visual prompts are used to support children who are non-verbal or EAL. All activities are discussed and children taught how to safely access the environment, staff role model appropriate use of resources. Staff to listen to children’s voice and children to feel they are listened to and they have a voice by having regular discussions with their key person and staff. Children are taught consistent rules and boundaries and enjoy positive praise for their contributions.
EYFS welfare requirements	
<ul style="list-style-type: none"> • 2 year progress checks • Key Person for all children • Access to healthy snack and Lunch - All children encouraged to access a healthy snack. They have access to water throughout the day. • Self-care – supporting children to become independent in their self-care for example toilet training. • Oral Health – Children to learn about oral health and the importance of keeping our teeth healthy. • Risk assessments – Staff complete daily risk assessments and support children involved in identifying risks in their environment. Staff to complete daily indoor/outdoor risk assessments • Handwashing – Children supported to and encouraged to wash hands throughout the day 	

COMMUNICATION AND LANGUAGE: Skills and knowledge progression for Raindrops – 2-3 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	Spring	Summer
<p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p> <p>Pays attention to own choice of activity.</p> <p>Understands simple sentences, e.g. throw the ball</p> <p>Understands different situations – able to follow routine events and activities using non-verbal cues.</p> <p>Listens with interest to the noises adults make when they read stories</p> <p>Learns new words very rapidly and is able to use them in communicating</p>	<p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</p> <p>Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>)</p> <p>Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus</p> <p>Uses longer sentences (e.g. <i>Mummy gonna work</i>)</p> <p>Shows interest in play with sounds, songs and rhymes</p> <p>Begins to use language to share feelings, experiences and thoughts</p>	<p>Beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i></p> <p>Uses a variety of questions (e.g. <i>what, where, who</i>)</p> <p>Understands who, what, where in simple questions (e.g. <i>Who’s that? Who can? What’s that? Where is?</i>)</p> <p>Beginning to use word endings (e.g. <i>going, cats</i>)</p> <p>Holds a conversation, jumping from topic to topic</p> <p>Identifies action words by following simple instructions, e.g. <i>Show me jumping</i></p>
<p>Assessment Opportunities: Development Matters, Birth to Five Matters, Wellcomm, team meetings/planning meetings, 2 year progress check, observations, floor books, displays, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessments</p>		
<p>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of Raindrops: Names of everyday objects and objects in Nursery Names of actions linked to what children do in Nursery, such as: sit, play, sing, dance, run, walk, feel, touch, jump, draw, build, pretend, share, scoop, fill, empty, read Feeling words: sad, happy, angry, hurt, loved</p>		
<p>2 year progress check Look out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>	<p>Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. Puts two (or more) words together. Repeats words and finds objects when asked. Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. Understand and respond to simple instructions like ‘give to nanny’ or ‘stop’. Responds to own name. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Responds to familiar music, songs and rhymes.</p>	

By the end of their time in Raindrops, children will:

- Respond to questions and instructions
- Ask for help if they need it
- Speak in simple sentences
- Be interested in books and stories
- Be able to stop what they are doing and can listen to you. Can shift attention from one task to another
- Use lots of new words
- Use pronouns such as me, I, you
- Responds to songs and rhymes, begins to join in with familiar songs and rhymes



Shenley Fields

PHYSICAL DEVELOPMENT: Skills and knowledge progression for Raindrops – 2-3 year old: Typical development pathway – Children meeting age related milestones.		
Autumn	Spring	Summer
<p>Uses gesture and body language to convey needs and interests and to support emerging verbal language use</p> <p>Sits comfortably on a chair with both feet on the ground</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support</p> <p>Develops security in walking upright, using feet alternately and can also run short distances.</p> <p>Children begin to make marks using a range of media.</p>	<p>Runs safely on whole foot</p> <p>Begins to understand and choose different ways of moving</p> <p>Begins to walk, run and climb on different levels and surfaces</p> <p>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>Turns pages in a book, sometimes several at once</p> <p>When holding crayons, chalk etc, makes connections between their movement and the marks they make.</p> <p>Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day</p>	<p>Moves in response to music, or rhythms played on instruments such as drums or shakers</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p> <p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Holds mark making tools with thumb and all fingers.</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p>
<p>Assessment Opportunities: Development Matters, Birth to Five Matters, team meetings/planning meetings, 2 year progress check, observations, floor books, displays, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessments</p>		
<p>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of Raindrops: Safe, turn, positional vocabulary, bend, straight, stretch, roll, crawl, run, walk, skip, jump, climb, throw, catch, aim, stop, start, go, grip, cut, hold, up, down, round, circles, fast, slow</p>		
<p>2 year progress check Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles.</p>	<p>Climbs over obstacles. Uses a spoon or fork to feed themselves. Climbs stairs independently. Walks independently. Can squat and balance to pick up objects.</p>	

By the end of their time in Raindrops, children will:

- Manage a range of equipment purposefully (e.g. uses a spade to fill a bucket).
- Be able to run around, change direction and slow down so they don't bump into things.
- Make lines and marks.
- Build a tower.
- Jump with both feet off the ground.
- Kick a ball.
- Have general control of their whole body
- Clap and stamp to music.



Shenley Fields

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: Skills and knowledge progression for Raindrops – 2-3 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	Spring	Summer
<p>Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by using them as a secure base to return to for reassurance if anxious or in unfamiliar situations.</p> <p>Enjoys playing alone and alongside others and is also interested in being together and playing with other children.</p> <p>Shows their growing sense of self through their growing likes and dislikes, choices, decisions and ideas. These may be different to those of the adult or their peers, often saying “no, me do it” or “mine”</p> <p>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults</p> <p>Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</p> <p>Knows their own name, their preferences and interests and is becoming aware of their unique abilities</p> <p>Can hold a cup with two hands and drink well without spilling</p> <p>Feeds self with increasing control</p>	<p>Builds relationships with special people.</p> <p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</p> <p>Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</p> <p>Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</p> <p>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</p> <p>Responds to the feelings of others, showing concern and offering comfort</p> <p>Feeds self competently</p> <p>Develops some independence in self-care and shows an awareness of routines such as handwashing but still often needs adult support</p>	<p>Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it</p> <p>Is developing an understanding of and interest in the diversity of the school community.</p> <p>Is gradually learning that actions have consequences</p> <p>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p> <p>Shows empathy and concern for people who are special to them e.g. may offer a child a toy they know they like</p> <p>Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</p> <p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</p> <p>Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</p>

<p>Assessment Opportunities: Development Matters, Birth to Five Matters, team meetings/planning meetings, 2 year progress check, observations, floor books, displays, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessments</p>	
<p>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of Raindrops: Rights, different, same, rules, community/ies, feeling words, respect, listen, friend, safe, germs</p>	
<p>2 year progress check Look out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. Work closely with parents and other agencies to find out more about these developmental difficulties.</p>	<p>Separate from carer with the support of key person approach. Makes some decisions for self. For example, decide what to play with, what to eat, what to wear. Show an interest in what other children are playing or doing. Sometimes joins in with other children's play. Find ways to calm themselves, through being calmed and comforted by their key person. Seeks physical contact from others. Uses pointing to let an adult know what they want. Enjoys simple make believe play e.g. having a cup of tea, making dinner Likes to do things for themselves Displays a range of emotions</p>
<p>By the end of their time in Raindrops, children will:</p> <ul style="list-style-type: none"> • Watch what friends are doing and joins in with play. • Show an interest in particular others and begins to make relationships. • Explore the environment and new environments. • Like to help you when you are busy. • Begin to assert independence or challenge boundaries. • Sometimes manage to share or take turns with others with adult guidance. • Be able to settle to some activities for a short while. 	




COMMUNICATION AND LANGUAGE: Skills and knowledge progression for Sunbeams – 3-4 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	Spring	Summer
<p>First Milestone: To use communication and language to express wants, needs and entitlements. To begin to understand and use Makaton as a vehicle to support communication. To show enjoyment of stories, songs and rhymes through developing listening and attention skills. Begins to know and use name of key worker and friends.</p>	<p>Second Milestone: Children demonstrate a love for stories, songs and rhymes and begin to use vocabulary linked to core books and favourite stories. Listening skills are developing so children can participate in group times and with support, children are able to respond to questions and instructions. Children are able to ask for help if they need it and speak in simple sentences,</p>	<p>Third Milestone: Children can follow instructions with 2 parts and are developing a repertoire of favourite songs and rhymes.</p>
<p>Listens to others in one to one or small groups and when conversation interest them.</p> <p>Can listen and do for short periods of time.</p> <p>Selects familiar objects by name and knows the name of some resources e.g. a paint brush for painting.</p> <p>Learns and uses the names of friends and key worker.</p> <p>Understands simple sentences e.g. group time now</p> <p>Uses language to share feelings, experiences and thoughts.</p> <p>Uses different types of everyday words (nouns, verbs and adjectives) e.g. banana, jump, sleep, hot</p> <p>Learns new words very rapidly and is able to use them in communicating.</p> <p>Begins to follow simple directions (if not intently focused)</p>	<p>Listens to familiar stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – can still listen or do but can change their own focus of attention.</p> <p>Beginning to understand why and how questions.</p> <p>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture.</p> <p>Understand a question or instruction that has two parts such as wash your hands and put an apron on.</p> <p>Beginning to use more complex sentences to link thoughts using and and because.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Will absorb and use language they hear around them in their community and culture.</p>	<p>Beginning to understand humour, e.g. nonsense rhymes, jokes</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></p> <p>Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>)</p> <p>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</p> <p>Understands questions such as <i>who; why; when; where and how</i></p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Uses multi-syllabic words such as caterpillar, ladybird, centipede, chrysalis</p> <p>Listens and responds to ideas expressed by others in conversation or discussion and can continue this for many turns.</p>

	<p>Use talk in pretending that objects stand for something else in play e.g. this box is my castle.</p> <p>Use longer sentences of four to six words and uses this to organise themselves and their play e.g. let's go on a bus... you sit there...I'll be the driver</p>	<p>Uses talk to imagine, organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative into their play.</p>
<p>Assessment Opportunities: Development Matters, Birth to Five Matters, Wellcomm, Concept Cat, team meetings/planning meetings, observations, floor books, displays, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessments.</p>		
<p>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of Sunbeams: Names of everyday objects and objects in Nursery and the home Names of actions linked to what children do in Nursery, such as: sit, play, sing, dance, run, walk, feel, touch, jump, draw, build, pretend, share, scoop, fill, empty, read, listen, talk, learn, write, balance, work together Feeling words: sad, happy, angry, hurt, loved, jealous, upset, tired, sick, scared, nervous, excited</p>		
<p>By the end of their time in Sunbeams, children will:</p> <ul style="list-style-type: none"> • Know a range of rhymes and songs from memory • Know repeated phrases within familiar stories • Know instructions require an action- they follow a sequence and know the purpose of instructions • Know what response is required from key questions • Be able to talk with other children • Talk about what they are doing and what they remember • Start conversations with familiar people • Talk in sentences about what they know, what they see and how they are feeling • Can talk about things that have happened, are happening and will happen, mostly using the correct tense • Ask and answer questions to find out more • Ask and answer questions about stories and events. 		



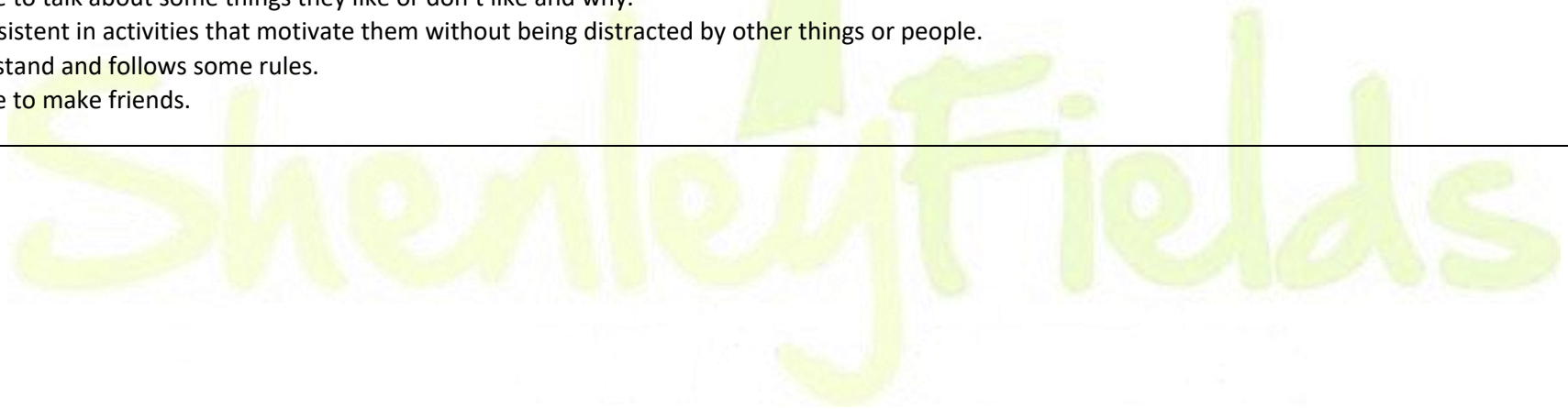
PHYSICAL DEVELOPMENT Skills and knowledge progression for Sunbeams – 3-4 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	Spring	Summer
<p>First Milestone: Children are happy, and developing control of their bodies so that they can access all activities and opportunities in Nursery. Children use large muscle movements in dance, and mark- making activities</p>	<p>Second Milestone: Children are gaining skills in manipulation of objects, with improving control and show independence in their use of equipment and tools. They can talk about and identify different parts of their bodies and have a developing understanding of the impact of exercise on their bodies.</p>	<p>Third Milestone: Children are confident and independent. Children have developed their core strength, which will enable them to join in with games and sport. They have developed fine motor control and hand-eye coordination- meaning they can access self-chosen activities safely</p>
<p>Holds mark-making tools with thumb and all fingers</p> <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>Uses large muscle movements to wave flags and streamers and make marks.</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Use large and small motor skills to do things independently e.g. manage buttons, zips and pour drinks</p> <p>Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions.</p>	<p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacle</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes , scarves or ribbons.</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Uses a comfortable grip with good control when holding pens and pencils (model and encourage the tripod grip)</p> <p>Shows a preference for a dominant hand</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p>	<p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Start to take part in some group activities which they make up themselves or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items such as moving a long plank safely or carting large hollow blocks.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, over and through balancing and climbing equipment.</p>

		<p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p>
<p>Assessment Opportunities: Development Matters, Birth to Five Matters, team meetings/planning meetings, observations, floor books, displays, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessments</p>		
<p>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of Sunbeams: Safe, turn, positional vocabulary, bend, straight, stretch, roll, crawl, run, walk, skip, jump, climb, throw, catch, aim, stop, start, go, grip, cut, hold, up, down, round, circles, fast, slow</p>		
<p>By the end of their time in Sunbeams, children will:</p> <ul style="list-style-type: none"> • Be able to catch a large ball. • Climb, run and jump with confidence. • Use resources and tools safely and with some control and accuracy. • Move around spaces with control and coordination. • Have an effective grip and good control when holding pens and pencils. 		

ShenleyFields

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT: Skills and knowledge progression for Sunbeams – 3-4 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	Spring	Summer
<p>First Milestone: Children make a strong relationship with their key person. Increasingly they separate from their parent with growing confidence and become involved in their play. They use their key person as a 'secure base' throughout the session 'touching base' when needed.</p>	<p>Second Milestone: Children are happy, settled, playful, and are able to follow routines with growing confidence. Children are beginning to recognise their feelings and the feelings of others and join in with conflict resolution with supportive adults. They can communicate their wants and needs.</p>	<p>Third Milestone: Children have good social skills, show pleasure in play and reflect on their learning. They are becoming independent, persevering when they face difficulties can work collaboratively. They understand rules and boundaries and show pride in who they are and what they can do.</p>
<p>Seeks out others to share experiences with and may choose to play with a familiar friend, child or adult, sharing experiences and play ideas.</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p> <p>Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults.</p> <p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.</p> <p>Willing to try a range of different textures and tastes and expresses a preference.</p> <p>Can wash and can dry hands effectively and understands why this is important.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up.</p>	<p>Uses their experiences of adult behaviours to guide their social relationships and interactions.</p> <p>Is sensitive to others' messages of appreciation or criticism.</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</p> <p>Observes and can describe in words or actions the effects of physical activity on their bodies.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play.</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new</p>	<p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</p> <p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.</p> <p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.</p> <p>Talks about their own and others' feelings and behaviour and its consequences.</p> <p>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</p>

	<p>things or new social situations and being able to express their needs and ask adults for help.</p> <p>Talks about how others might be feeling and responds according to their his understanding of the other person’s needs and wants.</p> <p>Attempts to put on own coat and pulls up zipper once it is fastened at the bottom.</p>	
<p>Assessment Opportunities: Development Matters, Birth to Five Matters, RRSA work, team meetings/planning meetings, observations, floor books, displays, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessments</p>		
<p>Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of Sunbeams: Rights, different, same, rules, community/ies, feeling words, respect, listen, friend, safe, healthy, clean, danger, germs, privacy, pavement, road, seatbelt</p>		
<p>By the end of their time in Sunbeams, children will:</p> <ul style="list-style-type: none"> • Show awareness of the feelings of others and begins to respond thoughtfully. • Know what they want to play with and where to find it. • Play with others, sharing what they are using with help. • Play imaginatively with other children and listens to their ideas. • Plan and carries out own ideas. • Be confident to have a go and try new things. • Be able to talk about some things they like or don’t like and why. • Be persistent in activities that motivate them without being distracted by other things or people. • Understand and follows some rules. • Be able to make friends. 		



LITERACY: Skills and knowledge progression for Sunbeams – 3-4 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	Spring	Summer
<p>First Milestone: Children have increasing focus during story time and will sometimes choose to look at the available books within the classroom, retelling some of their favourite stories during continuous provision. Children can use muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and control objects, beginning to make a range of marks.</p>	<p>Second Milestone: Children take part in shared reading, and use characters from stories in play and retelling stories. They join in with repeated refrains and make predictions. Children are familiar with Nursery rhymes and props, and join in with actions. Children are mark making in a purposeful manner, e.g. ‘That’s Mummy’, in a range of ways- using dough, clay, paintbrushes etc.</p>	<p>Third Milestone: Children autonomously use literacy as a form of communication and expression within their play. They use available props to re-tell stories and demonstrate a love of reading. Mark making is more controlled, enabling them to draw lines and circles. Children can find their name card and use it to attempt to write their name. Some children will begin to form a range of recognisable letters. Children are becoming more able to identify the initial sounds of words and link some graphemes to their phonemes.</p>
<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats and uses actions, word or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a</p> <p>Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps.</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Looks at and enjoys print and digital books independently.</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment.</p>	<p>Recognises familiar words and signs such as own name, advertising logos and screen icons.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Talks about events and principal characters in stories and suggests how the story might end.</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print).</p> <p>Claps or taps the syllables in words during sound play.</p> <p>Begins to develop phonological and phonemic awareness.</p> <p>Recognises rhythm in spoken words, songs, poems and rhymes.</p> <p>Shows awareness of rhyme.</p>	<p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Continues to develop their phonological and phonemic awareness</p> <p>Hears and says the initial sound in words</p> <p>Show awareness of alliteration</p> <p>Begins to segment the sounds in simple words and blend them together.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p>

<p>Can distinguish sounds heard in the environment and can create a range of sounds using different parts of their body, e.g. clapping.</p> <p>Distinguishes between the different marks they make.</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or play dough and through using touch screen technology.</p> <p>Includes mark making and early writing in their play.</p>	<p>Imitates adults writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>Sometimes gives meaning to their drawings and paintings.</p> <p>Shows interest in letters, identifying the initial letter of their name and other familiar words.</p>	<p>Begins to make letter type shapes to represent the initial sound of their name and other familiar words</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.</p>
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Assessment Opportunities:
 Development Matters, Birth to Five Matters, team meetings/planning meetings, observations, floor books, displays, discussion with parents on induction and at termly parent consultations, observations and feedback from the home/school library, formative assessment and termly summative assessments

Key vocabulary to be taught by the end of Sunbeams:
 Write, draw, pencil, paintbrush, story, print, characters, beginning, end, villain, hero, front cover, back cover, spine, author, illustrator, list, menu, letter, invitation

- By the end of their time in Sunbeams, children will:**
- Enjoy listening to stories and making up play scenarios.
 - Look at books and has some favourites.
 - Talk about stories as they are read to them.
 - Recall what happened in a story.
 - Know the difference between pictures and words.
 - Begin to recognise familiar letters or words e.g., letters in their names, familiar names and shop signs.

 - Make many different marks
 - Make marks to represent their name.
 - Form shapes that are starting to look like letters.
 - Use letters or symbols to convey meaning.
 - Talk about their drawings.
 - Begin to recognise similarities in words e.g., words that rhyme audibly, words that start with the same letter audibly or visually.

MATHEMATICS: Skills and knowledge progression for Sunbeams – 3-4 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	Spring	Summer
<p>First Milestone: Children engage with mathematical concepts through every-day play, routines, snack time, story time etc following the rhythm of the day, understanding now and next and sequence of the nursery day. Children explore building with blocks and materials, beginning to comment if they need ‘more’ bricks/materials. Children are listening to and beginning to join in with the actions and words of simple number songs.</p>	<p>Second Milestone: Children are counting incidentally. They are noticing and commenting on amounts and numerals in their environment. Children show an understanding of some prepositional language. They are comparing size, weight, shape, composition and comparing groups. They know ‘more than’ and ‘fewer than’. They recognise ABABAB patterns and are beginning to subitise with small numbers up to 2.</p>	<p>Third Milestone: Children can build with a range of shapes, selecting them appropriately and combining shapes to make new ones, e.g. an arch. Make comparisons between objects relating to size, length, weight and capacity. Extend and create more complex patterns. Recognise and subitise up to 3 objects and understands number concepts to at least 5 (reciting, counting objects – cardinality, show finger numbers, link numerals).</p>
<p>Comparison Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’</p> <p>Counting Begins to say numbers in order, some of which are in the right order (ordinality) Uses some number names and number language within play, and may show fascination with large numbers</p> <p>Cardinality Begin to notice numerals Beginning to count on their fingers</p> <p>Composition Beginning to use understanding of number to solve practical problems in play and meaningful activities</p> <p>Spatial Awareness Begins to remember their way around familiar environments Responds to some spatial and positional language</p> <p>Measures Explores differences in size, length, weight and capacity</p> <p>Shape Recognises that two objects have the same shape Makes simple constructions Chooses puzzle pieces and tries to fit them in</p>	<p>Comparison Compares two groups of up to three objects saying when there are the same number of objects in each group, e.g. you’ve got two, I’ve got two, same</p> <p>Counting Counting verbally as far as they can go Begin to recognise numerals 0 to 10 Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2,3,4,5.</p> <p>Cardinality Explores using a range of their own marks and signs to which they ascribe mathematical meanings Links numerals with amounts up to five and maybe beyond. Counts up to three items, recognising that the last number said represents the total counted so far (cardinal principle) Subitises one, two and three objects (without counting)</p> <p>Composition Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Spatial Awareness</p>	<p>Comparison Compares two groups of up to five objects saying when there are the same number of objects in each group, e.g. you’ve got four, I’ve got four, same Begins to use number names and symbols when comparing numbers, showing interest in large numbers.</p> <p>Counting Enjoys reciting numbers from 0 up to 10 (and beyond) and back again Increasingly confident putting numerals in order 0 – 10 (Ordinality)</p> <p>Cardinality Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Begins to subitises up to five objects (without counting)</p> <p>Composition Beginning to recognise that each counting number is one more than the one before. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Spatial Awareness</p>

<p>Responds to both informal language and common shape names</p> <p>Pattern Is interested in what happens next using the pattern of everyday routines</p>	<p>Responds to and uses language of position and direction</p> <p>Predicts, moves and rotates objects to fit the space or create the shape they would like.</p> <p>Measures In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories</p> <p>Shape Attempts to create arches and enclosures when building, using trial and improvement to select blocks Chooses items based on their shape which are appropriate for the child's purpose. Shows awareness of shape similarities and differences between objects.</p> <p>Pattern Explores and adds to simple linear patterns of two repeating items e.g. stick, cone, stick, cone Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next.</p>	<p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.</p> <p>Measures Enjoys tackling problems and making predictions involving length, weight or capacity- paying attentions to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play.</p> <p>Shape Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Uses a mixture of mathematical language and informal language to describe shapes, e.g. heart shaped Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p>Pattern Explores and adds to simple linear patterns of three repeating items e.g. stick, cone, leaf, stick, cone, leaf Spots patterns in the environment and begins to identify the pattern rule</p>
<p>Assessment Opportunities: Development Matters, Birth to Five Matters, Concept Cat, team meetings/planning meetings, observations, floor books, displays, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessments</p>		
<p>Key vocabulary to be taught by the end of Sunbeams: Count, number, numeral, more than, less than, total, altogether, positional language, empty, full, fill, long, short, length, weight, heavy, light, measure, shape, 2D, 3D</p>		



By the end of their time in Sunbeams, children will:

- Be confident in subitising up to 3 objects.
- Know how to solve everyday problems in their play.
- Recognise numerals in the environment, knowing they are numbers.
- Recognise and name some numbers and is beginning to put them in order.
- Show an interest in counting.
- Count objects in their play.
- Count, mostly accurately, to find out how many things they have, up to 10.
- Understand how different shapes fit together. E.g., in artwork or block play.
- Notice (and may comment on) who has more or less.
- Know the names of some shapes.
- Notice and compares size, weight, and capacity in their play.
- Experiment with own symbols and marks representing number or quantity.



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UNDERSTANDING THE WORLD: Skills and knowledge progression for Sunbeams – 3-4 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	Spring	Summer
<p>First Milestone: To settle into nursery, recognising that we have a nursery school family group- to self-register and learn the names of friends and keyworkers. Children are developing a sense of belonging to their key group and wider school community. They begin to make connections between home and nursery through role play, real objects and experiences, e.g. Christmas and Diwali.</p>	<p>Second Milestone: Children will confidently explore the indoor and outdoor learning environment. Children are learning how we are alike or different, through cultural celebrations linked to their own experiences. They understand that the natural world changes around us with the seasons, and explore and talk about how things work. Children are aware of life-cycles of animals and plants, and growth and decay- through hands-on experiences.</p>	<p>Third milestone: Children understand life beyond home and nursery, and make sense of their physical world and community. Children’s knowledge is increasing due to personal experience and information obtained through books, and technology, broadening their understanding of diversity and society. Children know that there are different countries in the world, and show empathy, respect and tolerance towards other cultures. Children proudly talk about their own uniqueness and what makes them special.</p>
<p>Shows interest in the lives of people who are familiar to them.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background.</p> <p>Beginning to have their own friends</p> <p>Enjoys joining in with family customs and routines</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Shows care and concern for living things and the environment.</p> <p>Enjoys playing with small world reconstructions, building on first hand experiences e.g. visiting farms, train track etc.</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p>	<p>Remembers and talks about significant events in their own experience</p> <p>Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Beginning to have an understanding of growth, decay and changes over time</p> <p>Begin to understand the effect their behaviour can have on the environment</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Talks about why things happen and how things work</p> <p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</p> <p>Knows that information can be retrieved from digital devices and the internet</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends, family communities, cultures and traditions</p> <p>Recognises and describes special times or events for family or friends</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>Looks closely at similarities, differences, patterns and change in nature</p> <p>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet</p> <p>Completes a simple program on electronic devices</p> <p>Uses ICT hardware to interact with age appropriate computer software and the internet (with adult supervision)</p>

<p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p>		<p>Beginning to develop digital literacy skills by being able to access, understand and interact with a range of technologies</p>
<p>Assessment Opportunities:</p> <p>Development Matters, Birth to Five Matters, RRSA work, Early Years Picture News, team meetings/planning meetings, observations, floor books, displays, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessments</p>		
<p>Key vocabulary to be taught by the end of Sunbeams:</p> <p>Religion, community, family, culture, traditions, celebrations, jobs, differences, similarities (specific cultural celebration names) Old, new, young, past, present, future, Queen, King, Princess, Prince Beach, forest, hill, mountain, river, land, sea, spring, summer, autumn, winter, farm, country, world, Birmingham, Earth, map, reptiles, fish, birds, mammals, habitat, plants, seeds, stem, roots, petal, flower, leaf, nocturnal, experiment, rough, smooth, hard, soft, magnetic, old, young, grow, light, dark, day, night, morning, afternoon, freeze, frozen, melt Senses Information, technology, digital</p>		
<p>By the end of their time in Sunbeams, children will:</p> <ul style="list-style-type: none"> • Remember and talk about significant events in their own experience. • Show care and concern for living things and the environment. • Show an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Talk about past and present events in their own life and in the lives of family members. • Look closely at similarities, differences, patterns and change in nature. • Know that information can be retrieved from digital devices and the internet. • Develop positive attitudes about the differences between people. • Understand the key features of the life cycle of a plant and animal. • Be able to use the internet with adult supervision to find and retrieve information of interest to them. • Recognise that people have different beliefs and celebrate special times in different ways. • Understand the effect of changing seasons on the natural world around them. 		

EXPRESSIVE ARTS AND DESIGN: Skills and knowledge progression for Sunbeams – 3-4 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	Spring	Summer
<p>First Milestone: Children join in with singing songs and explore how to make sounds using body percussion and their voices. They are interested in colour mixing and texture. They explore materials using their senses and begin to ‘make believe’ by pretending.</p>	<p>Second Milestone: Children are able to explore different materials freely, to develop their ideas about how to use them and what to make. They can represent ideas through drawing through movement and music gaining increasing control over instruments. They will explore differences in the sounds that musical instruments make and steady beats and rhythms in songs and rhymes. They begin to develop an emerging preference for a dominant hand, They take part in pretend play using objects to represent something.</p>	<p>Third Milestone: Children can use resources to create props which support role play, they can use drawing to represent ideas- with increasing complexity and detail, such as representing a face with a circle and features. They use own ideas to choose materials and explores colour and textures, using tools for purpose. They can create music and song, exploring how sound and movement can be changed.</p>
<p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home.</p> <p>Creates sounds by using their voices, clapping, stamping feet etc.</p> <p>Enjoys and responds to playing with colour in a variety of ways e.g. combining colours.</p> <p>Using everyday materials to explore, understand and represent their world-their interests and fascinations.</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Explores and learns how sounds and movements can be changed.</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p>	<p>Continues to explore colour and how colours can be changed.</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.</p> <p>Uses tools for a purpose.</p> <p>Develops an understanding of how to create and use sounds intentionally.</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings.</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p> <p>Taps out simple repeated rhythms.</p> <p>Uses various construction materials, e.g. joining pieces, balancing, making enclosures and creating spaces.</p>	<p>Creates sounds, movements, drawings to accompany stories.</p> <p>Experiments and creates movement in response to music, stories and ideas.</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>

	Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Sings to self and makes up simple songs	
Assessment Opportunities: Development Matters, Birth to Five Matters, team meetings/planning meetings, observations, floor books, displays, discussion with parents on induction and at termly parent consultations, formative assessment and termly summative assessments		
Key vocabulary to be taught by the end of Sunbeams: Rolling, patting, pinching, stamping, rubbing, moulding, combine, shapes, lines, detail, thread, weave, primary colour, mix, light, dark, materials, texture, names of instruments, pretend, rhythm, syllable, pace, volume, loud, quiet, dance, movement, quick, slow, build		
By the end of their time in Sunbeams, children will:		
<ul style="list-style-type: none"> • Join different materials and explores different textures. • Use everyday materials imaginatively in play to explore, understand and represent this world. • Begin to develop stories using small world equipment and objects. • Develop an understanding of using lines to enclose a space and begin to use drawing to represent actions and objects based on imagination, observation and experience. • Engage in imaginative play based on their own ideas or first-hand experiences. • Introduce a story line or narrative into their play. 		

Family Involvement Opportunities		
Autumn	Spring	Summer
Supporting induction Sharing information with key people. Tapestry (online learning journal) Gathering Autumn artefacts Attending parent consultation sessions. Attending a Christmas activity day. Engaging with the home/school library and reading books at home. Opportunity to join the RRS adult steering group Attending a healthy eating workshop Attending a Woodgate Valley Trip	Attending ICT workshops Engaging with the RRS bear coming home Attending early reading workshops Tapestry (online learning journal) Attending gardening workshops Attending a Woodgate Valley Trip Attending parent consultation sessions. Engaging with the home/school library and reading books at home.	Tapestry (online learning journal) Mini beast hunt in the garden and to and from Nursery Attending the end of year celebration. Attending a Woodgate Valley Trip Engaging with transition opportunities and activities. Sharing artefacts from days out/holidays/journeys undertaken or planned. Attending parent consultation sessions. Engaging with the home/school library and reading books at home.

Reading, Writing and Maths

In Early Years, children enter at many different stages of development in early reading, writing and mathematical skills. To produce a conventional medium-term plan for reading, writing and mathematics would not meet the needs of every child at the appropriate times. Therefore, the list of skills below, though not exhaustive, gives practitioners a guide as to where each child is at in their stage of development and where they need to go next.

The most crucial part of learning to read and write is that children must develop a passion for reading and writing. They must foster a love of books, stories, rhymes and language, and develop an understanding of the reasons we need to read and write. We want children to find pleasure in reading and develop a deep love of stories. We want children to develop a love of writing which is built on exploration of marks through a wide range of activities and experiences. High quality resources coupled with rich experiences enable children to freely explore and develop their writing skills and knowledge. Children need lots of experience of mark making. They require plenty of opportunity to develop muscles in their hands to develop strength and dexterity before effectively writing with a pencil using a pincer grip.

Teaching mathematical skills and concepts in Early Years should be through practical, hands on activities. There should be little or no written maths produced by the children in adult led sessions, however independent mathematical mark making should always be encouraged. Children should apply maths skills to solve real life/practical problems and be able to apply these skills in different contexts. We intend for children to develop a deep understanding and skill base around mathematical concepts and number in order to foster a love of maths and confidence in maths in the next stage of their education. Maths mastery is taught by ensuring children do more and remember more; by ensuring learning is recalled regularly and used in different contexts; and by ensuring 'sticky learning' of mathematical concepts through retrieval, opportunities, questioning, using misconceptions and dual coding.

We teach phonics using Phase One of Letters and Sounds. Phase One activities focus on developing children's speaking and listening skills, phonological awareness an oral blending and segmenting. The activities are used as part of a rich language curriculum that has speaking and listening at its centre; a curriculum rich in books and reading opportunities; and an environment rich in print.

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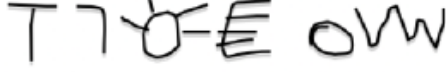

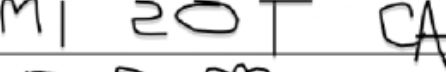
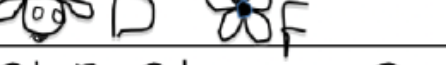



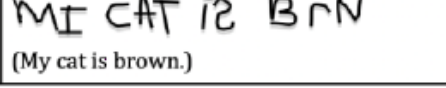
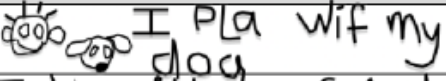
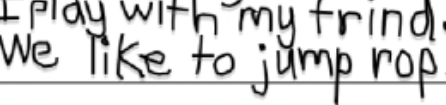
Role of the Adult		
Supporting Early Reading	Supporting Early Writing	Supporting Early Mathematical Concepts
<p>Be seen as positive reading role models</p> <p>Read with excitement, engagement and intonation</p> <p>Model reading for pleasure or as part of shared activities</p> <p>Ensure children are active participants in story sessions.</p> <p>Encourage children to choose and peruse books freely as well as share them with an adult</p> <p>Develop children’s comprehension of texts through questioning</p> <p>Read a range of fiction, non-fiction and poetry books to individuals and groups</p> <p>Consider the needs and interests of children</p> <p>Provide purposeful activities and times to read and develop early reading skills</p> <p>Plan continuous provision activities for reading both inside and outside</p> <p>Nurture and encourage a ‘have a go’ approach and build confidence in children around accessing books</p> <p>Plan and deliver Phase One Letters and Sounds sessions for adult-led teaching time and ensure phase 1 letters and sounds activity opportunities (including sound exploration) within continuous provision</p> <p>Listen to encourage talking</p> <p>Model good listening and eye contact</p> <p>Ask questions that attentive listeners ask and comment on what children say</p> <p>Provide ample opportunities for children to extend their spoken communication</p> <p>Provide good models of spoken English and speaking clearly, how to structure comprehensible sentences and sustain dialogue (high-quality interactions)</p>	<p>Be a positive writing role model</p> <p>Model writing regularly and for a range of purposes</p> <p>Have a genuine interest in what all children communicate.</p> <p>Provide opportunities to explore creating marks in a variety of ways, notice children’s marks and talk about them</p> <p>Ensure children see adults write for pleasure</p> <p>Write as part of a shared writing activity</p> <p>Give children the confidence to ‘have a go’</p> <p>Celebrate work produced through marking, sharing with others or displaying</p> <p>Plan both adult led and continuous provision activities using Birth to 5 Matters the EYFS Development Matters</p>	<p>Support mathematical development in continuous provision.</p> <p>Support mathematical development by singing counting songs and rhymes and encouraging children to join in games that involve counting</p> <p>To plan both adult led and continuous provision activities that are ability appropriate, using the EYFS Development Matters and Birth to Five Matters.</p> <p>Respond to children in the moment, providing opportunities for them to develop mathematical skills; model mathematical skills, using ‘talking aloud commentary’; question children to challenge their mathematical thinking and promote use of mathematical language</p>

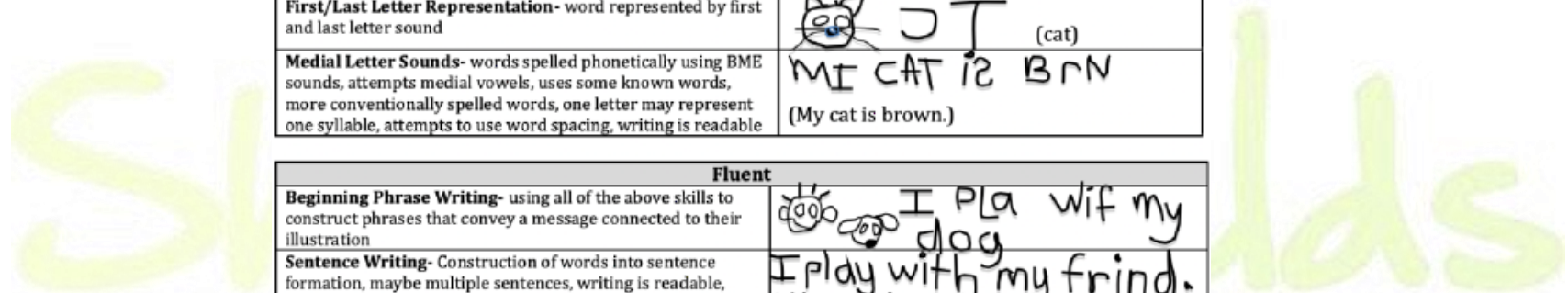
We provide:		
Reading	Writing	Maths
<p>A range of resources both indoors and outdoors to encourage the development of early reading skills. These include logo's, labels, recipes for cooking activities, name cards, digital devices, signs and symbols, props and story sacks.</p> <p>A quiet area for reading with a selection of quality resources, including fiction/non-fiction books, magazines and puppets</p> <p>A range of books linked to children's interests</p> <p>Opportunities to support children and parents at home by providing reading books through the home school library.</p> <p>Regular experience of rhymes and rhythm</p> <p>Early phonological awareness opportunities, including opportunities to tune into sounds (auditory discrimination), listen to and remember sounds (auditory memory and sequencing) and talk about sounds (developing vocabulary and language comprehension)</p>	<p>Free access to quality mark making equipment both inside and outside</p> <p>Meaningful context for children to develop and practice their early writing skills. These include writing shopping lists for cooking, making appointments in a role play doctors, making a list of insects found in the garden and reflecting on their learning and experiences.</p> <p>Activities that encourage the development of children's pre writing skills - both gross and fine motor skills</p> <p>Activities that encourage development of making marks, such as: sensory experiences in sand, paint and foam, pencil control activities, gross motor mark making activities and using a wide range of mark making resources</p>	<p>A range of quality mathematical equipment for exploration in independent play, a range of resources that lend themselves to mathematical exploration and embedding mathematical skills and concepts.</p> <p>Planned continuous provision activities linking to the children's interest and/or the needs of the children at that time, both indoors and outdoors</p> <p>Daily adult-led sessions where maths is promoted and skills are developed</p> <p>Meaningful contexts for children to count in sequence, problem solve, notice and create patterns.</p>

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Shenley Fields

Developmental Stages of Writing

Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	
Emergent	
Strings of Letters - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
Groups of letters -groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	
Transitional	
Letter/Word Representation -uses first letter sound of word to represent entire word, uses letter sound relationships	
First/Last Letter Representation - word represented by first and last letter sound	
Medial Letter Sounds - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	
Fluent	
Beginning Phrase Writing - using all of the above skills to construct phrases that convey a message connected to their illustration	
Sentence Writing - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
Six Traits of Writing - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	



Planning for Phonics

At Shenley Fields Daycare and Nursery School, we use Letters and Sounds (Phase One) as a guide to our phonics approach. This is the speaking and listening phase designed to prepare children to start learning the links between phonemes (letter sounds) and graphemes (letter shapes and combinations). This is achieved through focused teaching, continuous provision, stories, rhymes and songs; all supported within a language rich environment.

During continuous provision and focused group time sessions, children will have regular opportunities to:

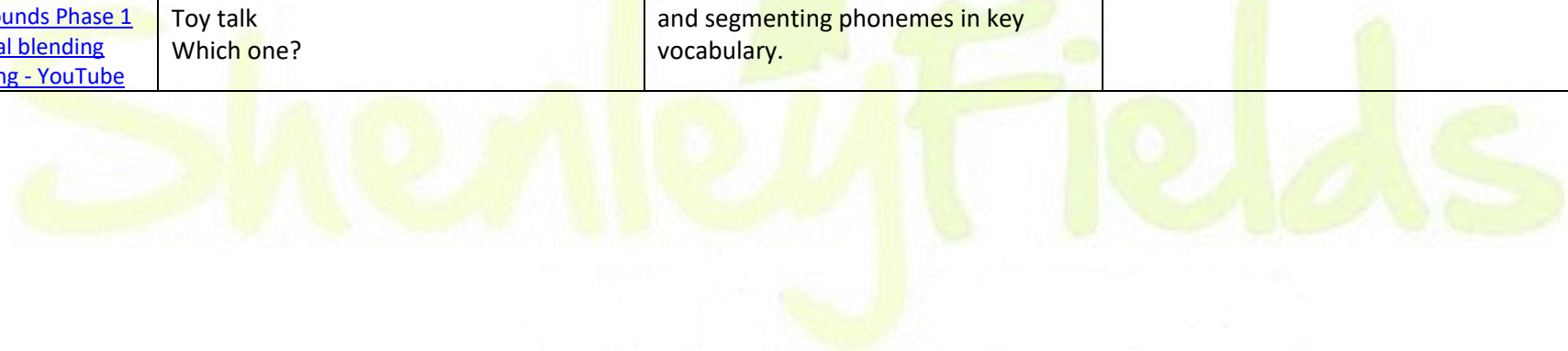
- Tune into sounds (auditory discrimination)
- Listen and remember sounds (auditory memory and sequencing)
- Talk about sounds (developing vocabulary and language comprehension)

Relevant Terminology

<p>Phonemes The smallest units of sound <u>heard/said</u> within a language.</p> <p>Grapheme A letter or letters that <u>spell</u> a sound in a word.</p> <p>Grapheme-Phoneme Correspondence: Being able to hear a phoneme and know the grapheme that represents it. (Spelling) Being able to see a grapheme and know the phoneme that relates to it (Reading)</p>	<p>Syllables These are units of spoken language that usually have one vowel sound (including y), with or without surrounding consonant. They are sometimes referred to as the 'beats' of a word that form its rhythm. For Example</p> <ul style="list-style-type: none"> • Dog has 1 syllable • Apple (a-pul) has 2 syllables • Potato (po-tay-to) has 3 syllables • Activity (ac-tiv-i-tee) has 4 syllables • Electricity (e-lec-tri-ci-tee) has 5 syllables <p>Alliteration: Alliteration is when a group of two or more words start with the same phoneme (sound). They may not always begin with the same grapheme (letter) For Example</p> <ul style="list-style-type: none"> • “Peter Piper Picked a Peck of Pickled Peppers” 	<p>Blending This is the process of combining sounds (phonemes) together to create a word. This is necessary to develop reading skills</p> <p>Segmenting This is the process of splitting words up into phonemes. This is important for developing spelling skills.</p> <p>Pure Sounds When modelling sounds in the spoken word, it is important that children hear the pure phonemic sound. This will help them to join the sounds together to build word recognition and spelling as they get older.</p> <p>Phonics: How to pronounce pure sounds Oxford Owl - YouTube</p>
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Raindrops					
Continuous Provision					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Environmental Sounds: Aspect 1	Body Percussion: Aspect 3	Voice Sounds: Aspect 6	Instrumental Sounds: Aspect 2	Rhythm and Rhyme: Aspect 4	Alliteration: Aspect 5
Show an interest in and begin to identify environmental sounds in both the indoor and outdoor learning environments. Small world play provides opportunities to include, for example, vehicle sounds, animal sounds etc.	Opportunities to listen to and explore creating sounds using different parts of the body through action rhymes and physical, music activities.	Opportunities to listen to and explore creating different sounds using the voice through imaginative play eg. role play and small world play.	Opportunities to listen to and explore creating sounds using traditional musical instruments, other resources through singing and music activities.	Opportunities to listen to and explore words which begin or end with the same phonemes through singing, rhymes and stories.	
Sunbeams					
Continuous Provision and Focused Group Time Sessions					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Environmental Sounds: Aspect 1	Body Percussion: Aspect 3 Voice Sounds: Aspect 6	Instrumental Sounds: Aspect 2	Rhythm and Rhyme: Aspect 4	Alliteration: Aspect 5	Oral Blending and Segmenting: Aspect 7
Key Aspects	Focused teaching (adult led, small group)	Continuous provision	A range of stories, rhymes and songs to choose from		
Environmental Sounds Letters and Sounds Phase 1 - Aspect 1: General sound discrimination – Environmental - YouTube	Listening walks – indoors and outdoors Describe it and find it Enlivening stories Favourite sounds Old Macdonald had a farm	Opportunities to question and identify environmental sounds in both the indoor and outdoor learning environments. Small world play provides opportunities to include, for example, vehicle sounds, animal sounds etc.	Old MacDonal Had a Farm	The Ding Dong Bag We're Going on a Bear Hunt (Core Text) Animal Fun Peace at Last	
Instrumental Sounds Letters and Sounds Phase 1 - Aspect 2: General sound discrimination – Instrumental - YouTube	Animal sounds game Getting to know the instruments New words to old songs Which instrument	Opportunities to explore creating and discriminating sounds using traditional musical instruments, other resources and parts of the body through action rhymes, singing and music activities.	We Can Play on the Big Bass Drum I am the Music Man	Down by the Cool of the Pool Flo the Flamingo And the Train Goes.... Bear Snores On	

<p>Body Percussion Letters and Sounds Phase 1 - Aspect 3: General sound discrimination – Body percussion - YouTube</p>	<p>Action songs Follow the sound Noisy neighbour Sound songs</p>		<p>If You're Happy and you Know it. Here we go Round the Mulberry Bush Hickety Pickety Bumble Bee</p>	
<p>Rhythm and Rhyme Letters and Sounds Phase 1 - Aspect 4: Rhythm and rhyme - YouTube</p>	<p>Rhyming soup Odd one out Our favourite nursery rhymes Playing with words Rhyming bingo Rhyming pairs</p>	<p>Opportunities to explore creating and distinguishing words which begin or end with the same phonemes through word play, singing, rhymes and stories.</p>	<p>Hickory Dickory Dock 1,2,3,4,5... Jack and Jill The Grand Old Duke of York Mary Mary Quite Contrary Little Bo Peep 5 Currant Buns Miss Polly had a Dolly</p>	<p>Fox's Socks (core text) Rhyming Rabbit Jake's Cakes Clarabelle's Scarf Trish the fish This is the Bear</p>
<p>Alliteration Letters and Sounds Phase 1 - Aspect 5: Alliteration - YouTube</p>	<p>Silly soup Bertha goes to the zoo Digging for treasure Making aliens Musical corners Our sound box</p>		<p>There's a Worm at the Bottom of the Garden</p>	<p>Digby the Diggedy Dog ClipClop's Picnic Sir Charlies Sticky Socks Millie Makes a Mess Keelo's Cookies Chatty Bat Sally the Sea Lion</p>
<p>Voice Sounds Letters and Sounds Phase 1 - Aspect 6: Voice sounds - YouTube</p>	<p>Mirror play – model voice sounds. Animal face masks Making trumpets Metal mike Voice sounds game</p>	<p>Opportunities to explore creating and distinguishing different sounds using the voice through imaginative play eg. role play and small world play.</p>	<p>Five Little Ducks Five Speckled Frogs Hickety Pickety Bumble Bee</p>	
<p>Oral Blending and Segmenting Letters and Sounds Phase 1 - Aspect 7: Oral blending and segmenting - YouTube</p>	<p>I spy Say the sounds Toy talk Which one?</p>	<p>Opportunities for adults to model and children to experiment with blending and segmenting phonemes in key vocabulary.</p>	<p>Click, Clack, Moo Cows that Type Jin's First Day</p>	



Planning for Mathematics

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

“Mathematics for young children involves developing their own understanding of number, quantity, shape and space. Babies and young children have a natural interest in quantities and spatial relations – they are problem-solvers, pattern-spotters and sense-makers from birth. This curiosity and enjoyment should be nurtured through their interactions with people and the world around them, drawing on their personal and cultural knowledge. Every young child is entitled to a strong mathematical foundation which is built through playful exploration, apprenticeship and meaning-making. Children should freely explore how they represent their mathematical thinking through gesture, talk, manipulation of objects and their graphical signs and representations, supported by access to graphic tools in their pretend play. Effective early mathematics experiences involve seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play. Plenty of time is required for children to revisit, develop and make sense for themselves. This is supported by sensitive interactions with adults who observe, listen to and value children’s mathematical ideas and build upon children’s interests, including those developed with their families. It is crucial to maintain children’s enthusiasm so they develop positive self-esteem as learners of mathematics and feel confident to express their ideas.” (Birth to Five Matters 2021)

Relevant Terminology

Number and Numerical Pattern

Verbal Counting

Verbal counting means that a child can say number words, “one”, “two”, “three” etc, in a correct sequence both forwards and backwards.

Object Counting (1:1 Correspondence)

In early counting development, this refers to the matching of one object or number word to another (corresponding) object or number word.

Cardinality

Cardinality refers to the capacity to link numbers to collections, e.g., to know that “4” is the correct representation to denote a group of four objects.

Ordinality

Ordinality refers to the capacity to place numbers in sequence

An ordinal number describes the numerical position of an object, e.g., first, second, third, etc.

Comparison

Comparison of quantity refers to identifying which groups of objects, which have more or less items in them.

Composition

Composition is the understanding that one number can be made up from (composed from) two or more smaller numbers.

Conservation

Conservation of number is the name given to understanding that the number of objects in a set does not change if they are moved around. For example, many

Spatial Reasoning, Shape and Measure

Spatial Awareness

This is the ability to perceive two or more objects in relation to each other and to yourself. Spatial reasoning is how we understand how things (including ourselves) move and interact in relation to the physical space around them. It also involves understanding the relationships of objects as they change position.

Positional Language

Positional language (prepositions) refers to the place where something or someone is, often in relation to other things, such as over, under, beside, or beneath.

2D Shapes

2D stands for 2-dimensional. 2-dimensional shapes are flat and only have two dimensions: length and width. They include squares, rectangles, circles and triangles.

3D Shapes

3D (three-dimensional) shapes are solid shapes that have three dimensions including length, depth and width. Different 3-dimensional shapes include cubes, pyramids, spheres, and cones.

Pattern

A pattern in mathematics consists of an arrangement of numbers, shapes, colours, pictures or objects that are repeated in a certain order.


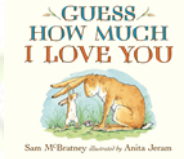
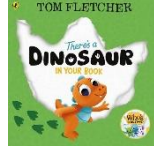
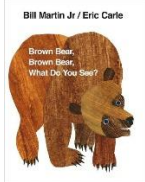
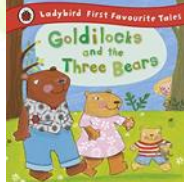
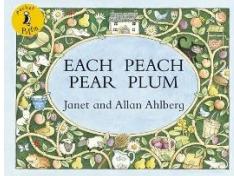
Measurement

Measurement relates to the ability to recognise and define the size or amount of something using standard and non-standard units of measurement.

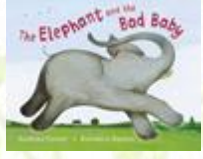
<p>young children will recount objects if they are spread out, moved closer together or lined up.</p> <p>Subitising Subitising is the ability to instantly recall the number of objects or images without needing to count them individually</p>			
Raindrops			
Mathematical Categories		Continuous provision (Examples of)	A range of stories, rhymes and songs to choose from
Spatial Awareness		<p>Explore the outdoor environment, moving in and around different spaces, using spatial and positional language in context. Create tunnels and bridges to use with trains and cars. Building train tracks and building joining blocks and construction materials. Use posting toys to experiment with making items fit. Sing songs and share stories with positional language.</p>	<p>Head shoulders knees and toes Incy Wincy Spider Round and Round the Garden Two Little Dicky Birds One Little Finger 5 Fat Sausages</p>
Shape			
Pattern		<p>Explore transient art opportunities in forest school and mud kitchen, arranging natural resources. Explore patterns and sequences through mark making and creative activities using different colours, shapes and resources. Use songs and musical instruments to make repetitive sounds and actions,</p>	<p>The Very Hungry Caterpillar Fish Eyes 1,2,3 To the Zoo Handa's Hen Ten Little Ladybugs We're Going on a Bear Hunt Monkey Do Where's Spot Elmer One Mole Digging a Hole</p>
Measures		<p>Use different sized and shaped vessels in the sand and water play when exploring tipping and filling. Use different sized spoons when collecting ingredients in the mud kitchen, mixing table or during cooking activities.</p>	
Number & Numerical Patterns	Comparison Cardinality Counting	<p>Children can use bucket, bags and baskets to create collections in forest school. They can collect, sort, arrange and count objects the objects they have found. Arrange and count cars in trains in small world play. Adults to model the use of number names in sequence in play, emphasising on the final number in a set of objects. Use non-standard measures such as cups and spoonfuls to count out ingredients needed for cooking. Use number names to compare quantity in sand and water play. Focus upon the quantity of snack items to be chosen.</p> <p>Sing number rhymes and songs, and beginning to use fingers to represent quantity</p>	

		Sunbeams			
Mathematical Categories		Focused teaching (adult led, small group)	Continuous Provision (Examples of)	A range of stories, rhymes and songs to choose from	
Spatial Awareness Shape		Wellcomm activities to introduce and embed positional language. Introduce and create maps Shape Lotto Jigsaws	Opportunities for large scale construction both indoors and outdoors. Children have access to a range of resources in different sizes to explore what they can fit in each, which ones fit inside each other and the position and reposition develop an understanding of their properties. During play, children identify and can talk about the properties of 2D and 3D shapes. Playing hide and seek outdoors.	1,2,3,4,5 Once I Caught a Fish Alive Five Little Ducks Five Speckled Frogs Hickory Dickory Dock One Finger One Thumb Keep Moving Ten Green Bottles 5 Fat Sausages 5 Little Men in a Flying Saucer 5 Little Monkeys Jumping on the Bed 10 in the Bed	10 Black Dots Mouse Count The Shape of Things Absolutely One Thing How Big is a Million Henry the Fourth Hide and Seek The Great Pet Sale Elmer
Pattern		Threading and loose parts play to explore repetitive sequencing Turn taking games (emphasising the repeating pattern. For example your turn, my turn, your turn) Visual timetables	During transient art sessions in the outdoor studio, children will have opportunities to gather natural resources and arrange them into patterns. For example, pine cone, stone, pine cone, stone. Providing patterned resources in the studio. For example different cultures, nature.		
Measures		Caterpillar life cycle focus to include the growth of the caterpillars using mathematical language Visual timetables Growing sunflowers	Providing jugs and funnels of varying sizes in water play. Spoons of differing sizes used in cooking, on the mixing table and in the mud kitchen. Adults to model the use of rulers, height charts, timers, scales and tape measures.		
Number & Numerical Patterns	Comparison Cardinality Counting Composition	Counting the number of children in the group Estimating and checking the number of cups for group time. Number song bags Large dice games Turn taking games (ordinal numbers)	Numerals displayed in areas of continuous provision both indoors and outdoors. For example, numbers on toilet doors, numbered potion bottles in the mud kitchen. Adults model the use of higher numbers during activities. For example, the oven needs to be on 200 degrees. In the studio, children are encouraged to get enough paint brushes to have one in each pot. In the construction space, estimating how many blocks they will need to build their structures.		

RAINDROPS: CORE BOOKS for our 2-3 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading

Autumn 1	Autumn 1	Autumn 1
 <p>Superheroes Love Starting Nursery by Katie Button This is an interactive story to support children’s understanding of what their time in nursery will be like. By lifting the flaps to choose what happens next on each page, children help the superheroes learn all about going to nursery.</p> <p>Key Vocabulary: first, start, nursery, learning, fun, lunch, listen, play, treat, look</p>	 <p>Guess How Much I Love You by Sam McBratney The focus of this book is the bonds of love between parent and child. It explores perceptions of love and how this can be expressed and measured. Introduction to recognising feelings.</p> <p>Key Vocabulary: Hare, long, listening, guess, wide, longer, high, tumbled, reach, beyond, across</p>	 <p>There’s a Dinosaur in Your Book by Tom Fletcher This story focusses on helping Noisy Dinosaur to make some friends. It helps children to learn about loud and quiet voices and when each should be used.</p> <p>Key Vocabulary: dinosaur, big, speak, quietly, friends, loud, next, counting, whisper, noisy, hum, happy</p>
Autumn 2	Autumn 2	Autumn 2
 <p>Brown Bear, Brown Bear by Bill Martin Jr/Eric Carle Highly repetitious language enables children to remember the content. Tuning into a repetitive rhythm and being able to recite this story themselves helps children to develop their auditory memory skills, a key part of early literacy.</p> <p>Key Vocabulary: brown, bear, red, bird, yellow, duck, blue, horse, green, frog, purple, cat, white, dog, black, sheep, goldfish, see, looking</p>	 <p>Goldilocks and the Three Bears by Nicola Baxter This story encourages consideration of how our own actions affect others and for us to have respect for things that belong to others. Introduces size and ordering.</p> <p>Key vocabulary: forest, big, middle, tiny, breakfast, nosy, open, wide, three, taste, hot, lumpy, empty, sleepy, first, second, third (ordinality), hard, soft, eating, sitting, sleeping</p>	 <p>Each Peach Pear Plum by Janet and Alan Ahlberg Introduces characters from well know stories and rhymes. It encourages children to participate and find the characters hidden in the pictures. Rhyme and rhythm feature throughout.</p> <p>Key Vocabulary: spy, cellar, wicked, wood, den, safe, hunting, ditch</p>

RAINDROPS: CORE BOOKS for our 2-3 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading



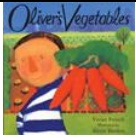


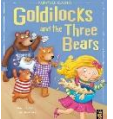
Spring 1	Spring 1	Spring 1
 <p>Sam Plants a Sunflower by Katie Petty This book introduces life cycles as Sam plants a seed and nurtures it until he has grown a beautiful yellow sunflower. This story links to planting sunflower seeds at nursery.</p> <p>Key Vocabulary: plant, sunflower, big, yellow, seeds, warm, damp, sunny, full, hot, lots, grew, taller, summer</p>	 <p>The Elephant and the Bad Baby by Elfrida Vipont This story has repeated refrains, which children will begin to join in with. It highlights the importance of using good manners.</p> <p>Key Vocabulary: Elephant, bad, baby, ride, trunk, down, soon, running, butcher, after, baker, snack, grocer, fruit, barrow, please, bump, lady, boy</p>	 <p>Dinosaur Roar by Paul and Henrietta Stickland Produced in association with the NH Museum. This book introduces a number of dinosaurs and gives facts about each of them. The story delivers a simple moral lesson to children. It has simple rhyming text which will engage children. Teaches about opposites.</p> <p>Key Vocabulary: dinosaur, roar, squeak, fierce, fast, slow, above, below, weak, strong, short, long, fat, tiny, clean, lunch</p>
Spring 2	Spring 2	Spring 2
 <p>Ten in the Bed by Penny Dale This is an adaptation of the well-known counting rhyme and encourages early maths skills. Includes the repeated refrain “roll over, roll over” which children will remember and join in with. Children are encouraged to join in with crash, thud and bump noises as the toys roll out of bed.</p> <p>Key Vocabulary: roll, over, number names, little, fast, asleep</p>	 <p>The Gingerbread Man by Alan MacDonald Communication and Language development is supported by the use of the story's repeated rhyming refrain. As the children join in they are building their attention and listening skills. Early literacy is supported through the growing awareness of the rhythm and pattern involved in story language.</p> <p>Key Vocabulary: gingerbread, man, baker, wife, window, oven, shout, opened, chased, ran, singing, fast, catch, far, calling, jumped, hungry, wide, sly, swim, wide, heavy</p>	 <p>Whatever Next! by Jill Murphy This story celebrates the importance of imagination. As children develop in imagination and creativity they are able to tell a story, relate to other people, keep themselves emotionally grounded and enter their imaginary worlds.</p> <p>Key Vocabulary: next, moon, baby, bear, rocket, first, under, space, helmet, draining board, mat, journey, chimney, aeroplane, passenger, millions, landed, boring, picnic, down, dripped</p>




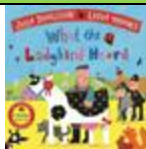




RAINDROPS: CORE BOOKS for our 2-3 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading

Summer 1	Summer 1	Summer 1
 <p>Fox's Socks by Julia Donaldson This story has a simple rhyming storyline. It supports children's developing self-help skills by demonstrating getting dressed. Opportunities to develop matching skills. Interactive as children have to lift the flaps to find the missing sock.</p> <p>Key Vocabulary: fox, socks, chest, vest, cold, toes, shirt, tie, mat, hat, under, clock</p>	 <p>The Very Hungry Caterpillar by Eric Carle This story introduces life cycles and supports an emerging understanding of days of the week and time. It encourages early maths skills through counting. The text links to our commitment to Startwell and encouraging healthy eating and lifestyles.</p> <p>Key Vocabulary: hungry, caterpillar, moon, egg, warm, food, days of the week, number names, big, fat, cocoon, beautiful, butterfly</p>	 <p>Handa's Hen by Eileen Browne This story has a simple repetitive narrative. It develops early maths skills as children are encouraged to count the exotic animals in the story. Discussion about animals they may not be familiar with. Who are their friends? What do they do together?</p> <p>Key Vocabulary: hen, Grandma, number names, breakfast, food, friend, hunted, under, stripy, behind, where, chicks</p>
Summer 2	Summer 2	Summer 2
 <p>The Three Little Pigs by Nick Sharratt This version of the story has funny rhythm and rhyme that children will respond and engage with. The story encourages exploration of feelings such as sad, scared and excited.</p> <p>Key Vocabulary: pigs, three, wolf, house, sticks, straw, bricks, build, huff, puff, chimney, down</p>	 <p>Jack and the Beanstalk by Iona Treahy This is a great adventure story for young children to enjoy. It contains rhythm and rhyme. Children will begin to join in with the repeated refrain of Fe Fi Fo Fum</p> <p>Key Vocabulary: beanstalk, poor, market, stranger, magic, climbed, castle, thumping, banging, stamping, crashing, fe fi fo fum, angry, giant, counting, raced</p>	 <p>Peace at Last by Jill Murphy Children enjoy the familiar noises, repetition and beautiful illustrations in this story. The story reinforces the children's knowledge of environmental sounds.</p> <p>Key Vocabulary: peace, last, late, tired, asleep, snore, drip, leaky, animal sounds, shine, alarm, clock</p>

SUNBEAMS: CORE BOOKS for our 3-4 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading

Autumn 1	Autumn 1	Autumn 1	
 <p>Superheroes Love Starting Nursery by Katie Button This is an interactive story to support children’s understanding of what their time in nursery will be like. By lifting the flaps to choose what happens next on each page, children help the superheroes learn all about going to nursery.</p> <p>Key Vocabulary: first, start, nursery, friends, begun, learning, fun, lunch, listen, play, treat, look</p>	 <p>The Invisible String by Patrice Karst This story is perfect tool for coping with all kinds of separation anxiety, loss, and grief. An Invisible String made of love. Does everybody have an Invisible String? How far does it reach? Does it ever go away?</p> <p>Key Vocabulary: invisible, calm, thunder, rumbled, scared, together, sleepy, love, connected, heart, feel, friends, anywhere, everywhere, submarine, deep, mountain, jungle, astronaut, space, anger, time</p>	 <p>Room on the Broom by Julia Donaldson A rhyming story that travels over different landscapes and terrains as the witch makes new friends. The story includes friends helping and supporting each other.</p> <p>Key Vocabulary: room, broom, witch, ginger, plait, purred, grinned, flew, wailed, searched, bounded, politely, clambered, fields, forests, stormy, shriek, fluttered, reeds, rivers, clutched, wand, pond, dripping, moors, mountains, joy, dragon, higher, cauldron, spell, magnificent</p>	
Autumn 2	Autumn 2	Autumn 2	Autumn 2
 <p>The Little Red Hen by Lesley Sims This story shows the stages from wheat to flour to fresh bread. This links to children growing food at nursery and using it for cooking and snack. It has a key message about helping each other.</p> <p>Key Vocabulary: little, hen, busy, creatures, farm, pond, straw, napped, morning, grains, wheat, plant, watered, sprinkled, shoots, taller, harvest, grind, flour, bake, lazy</p>	 <p>The Gruffalo by Julia Donaldson The rhyming story of a mouse and a monster that is always popular with children.</p> <p>Key Vocabulary: stroll, deep, dark, wood, underground, kind, roasted, feast, wonderfully, prickles, knobly, poisonous, terrible, scariest, afraid, astounding</p>	 <p>We’re Going on a Bear Hunt by M. Rosen A family adventure to find a bear. Repetition throughout for children to join in with. Opportunities to focus on environmental sounds and alliteration.</p> <p>Key Vocabulary: going, hunt, catch, big, beautiful, scared, long, wavy, over, under, through, deep, cold, stumble, swirling, narrow, gloomy, tiptoe</p>	 <p>Stick Man by Julia Donaldson This story is about family, courage and adventure through the seasons and ending with Christmas. It has rhyming text throughout.</p> <p>Key Vocabulary: stick, man, jog, bark, family, excellent, favourite, fetch, drop, throw, floating, twig, deserted, drifts, mast, flag, castle, sword, knight, frozen, weary, faster, chimney, lonely, clattering</p>

SUNBEAMS: CORE BOOKS for our 3-4 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading		
Spring 1	Spring 1	Spring 1
 <p>How Big is a Million? By A. Milbourne and S.Riglietti This book is great for children who are curious about really big numbers and explores tens, hundred, thousands and finally a million.</p> <p>Key Vocabulary: big, million, questions, wide, high, moon, catching, more, ten, hundred, middle, warmest, deep, long, steep, thousand, count, disappointed</p>	 <p>Jack and the Beanstalk by DK This is a story full of adventure where children can anticipate what might happen next to Jack. Children can join in with the repeated refrain of Fe Fi Fo Fum. The story encourages discussion about right and wrong.</p> <p>Key Vocabulary: once upon a time, cottage, poor, money, market, sell, pay, magic, buy, grow, flinging, unhappy, enchanted, beanstalk, dashed, towering, stretched, wondered, higher, below, gigantic, castle, tiptoed, whisper, huge, fe fi fo fum, gobbled, dozing, terrible, happily ever after</p>	 <p>Oliver's Vegetables by Vivian French This story encourages children to try new, healthy foods and links well to our Startwell work and continuous provision of gardening and cooking. It sequences days of the week.</p> <p>Key Vocabulary: vegetables, walk, far, wonderful, garden, grow, vegetable names, days of the week, crinkly, pretty, important, big, slugs, snails, played, soup, delicious, rushed, scrub, peel</p>
Spring 2	Spring 2	Spring 2
 <p>The Extraordinary Gardener by Sam Boughton A story that celebrates imagination, patience and perseverance. A story about friendship, sharing and kindness.</p> <p>Key Vocabulary: extraordinary, gardener, imagination, ordinary, world, plants, taller, skyscraper, roamed, soared, reading, favourite, idea, beauty, scent, small, seed, tiny, waited, forgot, discovered, beautiful, preen, prune, dig, sow, single, bigger, neighbours, happy, share, city</p>	 <p>The Tiny Seed by Eric Carle A tiny seed grows and grows, becoming the tallest, biggest flower. Then one day, the wind blows and thousands of the flower's seeds begin their own journeys. A book about seasons and plant life cycles which links to our gardening continuous provision.</p> <p>Key Vocabulary: tiny, seed, Autumn, blowing, smaller, higher, tall, fast, ocean, high, low, Winter, Spring, melted, roots, stems, leaves, bud, flower, Summer, taller, friend, far, near, tallest, giant</p>	 <p>Goldilocks and the Three Bears by Mara Alperin and Kate Daubney This story encourages consideration of how our own actions affect others and for us to have respect for things that belong to others. Introduces size and ordering.</p> <p>Key Vocabulary: three, cosy, cottage, yummy, hot, breakfast, peeked, cheeky, crept, inside, explore, delicious, tiptoed, magnificent, hundred, wonderful, snored, hungry, broken, shrieked, dashed</p>

SUNBEAMS: CORE BOOKS for our 3-4 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading			
Summer 1	Summer 1	Summer 1	Summer 1
 <p>Handa's Surprise by Eileen Browne A story about sharing and friendship. Includes vibrant images of an African village which convey the sights, smells and colours of the landscape, its animals and its food.</p> <p>Key Vocabulary: surprise, delicious, friend, village, fruit names, round, juicy, ripe, animal names, spiky, tangy, favourite</p>	 <p>Mr Gumpy's Outing by John Burningham A story about a day out/adventure. Includes examples of rules and boundaries and the consequence if these are not adhered to.</p> <p>Key Vocabulary: outing, boat, river, squabble, ride, hop, chase, tease, bleating, flap, trample, kick, tipped, fell, bank (river), climbed, across, time, animal names</p>	 <p>The Very Hungry Caterpillar by Eric Carle Introduces life cycles and supports an emerging understanding of days of the week and time. Encourages early counting skills. The text links to our commitment to Startwell and encouraging healthy eating and lifestyles.</p> <p>Key Vocabulary: hungry, caterpillar, light, little, tiny, moon, egg, warm, food, stomachache, next, days of the week, number names, big, fat, cocoon, nibbled, beautiful, butterfly</p>	 <p>What the Ladybird Heard by J. Donaldson A rhyming story, which includes environmental and voice sounds. Highlights the benefit of teamwork and right and wrong.</p> <p>Key Vocabulary: heard, handsome, animal noises and names, never, saw, van, map, plan, steal, turn, right, left, straight, careful, whispered, tiptoe, crept, nearly, thieves</p>
Summer 2	Summer 2	Summer 2	Summer 2
 <p>Superworm by Julia Donaldson This story focuses on friendship, bravery and team work and challenges the typical superhero stereotype. Links to children's interest in mini beasts during the summer months.</p> <p>Key Vocabulary: long, strong, wiggle, squirm, disaster, hopped, bored, mope, panic, chant, servant, scared, shriek, hero, wizard, treasure, cross, angry, distant</p>	 <p>The Colour Monster Goes to School by A. Llenas Preparation for the transition to school is a focus this half term but what are children's expectations and what do they know. This book tackles fears and misconceptions.</p> <p>Key Vocabulary: school, colour, first, up, in, scary, jungle, guarded, classroom, scared, lesson, favourite, read, playground, hungry, afternoon, exhausted</p>	 <p>Martha Maps it Out by L. Hodgkinson Martha draws maps of everything, even her hopes and dreams. She starts in outer space and then focuses on her local community. Accompanied by facts, non-fiction labels and unusual details.</p> <p>Key Vocabulary: map, universe, tiny, solar system, Earth, planet, city, street, flats, different, best, home, telescope, incredible, thoughts, questions, discoveries, excitement, adventure, possible</p>	 <p>The Everywhere Bear by J. Donaldson This is the story of a class bear and the adventures he has. Links to days out/holidays the children have been/are going on. Also, taking home the Rights Respecting Bear from Nursery.</p> <p>Key Vocabulary: everywhere, teaches, shelf, friend, home, weekend, bus, bounces, dens, lazy, tune, moon, splashing, puddle, tumbled, river, drain, waves, storm, beak, roof, library, crane, skip</p>

Rhymes and Songs				
Supporting children’s language and communication, literacy and mathematical skills and knowledge through daily singing opportunities in nursery and at home				
Provision	Autumn	Spring	Summer	Enhancements
Raindrops	Twinkle Twinkle Baa Baa Woolly Sheep Jack and Jill Went up the Hill Head, Shoulders, Knees and Toes Hickory Dickory Dock	Row Row Row Your Boat Two Little Dickie Birds Wind the Bobbin Up Incy Wincy Spider Sleeping Bunnies	Who’s Under the Blanket? Miss Polly had a Dolly Up and Down (parachute) The Wheels on the Bus Five Cheeky Monkeys	Create song/rhyme bags with props, puppets and visual images. All songs and rhymes to be added to each child’s Tapestry as we learn them. Additional songs and rhymes will be learned throughout the year linked to interests, celebrations and events.
Sunbeams	Old MacDonald Had a Farm (environmental sounds) If You’re Happy and you Know it (body percussion) Here we go Round the Mulberry Bush (body percussion) Hickety Pickety Bumble Bee x2 (body percussion and voice sounds) Five Little Ducks (voice sounds, counting and spatial awareness)	We Can Play on the Big Base Drum (instrumental sounds) The Grand Old Duke of York (rhythm and rhyme, spacial awareness, counting) 1,2,3,4,5 Once I Caught a Fish Alive (rhythm and rhyme, counting and cardinality) Mary Mary Quite Contrary (rhythm and rhyme) Five Currant Buns in a Bakers Shop (rhythm and rhyme, counting)	There’s a Worm at the Bottom of the Garden (rhythm and rhyme and alliteration) Ten Green Bottles (counting) Ten in the Bed (counting) Diddle Diddle Dumpling my Son John (rhythm and rhyme and alliteration) One Finger One Thumb	

Books to Further Enhance our Curriculum

Books to Further Enhance our Curriculum	
Celebration Books	
Halloween: Key Vocabulary: pumpkin, hunt, scared, watchful, cobweb, bats, flapping, spooky, trick or treat	
We're Going on a Pumpkin Hunt	A Halloween based version of We're Going on a Bear Hunt. Lots of repetition which will enable children to join in a non scary story for Halloween.
Diwali: Key Vocabulary: Diwali, festival, Indian, sari, pedas, jalebis, diyas, Hindu, celebration, divas, rangoli pattern, temple	
The Best Diwali Ever	The story of a family excited by celebrating Diwali, the festival of lights. Ariana, the main character is excited about having sweets, pretty clothes, divas, having presents, rangoli patterns, fireworks and seeing her family. The story follows the family as they prepare for and celebrate Diwali.
Binny's Diwali	This book celebrates the joy of Diwali. Binny has a lovely new outfit to wear. She describes the Hindu Festival of Lights, celebrating victory and hope to her friends. She has sweet jalebis and pedas to share with everyone and shows them how to make pictures with coloured chalk powder. Binny reminds her class that Diwali is just one of thousands of religious festivals that exist in the world, and that they are all special and wonderful.
Christmas: Key Vocabulary: Christmas, Christmas Eve, postman, letter, Santa, Jesus, innkeeper, stable, shepherds, kings, angels, stockings, chimney, St Nicholas, clatter, sleigh, reindeer, presents, Christmas tree, decorations	
The Night Before Christmas	Every Christmas Eve brings with it hushed anticipation and wonder. Here is the story of this magical night, when children around the world await the arrival of the gifts that symbolise all the warmth and love of Christmas.
Jesus' Christmas Party	A story about the true meaning of Christmas from the perspective of the innkeeper. It includes Mary and Joseph, the stable, the bright star, the shepherds, kings, angels and baby Jesus
Kippers Christmas Eve	Kipper and his friends are preparing for Christmas and trying to decide which is better, Christmas Eve or Christmas Day.
The Jolly Christmas Postman	A seasonal rhyming story about a postman delivering letters to lots of familiar characters. Early reading opportunities as children open the letters in the book.
Chinese New Year: Key Vocabulary: Chinese, new year, lunar, celebration, tradition, decorate, lanterns, family, noodles, dumplings, China, twelve, animal names, powers, race, ordinal numbers, dragon, lucky, delicious, fireworks, parade	
I Love Chinese New Year	The story of a family preparing for Chinese New Year. Mai-Anne, the main character thinks about the twelve animals, each with special powers, a race to cross the river, decorating their home and enjoying traditional foods such as fish, noodles, dumplings and chicken. But most of all she loves listening to her Grandma telling the story of how the Lunar New Year began
Maisy's Chinese New Year	Maisy and her friends are celebrating Chinese New Year. It features all of the preparations and the telling of the story of Chinese New Year
Shrove Tuesday: Key Vocabulary: pancake, delicious, hungry, recipe, ingredients, reading, writing, shopping list, count, cook, share, unhelpful	

Mr Wolf's Pancakes	Mr Wolf wants to make pancakes and asks some familiar characters for help. This story has a similar theme to The Little Red Hen. This story will link to the children making their own pancakes.
Easter:	
Key Vocabulary: Easter, hunt, excited, find, number names, animal names, egg, found, hooray, under, over, around	
We're Going on an Egg Hunt	Help the Easter bunnies find and count 10 eggs. As in We're Going on a Bear Hunt, there will be obstacles along the way to overcome. Lots of repetition for children to join in with.
Eid:	
Key Vocabulary: exciting, Eid, moon, henna, decorations, family, pray, Eid Mubarak, presents, neighbours, sharing, love, fasting, Eid-ul-Fitr, Muslim	
The Most Exciting Eid	Safa is excited that there is only one more sleep until Eid. She loves drawing henna patterns on her hands and eating delicious foods such as biryani, kebabs and samosas. Safa is excited about the presents she will receive but as she delivers delicious Eid treats to her neighbours, she realises how nice it is to make people happy and that the most exciting part of Eid is sharing special moments with those we love.
Ramadan Moon	Ramadan, the month of fasting, doesn't begin all at once. It begins with a whisper and a prayer and a wish. Muslims all over the world celebrate Ramadan and the joyful days of Eid-ul-Fitr at the end of the month of fasting as the most special time of year. This story captures the wonder and joy of this great annual event, from the perspective of a child.
Non Fiction books linked to interests, knowledge development and curricular programmes/threads identified above	
Healthy Eating (Startwell and Health for Life):	
Key Vocabulary: greens, cereal, healthy, breakfast, snack, lunch, dinner, vegetables, treat, grow, fruit names, fruit salad, chop, scrummy, choose, food names, planted, seeds, gazillions, colour names, supermarket, salad	
Eat Your Greens Goldilocks	The story teaches about the importance of a healthy diet and focuses on fussy eaters.
Oliver's Fruit Salad	A story about a boy who loves to grow fruit with his Grandpa but doesn't like to eat fruit until his Grandpa makes it into a scrummy fruit salad. Links to our gardening continuous provision where children help grow their healthy snacks.
Which Food Will You Choose?	This book encourages children to eat fresh, healthy food and try something different. Children are encouraged to decide which foods they would choose from each page. Recommended by dieticians.
Oral Health:	
Key Vocabulary: teeth, brush, healthy, sugar, plaque, milk teeth, false teeth, dentist, toothbrush,	
Why Should I Brush My Teeth?	A question and answer book to cover all aspects of oral health
Forest School:	
Key Vocabulary: woods, stick, trees, bark, nest, leaves, needles, pine cones, seeds, nuts, weather, logs, creatures, treasure, sunlight, breeze	
Look What I Found in the Woods	The story of an outdoor adventure to find natural treasures. It included fact-filled nature notes about each of the objects found

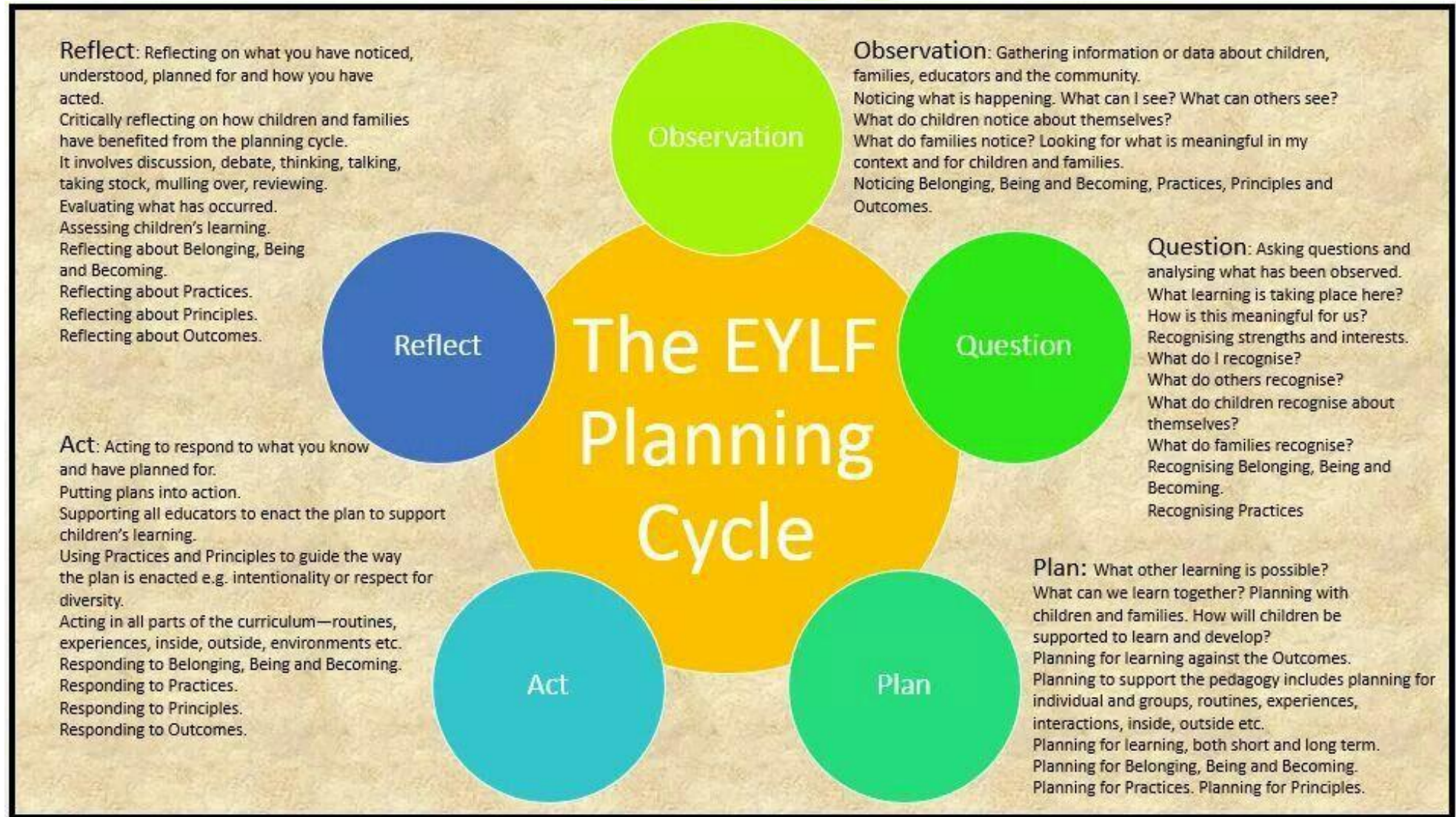
Additional Books

Throughout the year, children will also have the opportunity to explore other texts that link to their interests or themes that are developing. Books and magazines can be found all around the environment as well as designated book areas to help build a passion to read.

Engaging Parents in Children's Literacy

Daily access to a library – Children and families have the opportunity to access the library every morning and choose a book to take home and enjoy together.





Implementation

Our pedagogical philosophy is that of play-based learning. We implement our curriculum content by providing an enabling environment that children can play, explore and experiment in, guided by skilled early years practitioners.

Characteristics of Effective Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Our curriculum intent is implemented through skilled teaching, purposeful environment set up and broad experiences in order to create and maximise opportunities for children to practice these behaviours for learning. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations; our play based curriculum supports this.

These abilities and attitudes of strong learners, as set out below, will support them to learn well and make good progress in all the Areas of Learning and Development.

PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING AND THINKING CRITICALLY
Finding out and exploring	Being involved and concentrating	Having their own ideas
Using what they know in their play	Keeping on trying	Using what they already know to learn new things
Being willing to have a go	Enjoying achieving what they set out to do	Choosing ways to do things and finding new ways

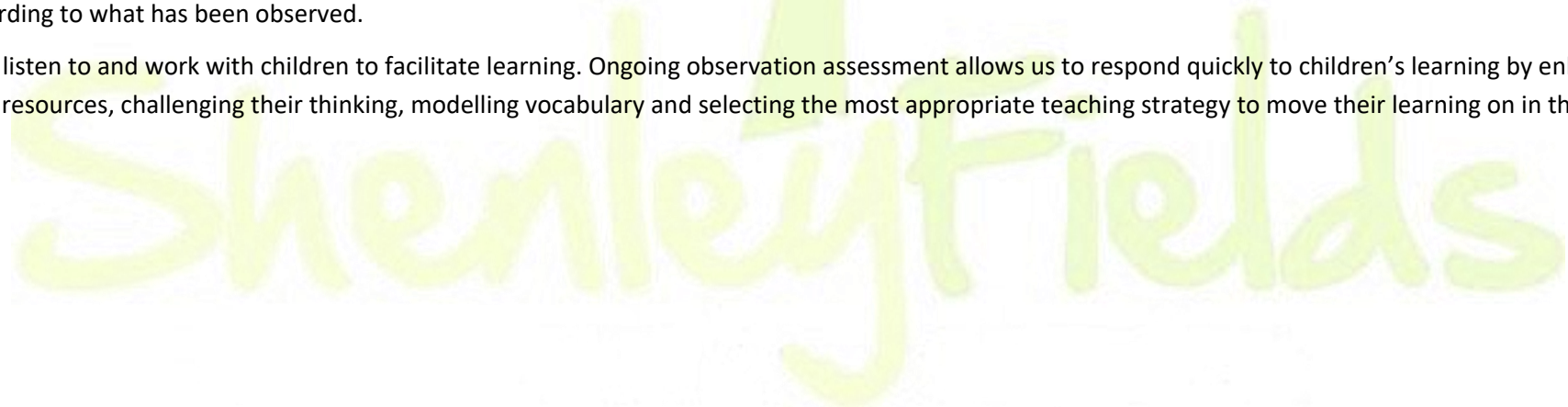
Use of stories and play based practice

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

Pedagogical teaching approaches and strategies

Every moment during the school day is seen as a learning opportunity. Staff use different pedagogical strategies for different learning opportunities that are presented. Qualified teachers and skilled practitioners identify which strategy/strategies are likely to best suit and have the most impact on learning for each particular child/group of children, according to what has been observed.

Staff observe, listen to and work with children to facilitate learning. Ongoing observation assessment allows us to respond quickly to children’s learning by enhancing ideas, selecting new resources, challenging their thinking, modelling vocabulary and selecting the most appropriate teaching strategy to move their learning on in the moment.



The variety of pedagogical teaching strategies practitioners use are:		
Strategy / method	Description	What might be said
Direct instruction/teaching	<p>Adult-led teaching that is focused on the child achieving a specific learning outcome.</p> <p>Children are provided with all the information and modelling they need to complete a task or skill independently.</p>	<p><i>Today, we are learning about winter.</i></p> <p><i>Winter is one of the four seasons. It comes after autumn. It is often very cold in winter and people have to dress in warm clothes. Look outside the window, you will see frost on the floor. That is because the temperature outside is very cold today. It is winter.</i></p>
Commenting own actions / commenting children's actions / thinking out loud	<p>Practitioners carry out an action/skill/task whilst purposefully narrating/explaining what they/children are doing as they go along</p> <p>Quiet pauses are beneficial between commenting and questioning to encourage thinking and processing.</p>	<p><i>I'm putting a little bit of water on my clay. My clay is getting softer because the water is breaking it down a little bit. Oh, I forgot to put an apron on, I must do that now otherwise my clothes might get dirty. I'll try and remember before I start playing with the clay next time! I'm squishing it in my hands so that it keeps getting softer</i></p> <p><i>I wonder if...</i></p> <p><i>I wonder why...</i></p>
Explicit teaching of vocabulary	<p>Explicitly teaching new vocabulary and its meaning</p> <p>Key vocabulary is displayed in each area of continuous provision, supported by symbols.</p> <p>Key vocabulary for each core book has been identified.</p>	<p><i>The hedgehog in this story comes out at night time and SLEEPS during the day. Hedgehogs are nocturnal. Nocturnal means something is awake at night and sleeps during the day. Nocturnal. Can you say that? Noc-tur-nal.</i></p> <p><i>Hedgehogs are nocturnal because it is safer for them to come out at night.</i></p>
Modelling language and use of vocabulary	<p>Using appropriate language, vocabulary, terminology and grammatical structures purposefully to children</p> <p>Adults continue to model vocabulary previously taught to children in order to consolidate and embed.</p>	<p><i>That would be a perfect tunnel for a hedgehog to hide in during the day. Nocturnal animals who sleep during the day like to have a cosy place to keep safe and rest during the day, don't they? While we are here at nursery today, I wonder how many nocturnal animals like hedgehogs there are sleeping somewhere safe nearby.</i></p>
Modelling (actions/skills/behaviours)	<p>Practitioners showing children how something can be done, often without drawing attention to it verbally (if drawing attention to the modelling, see demonstrating)</p> <p>Children learn by observing.</p>	NA

Demonstrating	As modelling, with the addition of purposefully verbally explaining what is being shown, in an instructional manner	<i>I like how you created a hole in your model to make space for the pipe cleaner. I'm going to use the end of this paintbrush as a tool. Look, I'll show you how I am going to make a hole in my model. .</i>
Questioning	Practitioners ask questions to gain immediate feedback on children's knowledge, thinking and/or understanding. Effective questioning is open-ended, requiring deep thought and a response of more than one word. Practitioners must consider thinking time after asking a question. Practitioners should interweave questions with comments. Practitioners should ponder with children rather than always question	<i>It doesn't quite fit, does it? What tool could you use to make a bigger hole? Why? How could you make it better? Can you tell me how you made that? What might happen if...? Why do you think...? How did you do that? How could we find out...? What else could you use? What do you know about...? I wonder what would happen if... Do you know?</i>
Observing	Practitioners watch what children are doing in order to decide how best to respond. Observation may be prolonged to see how far children take their own learning themselves before intervening/deciding if intervention is appropriate.	NA
Playing alongside	Practitioners may choose to play alongside children in order to gradually involve themselves in the play or to observe/'listen in' inconspicuously at a closer distance	NA
Encouraging idea development	Following observation or interaction, where appropriate, practitioners may support children's own ideas by encouraging the extension of their ideas. Questioning is often appropriate here.	<i>What about having another look on the shelf to see if there is anything else there that might help? That was a great idea. What else could you try? How could you make it stand up by itself? Oh no, I've run out of space. I can't think what else I could use... I wonder how / why...</i>
Proposing ideas	Following observation or interaction, where appropriate, practitioners may support children who are struggling and at risk of giving up, who are lacking ideas/knowledge or have exhausted their own ideas, by suggesting an idea	<i>You could try...It might be a good idea to... Good try. I think it could stand by itself if you tried... I think... because...</i>
Sabotage	Purposeful incorrect modelling or sabotage to elicit a response	NA
Challenging children's thinking/ideas	Following observation or interaction, where appropriate, practitioners may challenge an idea that a child has/children have in order to encourage deeper thinking	
Facilitating children working together/encouraging collaboration	Practitioners encourage children to join others' play, encourage them to allow another child to join their play, make suggestions	<i>Amaan is building too. Why don't you build together and then you could make your structure even better?</i>

	<p>for working together (often with a great reason why or how they could help each other)</p> <p>Collaborative learning actively encourages learning and focusing together, coming up with solutions/ideas/processes together, sharing roles, negotiating and sharing ownership.</p>	<p><i>Jannat wants to visit the shop but there is no shopkeeper. Would you like to join?</i></p> <p><i>I'd love someone to come and help us with our instrument show. Wouldn't it be great if we had some more friends playing in our band?</i></p>
Giving feedback	<p>Feedback may occur at various points in a learning sequence to keep children on track, encouraging them to achieve their learning goals. Feedback may be in the form of praise or offering thoughts on their learning/actions/processes/outcomes. Effective feedback encourages deeper thinking and may support children to generate questions for further inquiry.</p>	<p><i>Please remember to use kind hands. We all have a right to be safe.</i></p> <p><i>Great jump. It would be much safer if you checked the space was clear before you jumped next time. What might happen if you don't look before you jump?</i></p>
Multiple exposure	<p>Deep learning develops most effectively over time via multiple, spaced interactions with new concepts, including different activities/experiences to vary the interactions children have with new knowledge.</p>	<p>NA</p>

Parental partnership - understanding the wider picture

Research shows that involving parents and carers in their children's learning is the most important factor in enabling some children to do well regardless of background.

Working in partnership with parents and carers is central to the early years foundation stage (EYFS). (GOV.UK)

At Shenley Fields, we value families as children's first educators. The information that they share with us is vital as we develop our relationships with their children. We promote an open-door policy for parents to engage in dialogue with us about their child and their lived experiences. We provide a range of opportunities for parents to take an active part in their child's time at nursery. These include:

- Visit to Shenley Fields
- Induction meetings
- Settling in sessions
- Workshops
- Tapestry
- Parent consultations
- Stay and Play sessions linked to special events or celebrations e.g. Kings Coronation
- SEN meetings/TACs
- Trips and visits

Children with Special Educational Needs

All children are individuals with their own unique interests, skills, talents and needs. At Shenley Fields our carefully planned environments, resources and adapted planning enable us to ensure that all children make progress and enjoy high levels of well-being. The implementation of the curriculum is adapted to suit the needs of all children. We are committed to ensuring all children have access to high quality teaching.

Some children with Special Educational Needs and/or disabilities and their families have opportunities to:

- Access sensory experiences and sensory spaces within the environment
- Access low arousal spaces
- Access an adaptive learning environment and activities within continuous provision
- Utilise tapestry as a home communication platform
- Have input in target setting for SEN Plans and/or EHCPs, using Wellcomm, PIC, and/or external professional advice
- Small group intervention and targeted 1:1 support
- Access to an environment with rich early language opportunities
- Signs and objects of reference used alongside communication
- Specialist resources, including those recommended for specific children by external agencies

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

Key daily routines and learning

Routine activity	What we want the children to know and remember?
Arrival at nursery/Registration	<ul style="list-style-type: none"> • Children develop a sense of security through predictable routines and consistency of familiar adults and environments. • Children develop a sense of belonging as they identify as being members of a key group • Early reading skills are developed through the use of self registration name cards. • Children learn to understand the importance of healthy eating and hydration at snack time.
Lunch time	<ul style="list-style-type: none"> • Children learn to make healthy choices. The right to food and water (RRSA ART:24) • Children will recognise and communicate when they are thirsty and hungry • Children learn the expected etiquette of meal-times at nursery eg using a knife and fork, sitting at a table, clearing plates away. • Enjoying mealtimes as a social occasion with friends
Hand washing	<ul style="list-style-type: none"> • Children are taught good hygiene practices in order to prevent infections .

Toilet	<ul style="list-style-type: none"> • Children learn to be independent in their self care, and can recognise and communicate when they need the toilet or need help dressing and undressing.
Group time	<ul style="list-style-type: none"> • Expectations of behaviour for group time learning – Good sitting, good looking and good listening. • Children develop communication skills through shared attention activities with an adult focus. • Children are taught early maths, early reading, phonics and gross-motor activities.
Continuous provision	<ul style="list-style-type: none"> • Children have the autonomy to choose which area/s of continuous provision they access to further develop their own interests. • Adults scaffold the development of children’s skills and knowledge in each area through a combination of adult-led and child-initiated learning.
Transitions	<ul style="list-style-type: none"> • Children develop an understanding of the daily routine of nursery which, over time, they are able to follow. • Children are able to follow and respond to adult direction and instruction.

Learning environment (indoors and outdoors)

Children are unique and holistic learners, thriving within environments that support their individual and diverse motivations, interests and needs. They require a wealth of possibilities within varied contexts, and this is best supported within stimulating and challenging environments that value exploration and play. (Birth to Five Matters 2021)

Our purposeful environments are the platform from which the curriculum is delivered and accessed, promoting the development of skills and knowledge. Our resources are carefully considered and are used to provide challenge, encourage curiosity and to match and build on children’s interests.

Our vibrant classrooms, both indoors and outdoors, actively encourage autonomy, curiosity, problem solving, perseverance and collaboration. The environments are skilfully planned to provide challenging learning opportunities that encourage high levels of engagement and motivation. It supports the relationships between peers, the adults and the environment, which in turn, facilitates and embeds effective learning.

Our classrooms, both indoor and outdoor, have clearly defined areas of continuous provision as follows:

- Construction
- Malleable
- Studio (indoor and outdoor)

- Cooking
- Sensory play
- Small world
- Role Play
- Mud kitchen
- Gardening
- Forest School
- Physical play
- Sand / Water
- Books/stories

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

Individual, small group and class group teaching

The curriculum is delivered using a range of strategies and teaching styles. In addition to learning through play during free-flow continuous provision opportunities as a whole cohort, children are also taught:

- In key groups
- In small groups for focused activities
- In small groups for targeted intervention
- Individually for 1:1 intervention, where appropriate.

Technology

We use technology to enhance all areas of learning. We recognise the importance of ensuring we prepare our children for growing up in a digital world and ensure opportunities are provided for them to access a range of technology resources across each area of the curriculum. Digital technology plays a huge part in our society.

We agree with the National Literacy Trust (digital technology and early years) who state that, *just like a book, technology is used as a tool for learning and play, rather than a replacement for adult interaction.* Providing opportunities for supervised use of technology as part of early years education means we can support children in developing the digital literacy skills to use technology safely, effectively and moderately, and in this way, positively influence children's ideas and understanding of what digital devices are for.

Staff CPD

Alongside statutory training, staff CPD is focused around:

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

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

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

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

When	Impact: Assessment, Screening and Observations
Induction (termly as applicable)	<ul style="list-style-type: none"> • Meetings with new parents and completion of induction packs • One page profiles given to parents to complete
Autumn Term	<ul style="list-style-type: none"> • Baseline brushstroke assessment (3 Prime Areas for Raindrops, 7 areas of learning for Sunbeams) within 4 weeks of start date. • Autumn Term assessment (3 Prime Areas for Raindrops, 7 areas of learning for Sunbeams). Intervention groups/targets for children identified as working above or below age-related expectation. • Wellcomm screening of all new children. Wellcomm re-screening of all children scoring red/amber below their age expected level. Intervention groups/targets for those children working below age-related expectation. • Liaison with SENDCo for children new to Shenley Fields working significantly below age-related expectation. SENDCO to arrange initial meetings with parents of new children and discuss next steps. • SENDCo to complete/update PIC profiles. SENDCo to initiate/review/update short term targets on Early Support Plans or EHCPs • Observations of children’s skills, learning and interests discussed at regular planning meetings. From these discussions, learning objectives are planned and implemented. This is shared on every child’s tapestry.
Spring Term	<ul style="list-style-type: none"> • Baseline brushstroke assessment for children starting after Christmas (3 Prime Areas for Raindrops, 7 areas of learning for Sunbeams) within 4 weeks of start date. • Spring Term assessment (3 Prime Areas for Raindrops, 7 areas of learning for Sunbeams). Intervention groups/targets reviewed for children identified as working above or below age-related expectation.

	<ul style="list-style-type: none"> Wellcomm screening of all new children. Wellcomm re-screening of all children scoring red/amber below their age expected level. Intervention groups/targets for those children working below age-related expectation. Liaison with SENDCo for children new to Shenley Fields working significantly below age-related expectation or not making expected progress. SENDCO to arrange meetings with parents and discuss next steps. SENDCo to complete/update PIC profiles. SENDCo to initiate/review/update short term targets on Early Support Plans or EHCPs Observations of children’s skills, learning and interests discussed at regular planning meetings. From these discussions, learning objectives are planned and implemented. This is shared on every child’s tapestry.
<p>Summer Term</p>	<ul style="list-style-type: none"> Baseline brushstroke assessment for children starting after Easter (3 Prime Areas for Raindrops, 7 areas of learning for Sunbeams) within 4 weeks of start date. Summer Term assessment (3 Prime Areas for Raindrops, 7 areas of learning for Sunbeams). Intervention groups/targets reviewed for children identified as working above or below age-related expectation. Wellcomm screening of all new children. Wellcomm re-screening of all children scoring red/amber below their age expected level. Intervention groups/targets for those children working below age-related expectation. Liaison with SENDCo for children new to Shenley Fields working significantly below age-related expectation or not making expected progress. SENDCO to arrange meetings with parents and discuss next steps. SENDCo to complete/update PIC profiles. SENDCo to initiate/review/update short term targets on Early Support Plans or EHCPs. Observations of children’s skills, learning and interests discussed at regular planning meetings. From these discussions, learning objectives are planned and implemented. This is shared on every child’s tapestry. Transition documents shared with parents and new settings.

Children’s progress is monitored closely from the moment they start, and their journey is tracked throughout the year allowing appropriate support and challenge to be in place. Our assessments are integral to effective learning and teaching.

Formative assessment

We assess children through daily observation, discussions with families, Tapestry logs and by getting to know each child extremely well. We use this informal assessment to plan for what comes next and how that can be best achieved. This may be appropriate for the next day’s learning, the next week’s learning or the next interaction or moment. We use the long-term planning document as a guide to implementing sequential learning for all children.

Summative assessment

Each child has a summative baseline assessment (within 4 weeks of joining), and again at the end of each term (maximum of 4 times annually). The purpose of the assessments is to identify whether children are working within their age expected level and/or making good progress. Information from these assessments, informs our planning to ensure we plan provision to further develop children’s skills and knowledge. We use the long-term planning document as a guide to implementing sequential learning for all children.

We carefully analyse patterns in areas of learning and across various pupil groups. This helps us to identify whether children are not making expected progress in particular areas of the curriculum, both at an individual level and at a cohort level. We use Development Matters and Birth to 5 Matters as supportive tools for assessment. We identify whether children are working above, within, below or significantly below their age related expectation at the end of their Raindrops or Sunbeams year.

We use assessment information, both summative and formative, to measure the impact of our curriculum over time. Governors are regularly updated with assessment data through Curriculum and Pedagogy reports presented at Governor Local Committee cluster meetings.

Moderation

The process is led by senior leaders and is a supportive tool to ensure assessment data is accurate and consistent. We moderate judgements through discussions with the child's key person identifying what the practitioner knows about them, sharing examples of each child's sequence of learning.

Gathering feedback

Throughout the year, we gather feedback from parents through daily dialogue and termly consultations. We gather feedback from staff through professional discussions in planning meetings and supervision. Feedback gathered from staff helps us to measure the impact of leadership as well as staff morale and well-being. Feedback from parents helps us to measure the impact of the overall curriculum and the service that our families receive. Analysis of the data helps us to identify what is going well and areas for development.

Governance

The role of our governors is to support and professionally challenge our thinking and practice to ensure the children at Shenley Fields get the best possible education. Our link governors for safeguarding, curriculum and SEND at Shenley Fields visit regularly. These visits include discussion with senior leaders, which focus on what is going well, new initiatives, current challenges and the local context. This is followed by a learning walk. A report is written, detailing the discussions had, strengths of current practice and areas to consider/questions raised. Governors ask probing questions, raise issues and queries, and hold senior leaders to account in order to scrutinise the effectiveness and impact of our curriculum and pedagogy.

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

The impact of our curriculum and pedagogy at Shenley Fields Daycare and Nursery School is that children leave us and transition into primary and special schools with the knowledge, skills and positive dispositions needed to be lifelong learners.

Key documentation

Statutory Framework for EYFS

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

Development Matters (used to guide our curriculum)

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

[s_web_2 .pdf](#)

Birth to 5 matters (used as an informative tool to support our assessments)

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

Working with the revised EYFS Principles into Practice

<http://development-matters.org.uk/wp-content/uploads/2020/10/Working-with-the-revised-Early-Years-Foundation-Stage-Principles-into-Practice-.pdf>

Exemplification materials (knowing the expectations of the children at the end of the next phase of their education)

<https://www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials>

The Early Years Evidence Store is a summary of evidence-informed approaches to help educators to understand and reflect on their practice.

<https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years/early-years-evidence-store>



ShenleyFields