Curriculum and Pedagogy Policy and Plan 2026-27

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.



Article 23 (Children with Disabilities)

Children with disabilities have the right to a full and decent life, special care, and access to education.



Birmingham Federation
Maintained Nursery Schools

Birmingham Early Years Networks
Forward together for the children of Birmingham



Edgbaston District

Vision

Values

Intent

Implementation

Impact

Key documentation

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Vision statement

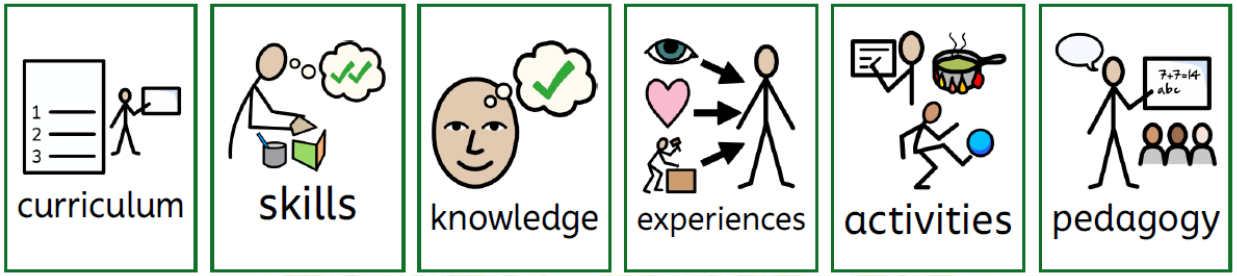
The loving attachments between a child and their family are the most powerful influence on a child's wellbeing and development. At Shenley Fields, we seek to complement these loving relationships through the role of the 'Key Person'. We believe that every child has the right to actively participate in 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 I 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…?

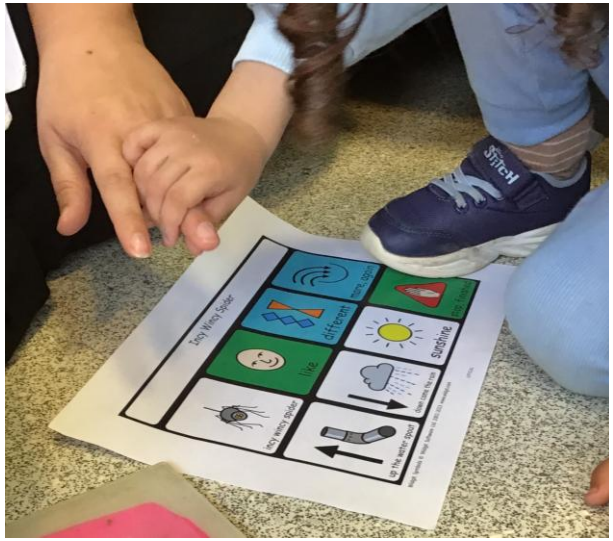


- **Curriculum**: What we want children to learn

The curriculum is a top-level plan of everything we want the children to learn at Shenley Fields.
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 2023

- **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 that 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.
- **Pedagogy**: 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:

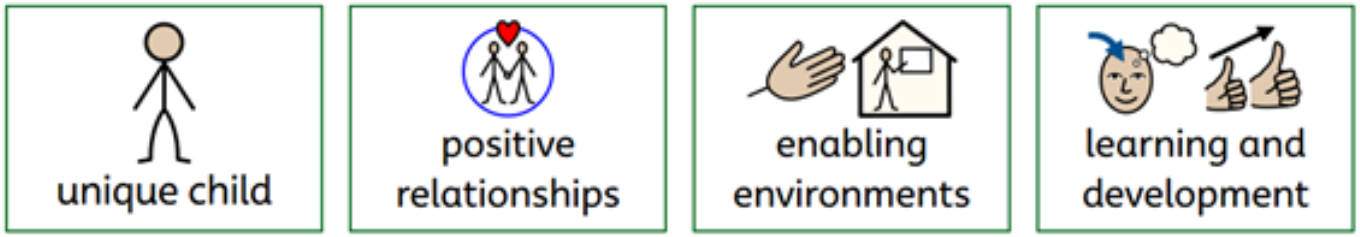
courageous, creative, expressive, independent, motivated, playful, respectful and feel valued.
These attributes drive the content of curriculum and the delivery of our curriculum.
We value courage: To be brave, take risks and persevere. To withstand difficulty.
We value creativity: To use imagination. 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 (2026)

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 pre-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



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.

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 have 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 earnt (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 voice.





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%). 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 11.5% of the Reception aged children are overweight and 11.6% are living with obesity so a combined total of 23.1% of children for whom this is an issue (Startwell Data 2025) The ward data for Bartley Green highlights that 25.8% of children are living with obesity which is significantly higher than local and national data.

We have seen an increase in the number and complexity of children with SEND (Census October 2025, 27%). Communication and interaction are the highest area of need.

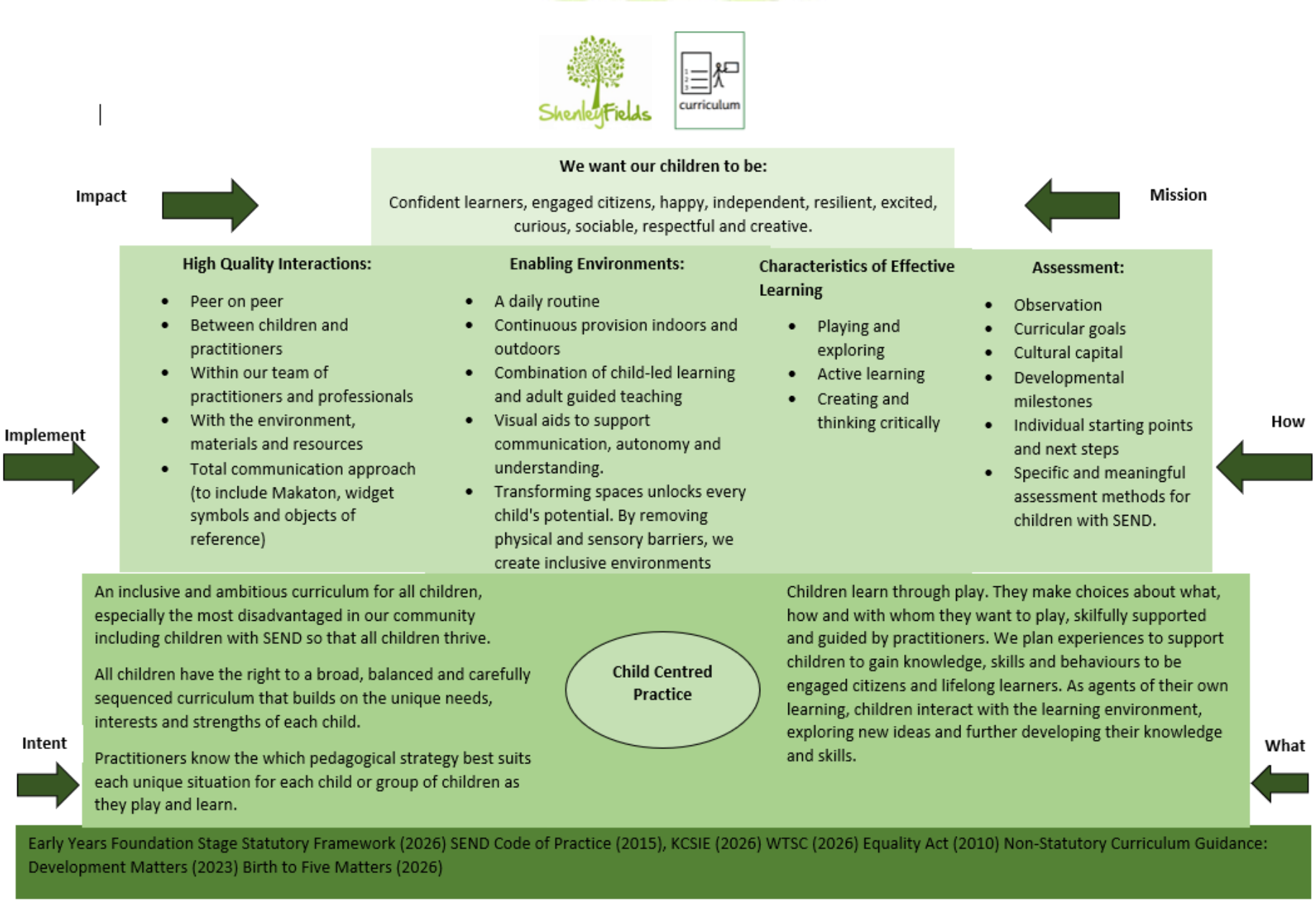
Many of our children do not have access to a garden or green space. This impacts on the development of their gross motor skills and understanding of the natural world.

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, 2026). 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.


curriculum
Impact
We want our children to be:
Confident learners, engaged citizens, happy, independent, resilient, excited, curious, sociable, respectful and creative.
Mission
Implement
High Quality Interactions:
Peer on peer
Between children and practitioners
Within our team of practitioners and professionals
With the environment, materials and resources
Total communication approach (to include Makaton, widget symbols and objects of reference)
Enabling Environments:
A daily routine
Continuous provision indoors and outdoors
Combination of child-led learning and adult guided teaching
Visual aids to support communication, autonomy and understanding.
Transforming spaces unlocks every child's potential. By removing physical and sensory barriers, we create inclusive environments
Characteristics of Effective Learning
Playing and exploring
Active learning
Creating and thinking critically
Assessment:
Observation
Curricular goals
Cultural capital
Developmental milestones
Individual starting points and next steps
Specific and meaningful assessment methods for children with SEND.
How
Intent
An inclusive and ambitious curriculum for all children, especially the most disadvantaged in our community including children with SEND so that all children thrive.
All children have the right to a broad, balanced and carefully sequenced curriculum that builds on the unique needs, interests and strengths of each child.
Practitioners know the which pedagogical strategy best suits each unique situation for each child or group of children as they play and learn.
Child Centred Practice
Children learn through play. They make choices about what, how and with whom they want to play, skilfully supported and guided by practitioners. We plan experiences to support children to gain knowledge, skills and behaviours to be engaged citizens and lifelong learners. As agents of their own learning, children interact with the learning environment, exploring new ideas and further developing their knowledge and skills.
What
Early Years Foundation Stage Statutory Framework (2026) SEND Code of Practice (2015), KCSIE (2026) WTSC (2026) Equality Act (2010) Non-Statutory Curriculum Guidance: Development Matters (2023) Birth to Five Matters (2026)

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. British Values are interwoven into all children's learning experiences. 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 including those who have undertaken additional and bespoke training to support children with specific and complex needs.

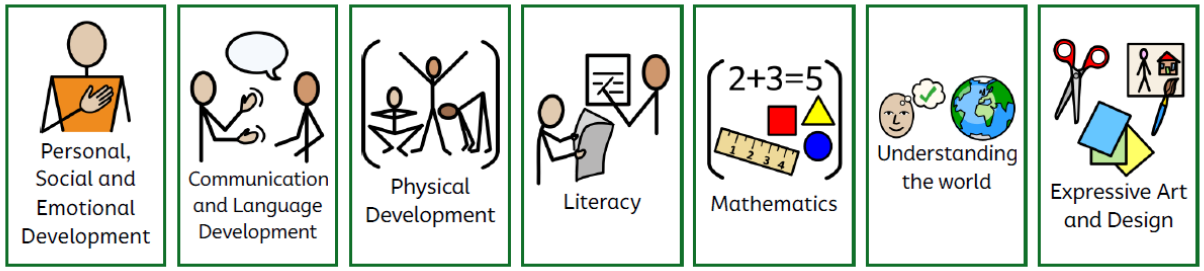
Our youngest children will firstly develop a strong foundation in the prime areas of learning. Once this solid foundation has been constructed, the children are then able to develop and extend their existing knowledge, learning new and more complex skills and knowledge within the specific areas of learning.

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 available to all children.	
Specific programmes	**What children learn – Summary**
Rights Respecting Schools (UNICEF) Whole school approach	UNICEF identify the main areas of impact on children's knowledge and understanding as: 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 Co-Production: Children and young people become more involved in decision-making in schools
Wellcomm	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. Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention including referrals to speech and language and access to specialist support. 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.
Eco Schools	"Eco-Schools for Early Childhood inspires exploration, fuels curiosity, and nurtures children's natural desire to ask questions about the world around them. Using the Eco-Schools seven steps and themes, children will connect what they learn with the real world. This approach is a crucial basis for building the emotions, attitudes, values, behaviours and skills which will help them build positive relationships with their environment and each other." (Eco Schools)
Modeshift Stars	"Modeshift STARS is the Centre of Excellence for the delivery of Effective Travel Plans in Education, Business and Community settings. The STARS Education scheme recognises schools and other educational establishments that have shown excellence in supporting cycling, walking and other forms of sustainable and active travel with children, their families and the local community. Launched in 2008, the STARS Education scheme is supported by the Department for Transport and has seen over 1,400 schools in England achieve accreditation since its inception. In the Autumn and Spring of each year, schools, local authorities and key partners come together for the National STARS School Travel Awards which recognise the outstanding schools from each local authority" (Modeshift Stars)
Learning Outside the Classroom	"Learning Outside the Classroom (LOtC) is the use of places other than the classroom for teaching and learning including in your setting's grounds; visiting local places such as religious buildings, shops and natural spaces; and further afield on day visits to museums, heritage sites, theatres, field and adventure centres and residentials. It also includes

	experiences brought into school through visitors and events. Providing students with more opportunities to access high quality learning beyond the classroom experiences can: • Open their eyes to the world around them and allows them to develop into well-rounded citizens • Enhance academic attainment and personal development • Support their health and well-being, and spiritual, moral, social and cultural needs" (LOtC)
Startwell Whole School Approach	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**.**
Brilliant Brushers Whole School Approach	Brilliant Brushers is a local supervised toothbrushing programme designed for children in targeted early years settings. It is also available for ages 3 and above in SEND schools. The scheme aims to reduce the risk of tooth decay by offering to settings located in the most disadvantaged communities, specifically those within Index of Multiple Deprivation (IMD) dociles 1 and 2. The scheme provides comprehensive staff training and essential toothbrushing resources, enabling staff to supervise daily toothbrushing in a safe, effective, and fun way. It also promotes positive oral health behaviours by encouraging children to continue brushing their teeth at home. Developed by the NHS.
Physical activity for early years (Birth- 5 year olds) UK Chief Medical Officer's Physical activity guidelines 2019	Daily routine – promotes active learning through play indoors and outdoors Active children are healthy, happy, school ready and sleep better. Every movement counts Aim for at least 180 minutes per day for children aged 1-5. Get strong, move more, break up inactivity Children learn and develop loco-motor, stability and manipulative skills through our continuous provision and PE and gymnastics sessions delivered 4 times weekly by Fit 4 Sport. Bespoke physical activity and exercises as prescribed by physiotherapists and occupational therapists for children with sensory and physical differences.
Forest School Scandinavian educational programme Outdoor play Nature play Wooded areas 4 x Forest school leaders	**What is Forest School?** 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. It 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.

	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. Forest School uses a range of learner-centred processes to create a community for being, development and learning. It aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice. It develops: • Self-esteem & independence through nature play • Confidence • Social skills • Language & communication • Motivation & concentration • Physical skills • Knowledge and understanding of the world
Letters and Sounds (D of E 2007) Guidance	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
Early Years Picture News:	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 encourages 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.

Counting Collections Gripton, C. & Pawluch, D. (2021) Counting collections in the early years. *Mathematics Teaching*, 275.	Counting Collections is an early mathematics approach to teaching young children about number. It aims to support children's counting, subitising, comparison of numbers and composition of number as well as their abilities to estimate and represent number (including understanding numerals). Children work together to select a container of objects and then decide how they will find how many are in the collection. Having counted carefully, the children record their counting on paper. **The Counting Collections Routine:** • Choose: children decide which collection they would like to count • Strategise: children plan how they will count the objects in the collection • Count: children count the objects • Record: children represent their laid-out collection of objects.
My Happy Mind myHappymind is a programme that teaches children how to build their resilience, self-esteem and happiness through science-backed lessons, resources and activities. There are 5 modules which are delivered to children over the course of the academic year. Each module starts with a story designed to introduce the children to the characters and the key concepts. • **Meet Your Brain**: Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too. • **Celebrate**: Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self-esteem. • **Appreciate**: Understanding why gratitude matters and how you can	**Autumn 1: Meet Your Brain:** Staff read the module overview and watch the training video **Week 1:** Children listen to the story of Berty and Betty's Play Date and watch the video of the story. They learn a happy breathing technique called flower breathing. The story, video and happy breathing will be used throughout the half term **Week 2**: Brain sort activity **Week 3:** Let's make a brain **Week 4:** Glitter jar **Week 5:** Brain hat **Week 6:** Brain growing moments **Week 7**: Prep for the following module and staff to complete evaluations for the Meet Your Brain module **Autumn 2: Celebrate:** **Week 1:** Children listen to the story of Charlie's Rainbow Adventure and watch the video of the story. They learn a happy breathing technique called rainbow breathing. The story, video and happy breathing will be used throughout the half term **Week 2**: Understanding character strength **Week 3:** Recognise character strength **Week 4:** Strength in pictures **Week 5:** Being kind **Week 6:** Bravery medal **Week 7**: Prep for the following module and staff to complete evaluations for the Celebrate module **Spring 1: Appreciate:**

develop gratitude as a habit. Gratitude is key to wellbeing and resilience and we're all about making it a habit!

- **Relate**: Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.
- **Engage**: Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience too.

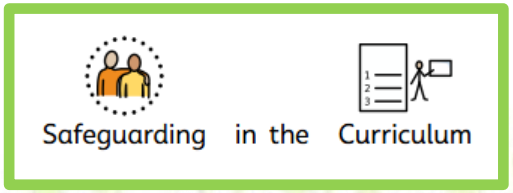
There is also a parent app for families to access the information and resources and a focus on staff well-being.

Backed by the NHS.

Week 1: Children listen to the story of Arabella and her Friends at the Seaside and watch the video of the story. They learn a happy breathing technique called wave breathing. The story, video and happy breathing will be used throughout the half term
Week 2: Understanding thankfulness
Week 3: Identifying ways to be thankful
Week 4: Appreciation sort
Week 5: Gratitude mirror
Week 6: Thankfulness lucky dip
Week 7: Thankful tree, prep for the following module and staff to complete evaluations for the Appreciate module

Spring 2: Relate:
Week 1: Children listen to the story of Rose's Story Day and watch the video of the story. They learn a happy breathing technique called book breathing. The story, video and happy breathing will be used throughout the half term
Week 2: Develop good listening skills
Week 3: Using listening skills
Week 4: Taking time to listen
Week 5: Name that noise!
Week 6: Rose says
Week 7: Prep for the following module and staff to complete evaluations for the Relate module
Summer 1: Engage:

Week 1: Children listen to the story of Ernie's Birthday Tree and watch the video of the story. They learn a happy breathing technique called cake breathing. The story, video and happy breathing will be used throughout the half term
Week 2: Setting class goals
Week 3: Growth goal for me
Week 4: Perseverance challenges
Week 5: Review goals
Week 6: Our goals
Week 7: staff to complete evaluations for the Engage module
Summer 2:
Recap learning from the 5 modules.
Continue with happy breathing



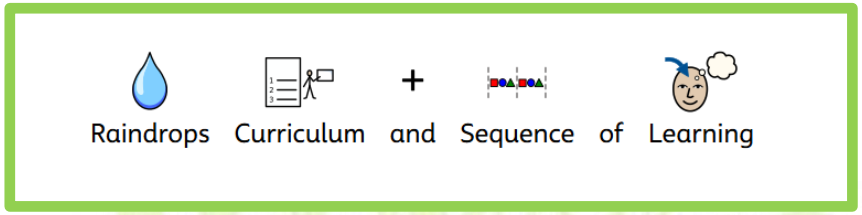
Policies and procedures – All policies and procedures are reviewed annually and staff sign to say they follow and understand.
DSL's – pictures and names in reception, on the safeguarding board and parents informed on induction.
Weekly DSL meeting – all concerns discussed and followed up by DSL. All Health and safety, medical needs and accidents discussed, reviewed and monitored.
Staff training: A rolling cycle of development so all staff are up to date with relevant safeguarding training.
Inductions: Personal care plans signed by parents; Child protection statement signed by parents
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.
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
Supervision: safeguarding is a standing item on our supervision agenda

Focus areas	Focused teaching - (adult led, small group, individual)
Learning the concept of safety	**Feeling safe and being safe –** Discussions with children about what safety means. **Feeling safe** – emotional literacy, key person, attachments, friendships, to have a sense of belonging (key group, coat pegs) **Being safe** – Ensuring children are physically safe in the environment and are encouraged to recognising risks. **Social Stories** to support individual children to understand safety routines and boundaries. These are especially relevant for children with little or no recognition of risk.
Online safety	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.
Safe touch and consent and relationships	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. Social stories for individual children focussing upon positive relationships
Conflict resolution	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. Children are supported to make choices, given a voice and given safe spaces to reflect and retreat to when needed. Social stories for individual children which focus on managing big emotions and strategies for solving problems with their peers.
Safe clothing and weather safety	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

	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. All adults use consistent language/visual aids to ensure all children understand the expectations and boundaries. For example, not going outside without shoes on. Adults as positive role models
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 pre-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

- **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 are encouraged and supported to wash their 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**
Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Pays attention to own choice of activity. Understands simple sentences, e.g., throw the ball Understands different situations – able to follow routine events and activities using non-verbal cues. Listens with interest to the noises adults make when they read stories Learns new words very rapidly and is able to use them in communicating	Recognises and responds to many familiar sounds, e.g., turning to a knock on the door, looking at or going to the door Developing understanding of simple concepts (e.g., *fast/slow, good/bad*) Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus Uses longer sentences (e.g., *Mummy gonna work*) Shows interest in play with sounds, songs and rhymes Begins to use language to share feelings, experiences and thoughts	Beginning to understand more complex sentences, e.g., *Put your toys away and then sit on the carpet* Uses a variety of questions (e.g., *what, where, who*) Understands who, what, where in simple questions (e.g., *Who's that? Who can? What's that? Where is?*) Beginning to use word endings (e.g., *going, cats*) Holds a conversation, jumping from topic to topic Identifies action words by following simple instructions, e.g., *Show me jumping*

Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of Raindrops: Through the Total Communication Approach: spoken word and visuals.
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

2-year progress check (DfE)

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.

Observation Checkpoint

- Towards their second birthday, can the child use up to 50 words?
- Is the child beginning to put two or three words together: "more milk"?
- Is the child frequently asking questions, such as the names of people and objects?
- Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') –
- these may not always be used correctly to start with.
- Can the child follow instructions with three key words like: "Can you **wash dolly's face**?"

- Around the age of 2, can the child understand many more words than they can say – between 200–500 words.
- Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?

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
- Have made progress against individual targets set by speech and language therapists
- Have made progress against Wellcomm targets
- Have made progress in their communication skills through the use of supporting visual aids alongside the use of spoken language from all adults.
- Have made progress against specific targets on individual SEN plans.

PHYSICAL DEVELOPMENT: Skills and knowledge progression for Raindrops – 2-3 year old: Typical development pathway – Children meeting age related milestones.		
Autumn	**Spring**	**Summer**
Uses gesture and body language to convey needs and interests and to support emerging verbal language use Sits comfortably on a chair with both feet on the ground Climbs up and down stairs by placing both feet on each step while holding a handrail for support Develops security in walking upright, using feet alternately and can also run short distances. Children begin to make marks using a range of media.	Runs safely on whole foot Begins to understand and choose different ways of moving Begins to walk, run and climb on different levels and surfaces 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 Turns pages in a book, sometimes several at once When holding crayons, chalk etc, makes connections between their movement and the marks they make. Hands start to operate independently during a task that uses both, with each hand doing something different at	Moves in response to music, or rhythms played on instruments such as drums or shakers Jumps up into the air with both feet leaving the floor and can jump forward a small distance 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 Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride May be beginning to show preference for dominant hand and/or leg/foot Holds mark making tools with thumb and all fingers.

	the same time. (e.g. holding a block in one hand and steading the other block with the other hand). 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	Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools

Focused Planning for the Development of Physical Skills

All children have the opportunity to access weekly sessions delivered by sports coaches from Fit4Sport. These sessions also include gymnastics.

We have devised specific planning for the development of loco-motor skills, stability skills and manipulative skills (hands and feet) to maximise opportunities to develop children's gross motor skills. We have a plan for Autumn, Spring and Summer and activities are based on the appropriate statements for each term. The Autumn term plan is below as an example:

Raindrops Planning: Autumn Term Date: Area Physical Practitioner

IMPACT: Skills and Knowledge Observed	
	• Uses gesture and body language to convey needs and interests and to support emerging verbal language use • Sits comfortably on a chair with both feet on the ground • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Develops security in walking upright, using feet alternately and can also run short distances. • Children begin to make marks using a range of media.
CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING: Playing & Exploring Active Learning Creating and Thinking Critically	

INTENT: Next Steps in Skills and Knowledge Development		
IMPLEMENTATION: (How will we do this?_details of the activity, resources)	**KEY VOCABULARY** **ADAPTIVE TEACHING** (Ensuring all children succeed and make progress) **RRSA ARTICLE:** **RISK ASSESSMENT:**	**STARTWELL:** **Loco-Motor Skills:** Rolling, crawling, cruising, hopping, walking, running, jumping, hopping, galloping, skipping, sliding, wiggling, rocking, leaping, creeping, marching, pivoting, stepping, chasing, climbing, avoiding, dodging, evading, combining movements. **Stability Skills: Static:** Lying, sitting, kneeling (hands on floor), standing, being very still sitting, standing, balancing. **Dynamic:** Pushing & pulling, rolling, bending & stretching, Extending & flexing, twisting, hanging from arms and legs, spinning & twirling, rotating **Manipulative Skills: Hands & Feet:** Touching, prodding & poking, mark making, tapping, holding, gripping, squeezing, lifting, transporting, placing, stacking, carrying, stretching, turning, twisting & wringing, cutting. **Sending:** Patting, pressing, pushing, rolling, bouncing, throwing, hitting, batting, kicking, striking, aiming. **Receiving:** Eye tracking, stopping, taking, collecting, picking up, pulling, catching.

Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of Raindrops: Through the Total Communication Approach: spoken word and visuals.
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

2-year progress check (DfE)

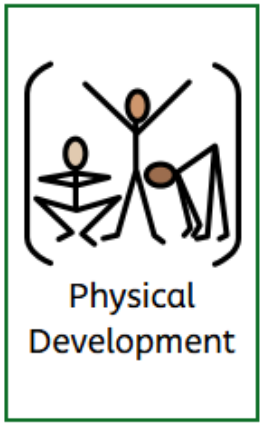
Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles.

Observation Checkpoint

- Around their second birthday, can the child run well, kick a ball, and jump with both feet off the ground at the same time.

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.
- Have made progress against individual targets set by physiotherapists and/or occupational therapists.
- Have made progress against specific targets on individual SEN plans.



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**
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. Enjoys playing alone and alongside others and is also interested in being together and playing with other children. 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” Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset Begins to recognise danger and seeks the support and comfort of significant adults Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Knows their own name, their preferences and interests and is becoming aware of their unique abilities Can hold a cup with two hands and drink well without spilling Feeds self with increasing control	Builds relationships with special people. Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions Responds to the feelings of others, showing concern and offering comfort Feeds self competently Develops some independence in self-care and shows an awareness of routines such as handwashing but still often needs adult support	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 Is developing an understanding of and interest in the diversity of the school community. Is gradually learning that actions have consequences 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 Shows empathy and concern for people who are special to them e.g., may offer a child a toy they know they like 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 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 Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of Raindrops: Through the Total Communication Approach: spoken word and visuals. Rights, different, same, rules, community/ies, feeling words, respect, listen, friend, safe, germs		

2-year progress check (DfE)

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.

Observation Checkpoint

- Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?
- Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?
- Can the child settle into some activities for a while?

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

- 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.
- Have made progress against specific targets on individual SEN plans
- Have a developing awareness of self-regulation strategies following myHappymind input



Assessment Methods: Raindrops

Development Matters, Birth to Five Matters, Wellcomm, team meetings/planning meetings, DfE 2-year progress check (used as our baseline), observations, floor books, displays, discussion with parents on induction and at termly parent consultations (Co- assessment), formative assessment and termly summative assessments

For children who begin their time at Shenley Fields with identified SEND, we offer a home visit to gather first-hand information from parents about how to best support their child (co-assessment). We use the DfE Early Years SEND Assessment Tool, PIC profiles, sensory profiles, Cumin and Leach and SCIP checklists.
For children with no identified SEND prior to starting nursery and who require additional support following the Autumn term assessment (above), we will determine the most appropriate method of assessment moving forward.

Learning through our RRSA work: Raindrops

Article 28: Right to Education

Article 28 of the UNCRC says that children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee.



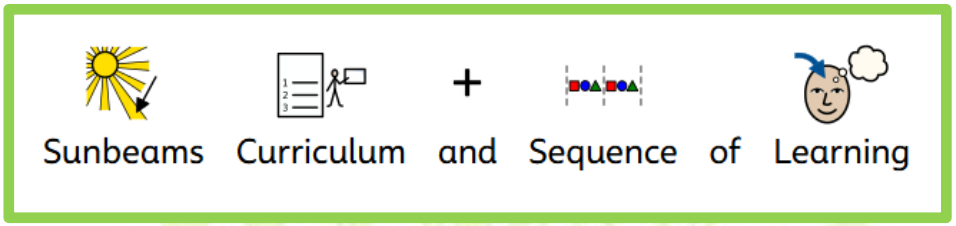





Article 29: The Goals of Education

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.

Autumn Term	Spring Term	Summer Term
We focus on Article 7, the right to a name. This supports children to learn each other's names and those of practitioners. Children begin to feel a sense of belonging to their key group and to Shenley Fields.  We take part in World Children's Day. Children begin to learn some of their rights. For example, Article 31, the right to relax and play.  Children begin to understand special times in their own lives and in those of others as we celebrate Diwali and Christmas. Article 14, your right to follow your religion.  Children begin to learn about those in our community who need help and support as we collect for a local food bank in December. Article 27, the right to food, clothing and a safe home  	The children's steering group meet. Children learn that they have a voice in decision making.  Children begin to understand special times in their own lives and in those of others as we celebrate Easter, Lunar New Year and Eid. Article 14, your right to follow your religion.  Children begin to understand diversity and uniqueness. This is enhanced through participation in Autism Acceptance Day and Down Syndrome Awareness Day. Children learn that we welcome and are kind to everyone. Article 23, Children with disabilities have the right to a full and decent life, special care, and access to education.  Children enjoy listening to and joining in with stories throughout the year. World Book Day enhances their knowledge of different characters in their favorites stories. Article 28, every child has the right to an education. 	Throughout the year, children learn about oral health, culminating in taking part in National Smile Month. Article 24 Every child has the right to the best possible health.  Children have an emerging understanding of climate change through participation in Eco-School activities during the academic year and by taking part in Walk to School Week. Article 24, Every child has the right to the best possible health. Governments must provide a clean environment.   Children take part in Soccer Aid. This supports the development of communication skills and supports children to learn the importance of fairness and team work. Article 31, the right to relax and play.  Children begin to understand special times in their own lives and in those of others as we celebrate Eid. Article 14, your right to follow your religion. 
Key vocabulary: rights, name, play, celebration, help, food, Diwali, Christmas	**Key vocabulary:** Lunar New Year, Eid, welcome, kind, meet, talk, stories, books	**Key vocabulary:** smile, teeth, healthy, walk, fresh air, soccer, ball, play, team



COMMUNICATION AND LANGUAGE: Skills and knowledge progression for Sunbeams – 3-4 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	**Spring**	**Summer**
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.	**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,	**Third Milestone:** Children can follow instructions with 2 parts and are developing a repertoire of favourite songs and rhymes.
Listens to others in one to one or small groups and when conversation interest them. Can listen and do for short periods of time. Selects familiar objects by name and knows the name of some resources e.g. a paint brush for painting. Learns and uses the names of friends and key worker. Understands simple sentences e.g. group time now Uses language to share feelings, experiences and thoughts. Uses different types of everyday words (nouns, verbs and adjectives) e.g. banana, jump, sleep, hot Learns new words very rapidly and is able to use them in communicating.	Listens to familiar stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – can still listen or do but can change their own focus of attention. Beginning to understand why and how questions. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture. Understand a question or instruction that has two parts such as wash your hands and put an apron on. Beginning to use more complex sentences to link thoughts using and and because.	Beginning to understand humour, e.g. nonsense rhymes, jokes Questions why things happen and gives explanations. Asks e.g. *who, what, when, how* Beginning to use a range of tenses (e.g. *play, playing, will play, played*) 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 Understands questions such as *who; why; when; where* and *how* Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses intonation, rhythm and phrasing to make the meaning clear to others

Begins to follow simple directions (if not intently focused)	Builds up vocabulary that reflects the breadth of their experiences. Will absorb and use language they hear around them in their community and culture. Use talk in pretending that objects stand for something else in play e.g. this box is my castle. 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	Uses multi-syllabic words such as caterpillar, ladybird, centipede, chrysalis Listens and responds to ideas expressed by others in conversation or discussion and can continue this for many turns. Uses talk to imagine, organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play.

Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of Sunbeams: Through the Total Communication Approach: spoken word and visuals.
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

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

- 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.



- Have made progress against individual targets set by speech and language therapists
- Have made progress against Wellcomm targets
- Have made progress in their communication skills through the use of supporting visual aids alongside the use of spoken language from all adults.
- Have made progress against specific targets on individual SEN plans

PHYSICAL DEVELOPMENT Skills and knowledge progression for Sunbeams – 3-4 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	**Spring**	**Summer**
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	**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.	**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
Holds mark-making tools with thumb and all fingers Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Uses large muscle movements to wave flags and streamers and make marks. Creates lines and circles pivoting from the shoulder and elbow Use large and small motor skills to do things independently e.g. manage buttons, zips and pour drinks Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions.	Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacle Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes , scarves or ribbons. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Uses a comfortable grip with good control when holding pens and pencils (model and encourage the tripod grip) Shows a preference for a dominant hand Can grasp and release with two hands to throw and catch a large ball, beanbag or an object	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 Start to take part in some group activities which they make up themselves or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 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. Collaborate with others to manage large items such as moving a long plank safely or carting large hollow blocks. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, over and through balancing and climbing equipment.

		Handles tools, objects, construction and malleable materials safely and with increasing control and intention.

Focused Planning for the Development of Physical Skills

All children have the opportunity to access weekly sessions delivered by sports coaches from Fit4Sport. These sessions also include gymnastics.

We have devised specific planning for the development of loco-motor skills, stability skills and manipulative skills (hands and feet) to maximise opportunities to develop children's gross motor skills. We have a plan for Autumn, Spring and Summer and activities are based on the appropriate statements for each term. The Autumn term plan is below as an example:

Sunbeams Planning: Autumn Term Date: Area Physical Practitioner

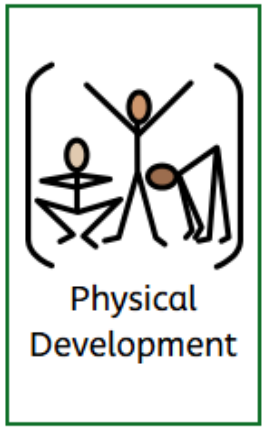
IMPACT: Skills and Knowledge Observed	
	• Climbs stairs, steps and moves across climbing equipment using alternate feet. • Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Uses large muscle movements to wave flags and streamers and make marks • Creates lines and circles pivoting from the shoulder and elbow • Use large and small motor skills to do things independently e.g. manage buttons, zips and pour drinks • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions. • Holds mark-making tools with thumb and all fingers
CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING: Playing & Exploring Active Learning Creating and Thinking Critically	

INTENT: Next Steps in Skills and Knowledge Development		
IMPLEMENTATION: (How will we do this? details of the activity, resources)	**KEY VOCABULARY** **ADAPTIVE TEACHING** (Ensuring all children succeed and make progress) **RRSA ARTICLE:** **RISK ASSESSMENT:**	**STARTWELL:** **Loco-Motor Skills:** Rolling, crawling, cruising, hopping, walking, running, jumping, hopping, galloping, skipping, sliding, wiggling, rocking, leaping, creeping, marching, pivoting, stepping, chasing, climbing, avoiding, dodging, evading, combining movements. **Stability Skills: Static:** Lying, sitting, kneeling (hands on floor), standing, being very still sitting, standing, balancing. **Dynamic:** Pushing & pulling, rolling, bending & stretching, Extending & flexing, twisting, hanging from arms and legs, spinning & twirling, rotating **Manipulative Skills: Hands & Feet**: Touching, prodding & poking, mark making, tapping, holding, gripping, squeezing, lifting, transporting, placing, stacking, carrying, stretching, turning, twisting & wringing, cutting. **Sending:** Patting, pressing, pushing, rolling, bouncing, throwing, hitting, batting, kicking, striking, aiming. **Receiving:** Eye tracking, stopping, Taking, collecting, picking up, pulling, catching.

Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of Sunbeams: Through the Total Communication Approach: spoken word and visuals.
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

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

- 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.
- Have made progress against individual targets set by physiotherapists and/or occupational therapists.
- Have made progress against specific targets on individual SEN plans



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**
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.	**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.	**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.
Seeks out others to share experiences with and may choose to play with a familiar friend, child or adult, sharing experiences and play ideas. Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. Enjoys a sense of belonging through being involved in daily tasks. Begins to recognise danger and seeks the support and comfort of significant adults. Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. Willing to try a range of different textures and tastes and expresses a preference. Can wash and can dry hands effectively and understands why this is important. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up.	Uses their experiences of adult behaviours to guide their social relationships and interactions. Is sensitive to others' messages of appreciation or criticism. 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. Observes and can describe in words or actions the effects of physical activity on their bodies. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. 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. Expresses a wide range of feelings in their interactions with others and through their behaviour and play. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new	Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. 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. Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group. Talks about their own and others' feelings and behaviour and its consequences. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. 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.

	things or new social situations and being able to express their needs and ask adults for help. Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. Attempts to put on own coat and pulls up zipper once it is fastened at the bottom.	

Key vocabulary categories (concept, noun, verb, adjective) to be taught by the end of Sunbeams: Through the Total Communication Approach: spoken word and visuals.
Rights, different, same, rules, community/ies, feeling words, respect, listen, friend, safe, healthy, clean, danger, germs, privacy, pavement, road, seatbelt

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

- 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.
- Have made progress against specific targets on individual SEN plans
- Have a awareness of and are able to use some self-regulation strategies following myHappymind input



LITERACY: Skills and knowledge progression for Sunbeams – 3-4 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	**Spring**	**Summer**
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.	**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.	**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.
Has some favourite stories, rhymes, songs, poems or jingles. Repeats and uses actions, word or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a …… Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps. Listens to and joins in with stories and poems, when reading one-to-one and in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Looks at and enjoys print and digital books independently. Shows interest in illustrations and words in print and digital books and words in the environment.	Recognises familiar words and signs such as own name, advertising logos and screen icons. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Talks about events and principal characters in stories and suggests how the story might end. Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). Claps or taps the syllables in words during sound play. Begins to develop phonological and phonemic awareness. Recognises rhythm in spoken words, songs, poems and rhymes. Shows awareness of rhyme.	Begins to be aware of the way stories are structured, and to tell own stories Continues to develop their phonological and phonemic awareness Hears and says the initial sound in words Show awareness of alliteration Begins to segment the sounds in simple words and blend them together. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes main story settings, events and principal characters in increasing detail Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps

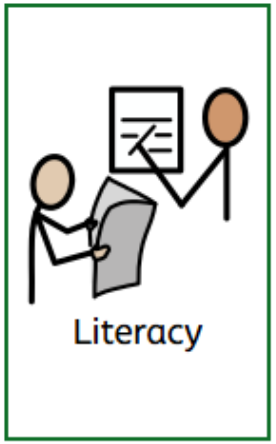
Can distinguish sounds heard in the environment and can create a range of sounds using different parts of their body, e.g. clapping. Distinguishes between the different marks they make. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or play dough and through using touch screen technology. Includes mark making and early writing in their play.	Imitates adults writing by making continuous lines of shapes and symbols (early writing) from left to right. Sometimes gives meaning to their drawings and paintings. Shows interest in letters, identifying the initial letter of their name and other familiar words.	Begins to make letter type shapes to represent the initial sound of their name and other familiar words 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.

Key vocabulary to be taught by the end of Sunbeams: Through the Total Communication Approach: spoken word and visuals.
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.
- Have made progress against specific targets on individual SEN plans
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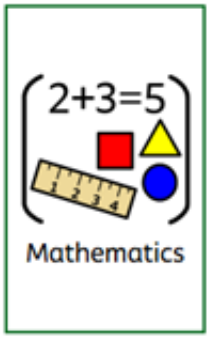
MATHEMATICS: Skills and knowledge progression for Sunbeams – 3-4 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	**Spring**	**Summer**
First Milestone: Children engage with mathematical concepts through every-day play, routines, snack time, story time etc following 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.	**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.	**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).
Comparison Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' **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 **Cardinality** Begin to notice numerals Beginning to count on their fingers **Composition** Beginning to use understanding of number to solve practical problems in play and meaningful activities **Spatial Awareness** Begins to remember their way around familiar environments Responds to some spatial and positional language **Measures** Explores differences in size, length, weight and capacity **Shape** Recognises that two objects have the same shape Makes simple constructions Chooses puzzle pieces and tries to fit them in	**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 **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. **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) **Composition** Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. **Spatial Awareness** Responds to and uses language of position and direction	**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. **Counting** Enjoys reciting numbers from 0 up to 10 (and beyond) and back again Increasingly confident putting numerals in order 0 – 10 (Ordinality) **Cardinality** Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Begins to subitise up to five objects (without counting) **Composition** Beginning to recognise that each counting number is one more that the one before. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. **Spatial Awareness**

Responds to both informal language and common shape names **Pattern** Is interested in what happens next using the pattern of everyday routines	Predicts, moves and rotates objects to fit the space or create the shape they would like. **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 **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. **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.	Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. **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. **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. **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

Key vocabulary to be taught by the end of Sunbeams: Through the Total Communication Approach: spoken word and visuals.
Count, number, numeral, more than, less than, total, altogether, positional language, empty, full, fill, long, short, length, weight, heavy, light, measure, shape, 2D, 3D, number names

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.
- 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.
- Have made progress against specific targets on individual SEN plans.
- Notice (and may comment on) who has more or less.



UNDERSTANDING THE WORLD: Skills and knowledge progression for Sunbeams – 3-4 year olds: Typical development pathway – Children meeting age related milestones.		
Autumn	**Spring**	**Summer**
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.	**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.	**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.
Shows interest in the lives of people who are familiar to them. In pretend play, imitates everyday actions and events from own family and cultural background. Beginning to have their own friends Enjoys joining in with family customs and routines Can talk about some of the things they have observed such as plants, animals, natural and found objects Shows care and concern for living things and the environment. Enjoys playing with small world reconstructions, building on first hand experiences e.g. visiting farms, train track etc. Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.	Remembers and talks about significant events in their own experience Shows interest in different occupations and ways of life indoors and outdoors Beginning to have an understanding of growth, decay and changes over time Begin to understand the effect their behaviour can have on the environment Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support Knows that information can be retrieved from digital devices and the internet	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 Recognises and describes special times or events for family or friends Talks about the features of their own immediate environment and how environments might vary from one another Looks closely at similarities, differences, patterns and change in nature 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 Completes a simple program on electronic devices

Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images		Uses ICT hardware to interact with age-appropriate computer software and the internet (with adult supervision) Beginning to develop digital literacy skills by being able to access, understand and interact with a range of technologies

Key vocabulary to be taught by the end of Sunbeams: Through the Total Communication Approach: spoken word and visuals.

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

climate, Earth, recycle, ocean, plastic, compost, seed, vegetables, fruit, weather, litter, animal and insect names, grow, waste, pollution, save water, environment , allotment,

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

- 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.
- Have made progress against specific targets on individual SEN plans.



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**
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.	**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.	**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.
Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. Creates sounds by using their voices, clapping, stamping feet etc. Enjoys and responds to playing with colour in a variety of ways e.g. combining colours. Using everyday materials to explore, understand and represent their world-their interests and fascinations. Engages in imaginative play based on own ideas or first-hand or peer experiences. Plays alongside other children who are engaged in the same theme. Explores and learns how sounds and movements can be changed. Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously	Continues to explore colour and how colours can be changed. 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. Uses tools for a purpose. Develops an understanding of how to create and use sounds intentionally. Uses movement and sounds to express experiences, expertise, ideas and feelings. Uses available resources to create props or creates imaginary ones to support play. Taps out simple repeated rhythms. Uses various construction materials, e.g. joining pieces, balancing, making enclosures and creating spaces.	Creates sounds, movements, drawings to accompany stories. Experiments and creates movement in response to music, stories and ideas. Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Creates representations of both imaginary and real-life ideas, events, people and objects

	Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Sings to self and makes up simple songs	

Key vocabulary to be taught by the end of Sunbeams: Through the Total Communication Approach: spoken word and visuals.
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:

- 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.
- Have made progress against specific targets on individual SEN plans.



Assessment Methods: Sunbeams
Development Matters, Birth to Five Matters, RRSA work, Wellcomm, Early Years Picture News, Counting Collections, team meetings/planning meetings, observations, floor books, displays, discussion with parents on induction and at termly parent consultations (Co-assessment), formative assessment and termly summative assessments For children who begin their time at Shenley Fields with identified SEND, we offer a home visit to gather first-hand information from parents about how to best support their child (co-assessment). We use the DfE Early Years SEND Assessment Tool, PIC profiles, sensory profiles, Cumin and Leach and SCIP checklists. For children with no identified SEND prior to starting nursery and who require additional support following the Autumn term assessment (above), we will determine the most appropriate method of assessment moving forward.

Learning through our RRSA work: Sunbeams

Article 28: Right to Education

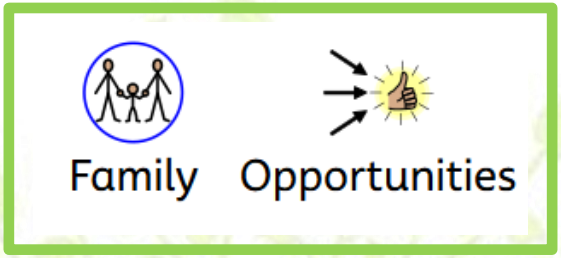
Article 28 of the UNCRC says that children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee.



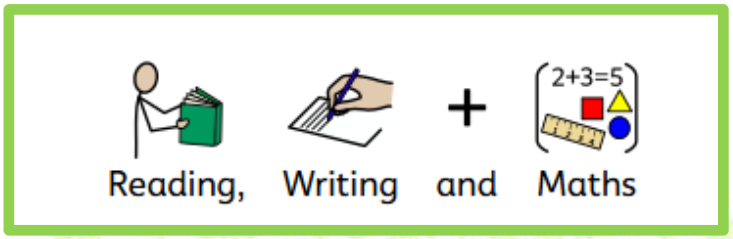
Article 29: The Goals of Education

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.

Autumn Term	Spring Term	Summer Term
We focus on Article 7, the right to a name. This supports children to learn each other's names and those of practitioners. Children begin to feel a sense of belonging to their key group and to Shenley Fields.  We take part in World Children's Day. Children begin to learn some of their rights. For example, Article 16, the right to privacy  Children understand and enjoy joining in with special times in their own lives and in those of others as we celebrate Diwali and Christmas. Article 14, your right to follow your religion.  Children learn about and begin to develop empathy for those in our community who need help support as we collect for a local food bank in December. Article 27, the right to food, clothing and a safe home  	The children's steering group meet. Children know and understand that they have a voice in decision making and are confident to share and discuss ideas.  Children understand and enjoy joining in with special times in their own lives and in those of others as we celebrate Easter, Lunar New Year and Eid. Article 14, your right to follow your religion.  Children have a developing understanding of diversity and uniqueness. This is enhanced through participation in Autism Acceptance Day and Down Syndrome Awareness Day. Children learn that we welcome and are kind to everyone. They develop a range of communication skills and learn that everyone's brain works a little differently and that is to be celebrated. Article 23, Children with disabilities have the right to a full and decent life, special care, and access to education.  Children enjoy listening to and joining in with stories throughout the year. World Book Day enhances opportunities for children Discuss characters, the theme of the story and suggest how stories might end. Article 28, every child has the right to an education. 	Throughout the year, children learn about oral health, culminating in taking part in National Smile Month. Article 24 Every child has the right to the best possible health.  Children have a developing understanding of climate change through participation in Eco-School activities during the academic year and by taking part in Walk to School Week. Article 24, Every child has the right to the best possible health. Governments must provide a clean environment.   Children take part in Soccer Aid. This supports the development of communication skills and supports children to learn the importance of fairness and team work. Children have a developing understanding that many children around the world don't have the opportunity to play. Article 31, the right to relax and play.  Children understand and can talk about special times in their own lives and in those of others as we celebrate Eid. Article 14, your right to follow your religion. 
Key vocabulary: rights, name, play, privacy, celebration, help, food, Diwali, Christmas, culture, religion, community, naming rights	**Key vocabulary:** Lunar New Year, Eid, welcome, kind, brain, differences, meet, talk, ideas, stories, books, character, naming rights	**Key vocabulary:** smile, teeth, healthy, walk, fresh air, soccer, ball, play, team, climate, environment, naming rights



Autumn	Spring	Summer
• Supporting induction • Home visits for children with SEND • Attending SEND coffee mornings/workshops supported by external professionals. For example, speech and language therapist • Sharing information with key people. • Tapestry (online learning journal) • Gathering Autumn artefacts • Attending parent consultation sessions. • Attending SEND consultations with the SENDCo • Attending Christmas Stay and Play sessions • Attending pre writing workshops • Engaging with the home/school library and reading books at home. • Opportunity to join the RRS adult steering group • Attending family forest school trips to Ley Hill Park • Attending an end of term school trip.	• Attending ICT workshops • Attending SEND coffee mornings/workshops supported by external professionals. For example, speech and language therapist • Engaging with the RRS bear coming home • Attending early reading workshops • Tapestry (online learning journal) • Attending family forest school trips to Ley Hill Park • Attending parent consultation sessions. • Attending SEND consultations with the SENDCo • Engaging with the home/school library and reading books at home.	• Tapestry (online learning journal) • Attending SEND coffee mornings/workshops supported by external professionals. For example, speech and language therapist • Mini beast hunt in the garden and to and from Nursery • Attending family forest school trips to Ley Hill Park • Engaging with transition opportunities and activities. • Sharing artefacts from days out/holidays/journeys undertaken or planned. • Attending a healthy eating workshop • Attending parent consultation sessions. • Attending SEND consultations with the SENDCo • Engaging with the home/school library and reading books at home. • Attending the end of year Stay and Play sessions • Attending an end of year school trip

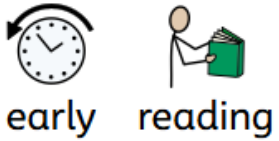
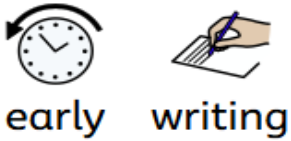
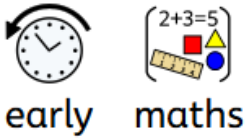


In Early Years, children enter at many different stages of development in early reading, writing and mathematical skills. To produce a conventional medium-term plan for reading, writing and mathematics would not meet the needs of every child at the appropriate times. Therefore, the list of skills below, 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.

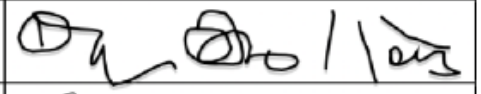
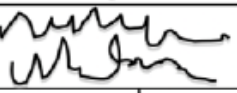
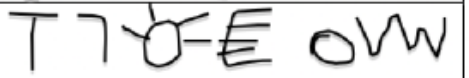
Teaching mathematical skills and concepts in Early Years should be through practical, hands-on activities. There should be little or no written maths produced by the children in adult led sessions, however independent mathematical mark making should always be encouraged. Children should apply maths skills 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.

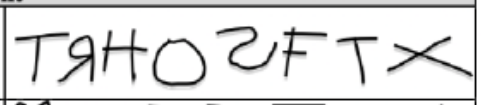
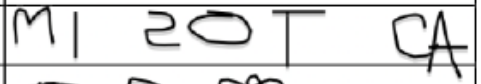
We teach phonics using Phase One of Letters and Sounds. Phase One activities focus on developing children's speaking and listening skills, phonological awareness an oral blending and segmenting. The activities are used as part of a rich language curriculum that has speaking and listening at its centre;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

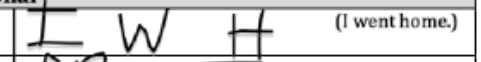
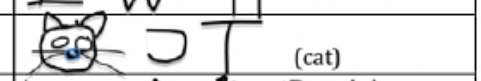
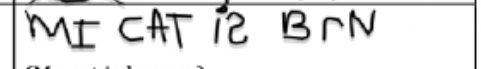
Role of the Adult		
		
Be seen as positive reading role models Read with excitement, engagement and intonation Model reading for pleasure or as part of shared activities Ensure children are active participants in story sessions. Encourage children to choose and peruse books freely as well as share them with an adult Develop children's comprehension of texts through questioning Read a range of fiction, non-fiction and poetry books to individuals and groups Consider the needs and interests of children Provide purposeful activities and times to read and develop early reading skills Plan continuous provision activities for reading both inside and outside Nurture and encourage a 'have a go' approach and build confidence in children around accessing books 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 Listen to encourage talking	Be a positive writing role model Model writing regularly and for a range of purposes Have a genuine interest in what all children communicate. Provide opportunities to explore creating marks in a variety of ways, notice children's marks and talk about them Ensure children see adults write for pleasure Write as part of a shared writing activity Give children the confidence to 'have a go' Celebrate work produced through marking, sharing with others or displaying Plan both adult led and continuous provision activities using Birth to 5 Matters the EYFS Development Matters	Support mathematical development in continuous provision. Support mathematical development by singing counting songs and rhymes and encouraging children to join in games that involve counting To plan both adult led and continuous provision activities that are ability appropriate, using the EYFS Development Matters and Birth to Five Matters. 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

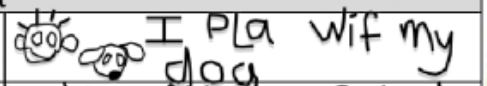
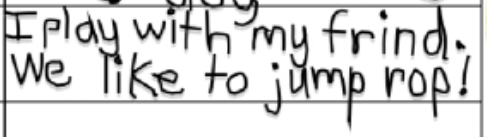
Model good listening, eye contact and shared attention Ask questions that attentive listeners ask and comment on what children say Provide ample opportunities for children to extend their spoken communication Provide good models of spoken English and speaking clearly, how to structure comprehensible sentences and sustain dialogue (high-quality interactions)		
We provide:		
• 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. • A quiet area for reading with a selection of quality resources, including fiction/non-fiction books, magazines and puppets • A range of books linked to children's interests • Opportunities to support children and parents at home by providing reading books through the home school library. • Regular experience of rhymes and rhythm • 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)	• Free access to quality mark making equipment both inside and outside • 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. • Activities that encourage the development of children's pre writing skills - both gross and fine motor skills • 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	• 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. • Planned continuous provision activities linking to the children's interest and/or the needs of the children at that time, both indoors and outdoors • Daily adult-led sessions where maths is promoted and skills are developed • Meaningful contexts for children to count in sequence, problem solve, notice and create patterns.

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	 "I am happy."
Directional Scribble- scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	 "I am playing."
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	 (I went home.)
First/Last Letter Representation- word represented by first and last letter sound	 (cat)
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	 (My cat is brown.)

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

Phonemes
The smallest units of sound heard/said within a language.

Grapheme
A letter or letters that spell a sound in a word.

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)

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

- 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

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

- "Peter Piper Picked a Peck of Pickled Peppers"

Blending
This is the process of combining sounds (phonemes) together to create a word. This is necessary to develop reading skills

Segmenting
This is the process of splitting words up into phonemes. This is important for developing spelling skills.

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 world recognition and spelling as they get older.

Phonics: How to pronounce pure sounds | Oxford Owl - YouTube

Children with SEND

Continuous Provision, Group Time and Target Work Sessions

- 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.

Planning for Phonics in 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.	

Planning for Phonics in 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 MacDonald 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	Animal sounds game Getting to know the instruments New words to old songs	Opportunities to explore creating and discriminating sounds using traditional musical instruments, other resources	We Can Play on the Big Bass Drum I am the Music Man	Down by the Cool of the Pool Flo the Flamingo

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

Planning for Mathematics
"Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically." (EYFS 2026)

Mathematics for young children involves developing their own understanding of number, pattern, 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. Educators need to understand children's individual starting points, considering factors such as prematurity and previous experience. 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 2026)

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 young children will recount objects if they are spread out, moved closer together or lined up.

Subitising

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.

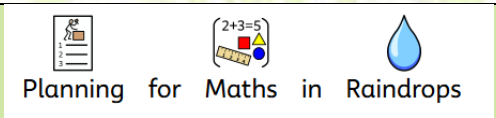
Subitising is the ability to instantly recall the number of objects or images without needing to count them individually	

Children with SEND

Continuous Provision, Group Time and Target Work Sessions

Exploring mathematics in the Early Years Foundation Stage (EYFS) for children with SEND must be sensory, playful, and deeply connected to their daily routines.

- **Sensory-Rich Learning:** Maths is felt, seen, and heard before it is understood abstractly.
- **Routine-Based Maths:** High-impact learning happens during snack time, tidying up, and getting dressed.
- **Total Communication:** We use signs, symbols, pictures, and words to build mathematical vocabulary.
- **Child-Led Exploration:** We observe what a child is fascinated by (e.g., spinning wheels or stacking cups) and layer math concepts onto that interest.



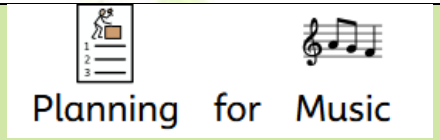
Mathematical Categories	Continuous provision (Examples of)	A range of stories, rhymes and songs to choose from	
Spatial Awareness	Explore the outdoor environment, moving in and around different spaces, using spatial and positional language in context. Create tunnels and bridges to use with trains and 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.	Head shoulders knees and toes Incy Wincy Spider Round and Round the Garden Two Little Dicky Birds One Little Finger 5 Fat Sausages	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
Shape			
Pattern	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,		
Measures	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.		

Number & Numerical Patterns	**Comparison Cardinality Counting**	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. Sing number rhymes and songs, and beginning to use fingers to represent quantity		

Planning for Maths in 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 Maths Group Resource Folder **Interactive Screen:** Symmetry Matching - Reflective Symmetry Game (topmarks.co.uk) Shape Monsters - 2D Shapes Matching Game (topmarks.co.uk)	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 **Maths Group Resource Folder** **Interactive Screen:** Shape Patterns (topmarks.co.uk)	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 e.g., different cultures, nature.		

Measures		Caterpillar life cycle focus to include the growth of the caterpillars using mathematical language Visual timetables Growing sunflowers **Maths Group Resource Folder** **Interactive Screen:** Let's Compare - Early Years Size Comparison Game (topmarks.co.uk)	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) **Maths Group Resource Folder** **Interactive screen:** • Learning to Count up to 15 with Teddy Numbers Interactive Maths Game (topmarks.co.uk) • The Gingerbread Man Game – Counting, Matching and Ordering game (topmarks.co.uk) • Learn to Count up to 10 with Underwater Counting Maths Game (topmarks.co.uk) • How to order numbers - BBC Bitesize • Missing numbers | Reception maths | Counting - BBC Bitesize • Bud's Number Garden (bbc.co.uk) • Nursery Rhymes and Songs - A to Z - BBC Teach	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.		



Children with SEND

Continuous Provision, Group Time and Target Work Sessions

Early music experiences are especially powerful for children with SEND. Music offers non-verbal ways to communicate, express emotions, and connect with others. It supports multi-sensory engagement and helps build confidence, focus, and social interaction without the pressure of spoken language.

Hearing & Listening: Noticing sounds, tuning into voices, and responding to changes in pitch or volume.
Vocalising & Singing: Experimenting with sounds, babbling, matching pitches, and learning simple songs.
Moving & Dancing: Reacting physically to a beat, dancing, and moving in time with rhythm.
Exploring & Playing: Discovering how instruments and everyday objects make sounds and experimenting with different ways to play them

Musical Development: Hearing and Listening. Skills and knowledge progression for Raindrops – 2–3-year-old:

Autumn	Spring	Summer
Genre (Type or Style of Music): **Autumn Term 1: Children's Music-** Gentle lullabies, traditional nursery rhymes/songs for children to sing and join in. Action rhymes and tunes that get children dancing. **Autumn Term 2: Traditional/World Music-** folk music, religious music, African drums, Christmas carols, traditional dances and other styles deeply rooted in a culture's history and traditions.	**Genre (Type or Style of Music):** **Spring Term 1: Country and Western-** This genre of music's originates from American folk traditions and emphasises its storytelling aspect. Introduce instruments such as: guitars, fiddles, and banjos, and discuss relatable themes found in country songs, such as family, nature, and everyday life. **Rock Music:** Rock music is a broad genre of popular music defined by a strong, energetic beat, amplified instruments, and a rebellious or expressive spirit **Spring Term 2: Reggae-** reggae is a type of music from Jamaica, known for its offbeat rhythm, strong bass line, and positive messages.	**Genre (Type or Style of Music):** **Summer Term 1: Classical Music-**Classical music encompasses a vast range of styles and periods, including: operas, symphonies, choirs and ballets. **Jazz -** Jazz is a music genre that originated in the African-American communities of New Orleans, United States, in the late 19th and early 20th centuries, and developed from roots in blues and ragtime. **Summer Term 2:** Children will reflect on the wide range of musical genres they have explored throughout the academic year. They will have opportunities to revisit and engage with their favourite genres, responding through listening, movement, singing, and discussion to consolidate their musical experiences and preferences.

Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Musical preferences are further developed; often has firm favourites (live & recorded) and is able to express this. Anticipates changes in familiar music e.g., recognises and remembers when music is going to get louder, quieter or stop.	Shows interest in play with sounds, songs and rhymes Describes music, e.g., "scary music, angry music, happy music". Can identify specific sounds in the environment e.g., sounds of cars, running water. Explore ways of encouraging active listening; moving with music or painting/drawing with music may support children to listen; listening in large groups/small groups/individually.	Can identify and match an instrumental sound, e.g., hear a shaker and indicate that they understand it is a shaker Can identify specific sounds in the environment. Matches music to pictures/visual resources. Describes music, e.g., "scary music, angry music, happy music".
Positive Relationships Explore ways of encouraging active listening; moving with music or painting/drawing with music may support children to listen; listening in large groups/small groups/individually. Encourage children to listen to a wide range of music so that music is not limited to music for "types" of people. Listen with children to a variety of sounds, talking about favourite sounds, songs and music. Repeat songs, children learn songs through repetition.	**Enabling Environments** Familiar music may support children to listen and be open to new material; when introducing new music to children, explore playing familiar music followed by new music. Familiar music may help engage children in active listening. Play circle song games and group games, e.g., songs with parachutes, partnering songs e.g., "Row, Row".	

Musical Development Matters in the Early Years *(Nicola Burke 2018)*
Development Matters
Birth to 5 Matters

Musical Development: Vocalising and Singing. Skills and knowledge progression for Raindrops – 2-3 year old:		
Autumn	**Spring**	**Summer**
Anticipates & sings certain words in songs. Joins in with action songs by singing some words and creating some or all actions. Vocalises whilst moving, sings phrases of songs whilst moving. Vocalises and sings whilst playing with instruments. Creates sound effects for toys in their pretend play, e.g., creates the sounds of a train, car, animals.	Vocalises in a free-flowing way within their play, e.g., whilst painting or playing with clay. Sings and chants with and to others. Reproduces songs in individual ways. Plays with familiar songs, often piecing together parts of different songs. Sings to and with toys, props, resources.	Sings in their dramatic role play, e.g., singing phrases such as “dinner’s ready” or “let’s go”. Repeats phrases of songs. May sing an entire song. Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. Has strong preferences for songs he or she likes to sing and/or listen to.

Positive Relationships	**Enabling Environments**
Copy children’s vocalisations to show that you hear and value them. Encourage and support the inventive ways in which children vocally improvise and merge songs together. Use your voice in a range of ways and play with the way you sing songs, e.g., sing quietly, slowly, sadly, joyfully. Be interested in the children’s individual songs and talk to them about what they mean to them. Repeat songs, children learn songs through repetition.	Children may have songs that they associate with certain environments, e.g., songs they sing/hear in settings, songs they sing/hear at home or with family. Talk to parents/carers to seek information about songs that are significant to children. Record children’s songs, share them with parents/ carers and play them in the setting. Play a range of songs that involve different styles of singing e.g., opera, rap, scat. Provide song boxes filled with interesting items to spark children’s imaginative song ideas.

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Musical Development: Moving and Dancing. Skills and knowledge progression for Raindrops – 2–3-year-old:		
Autumn	**Spring**	**Summer**
Uses gesture and body language to convey needs and interests and to support emerging verbal language use May enjoy dancing to music. Physically interprets different genres of music - children often move and express themselves differently to different genres. Moves whilst listening to music and can often feel and move to the pulse. Moves toys/objects/materials with the sound effects they create to accompany the movement, e.g., moves a car and creates the sound effects such as "brrrrm" to accompany the movement, paints whilst moving to music, plays with foam whilst moving with music.	Begins to understand and choose different ways of moving. Moves whilst playing instruments. Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Moves in response to rhythms heard played on instruments e.g., a drum. This could be small movements e.g., moving fingers in response to sounds or large movements such as jumping.	Moves in response to music, or rhythms played on instruments such as drums or shakers Jumps up into the air with both feet leaving the floor and can jump forward a small distance Physically interprets the sound of instruments, e.g., tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, e.g., pretends to play the trumpet, piano, guitar.
Positive Relationships Model moving to music. Play instrument and movement games; invite children to move to the sounds of different instruments. Encourage children to take the lead in music and movement games by inviting children one by one to play an instrument and inviting other children to move in response. Swap this around so that one child leads with their movement whilst other children play instruments in response to the movement. Observe children and how they physically respond to different genres. Observe children's physical play, e.g., jumping, running, look out for vocalisations that accompany it.		**Enabling Environments** Place instruments on different levels and in different spaces, observe the movements that children create whilst making music. Provide instruments for movement possibilities, e.g., offer portable instruments which lend themselves to movement. Invite musicians to perform for children: parents/carers who play instruments, students from local colleges/universities, bands/groups from the local community. Observe children's physical response to live music.

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Musical Development: Exploring and Playing. Skills and knowledge progression for Raindrops – 2–3-year-old:		
Autumn	**Spring**	**Summer**
Plays instruments rhythmically and repetitively. Plays with both hands simultaneously and alternately whilst using beaters. Uses instruments in a range of ways, e.g., tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally	Creates own patterns in music making. Experiments with ways of playing instruments, e.g., volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre). Shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.	Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Adds sound effects to stories using instruments. Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). Listens and responds to others in pair/group music making.

Positive Relationships	**Enabling Environments**
Model your respect and care for instruments. Record children's music making, music is invisible, once it has happened it disappears unless you capture it. Listen respectfully to children's music making and try not to judge their music with what you may consider music to be. Children's musical play can be compared to their visual doodling or mark making, value their musical doodles. Copy children's musical patterns, this will show them that you are listening to them and valuing their music making.	Consider how some instruments may not be appropriate/safe within continuous provision. Experiment with the use of levels e.g., instruments on tables, on the floor, instruments indoors and outdoors, group instruments together e.g., place instruments together in a basket that can be shaken, tapped, scraped. Vary your musical environments. e.g., one day drums out on a table and another day baskets with different types of bells. Hang instruments, e.g., musical washing lines.

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Musical Development: Hearing and Listening. Skills and knowledge progression for Sunbeams -3-4-years-old:		
Autumn	**Spring**	**Summer**
Genre (Type or Style of Music): **Autumn Term 1: Children's Music-** Gentle lullabies, traditional nursery rhymes/songs for children to sing and join in. Action rhymes and tunes that get children dancing. **Autumn Term 2: Traditional/World Music-** folk music, religious music, African drums, Christmas carols, traditional dances and other styles deeply rooted in a culture's history and traditions.	**Genre (Type or Style of Music):** **Spring Term 1: Country and Western-** This genre of music's originates from American folk traditions and emphasises its storytelling aspect. Introduce instruments such as: guitars, fiddles, and banjos, and discuss relatable themes found in country songs, such as family, nature, and everyday life. **Rock Music:** Rock music is a broad genre of popular music defined by a strong, energetic beat, amplified instruments, and a rebellious or expressive spirit **Spring Term 2: Reggae-** reggae is a type of music from Jamaica, known for its offbeat rhythm, strong bass line, and positive messages.	**Genre (Type or Style of Music):** **Summer Term 1: Classical Music-**Classical music encompasses a vast range of styles and periods, including: operas, symphonies, choirs and ballets. **Jazz -** Jazz is a music genre that originated in the African-American communities of New Orleans, United States, in the late 19th and early 20th centuries, and developed from roots in blues and ragtime. **Summer Term 2:** Children will reflect on the wide range of musical genres they have explored throughout the academic year. They will have opportunities to revisit and engage with their favourite genres, responding through listening, movement, singing, and discussion to consolidate their musical experiences and preferences.
Describes music, e.g., "scary music, angry music, happy music". Can identify specific sounds in the environment e.g., sounds of cars, running water. Can identify and match an instrumental sound, e.g., hear a shaker and indicate that they understand it is a shaker. Describes the sound of instruments e.g., scratchy sound, soft sound.	Creates visual representation of sounds, instruments and pieces of music, e.g., mark making to specific sounds or pieces of music. Associates' genres of music with characters and stories. Accurately anticipates changes in music, e.g., when music is going to get faster, louder, slower.	Thinks abstractly about music and expresses this physically or verbally e.g., "This music sounds like floating on a boat." "This music sounds like dinosaurs." Distinguishes and describes changes in music and compares pieces of music, e.g., "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth."
Positive Relationships Invite children to play instruments and ask them and/or other children to describe the sound, verbally or physically. Encourage children to listen carefully by guiding them to listen, play music and invite children to respond at specific times, e.g., shake your hands when you hear the loud part. Offer a range of visual resources/pictures and invite children to match pictures to music. Ask children questions about the music, e.g., what do you like about the music? What can you hear? Invite children to create marks/symbols/ pictures to pieces of music and instrumental sounds.		**Enabling Environments** If a small range of genres of music is played within provision children may associate certain genres of music with settings and/or people. Use a wide range to support children to keep their ears open. Provide recording devices and invite children to be musical detectives to capture sounds into their recording devices, play them back as part of sound distinguishing games. Offer information about music played/songs sung; e.g., children may be interested to learn who wrote the music, where the music is from.

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Musical Development: Vocalising and Singing. Skills and knowledge progression for Sunbeams – 3 -4-years-old:		
Autumn	**Spring**	**Summer**
Plays with familiar songs, often piecing together parts of different songs. Sings to and with toys, props, resources. Sings in their dramatic role play, eg singing phrases such as “dinner’s ready” or “let’s go”. Repeats phrases of songs. May sing an entire song. Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home Creates sounds by using their voices, clapping, stamping feet etc.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Sings entire songs. Has strong preferences for songs he or she likes to sing and/or listen to. Merges elements of familiar songs with improvised singing. Creates sounds in vocal sound games. Develops an understanding of how to create and use sounds intentionally.	Changes some or all of the words of a song Sings entire songs. Uses intonation, rhythm and phrasing to make the meaning clear to others May enjoy performing, solo and or in groups. Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs
Positive Relationships Be aware and value that children may use a varied range of tones in their home language and within their singing and vocal play. Lower the volume of your own singing voice or stop singing so that you can listen carefully to how children are singing. Play with rhyming words, encourage children to sing words that rhyme with others. Repeat songs: children learn songs through repetition.	**Enabling Environments** Include children’s favourite songs within singing times, whether this be songs from home or songs learnt at the setting. Create song stories with children, e.g., offer them a first line of a song and ask them to continue the song. Invite children to suggest songs to sing in groups and value their ideas, whether this be nursery rhymes, pop songs, songs from home or their own creations. Play circle song games and group games, e.g., songs with parachutes, partnering songs e.g., “Row, Row”. Invent a singing puppet that sings; invite children to be the puppet’s singing voice.	

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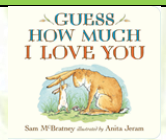
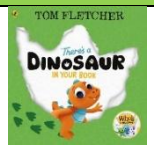
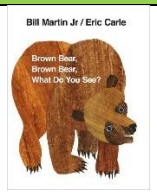
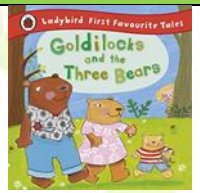
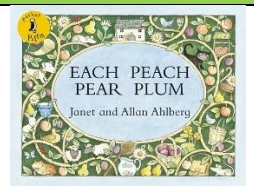
Musical Development: Moving and Dancing. Skills and knowledge progression for Sunbeams – 3- 4 years-old:		
Autumn	**Spring**	**Summer**
Uses large muscle movements to wave flags and streamers and make marks. Moves in response to rhythms heard played on instruments eg a drum. This could be small movements eg moving fingers in response to sounds or large movements such as jumping. Physically interprets the sound of instruments, e.g., tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, e.g., pretends to play the trumpet, piano, guitar. Claps or taps to the pulse of the music he or she is listening to. Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions.	Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, e.g., tiptoes to the sound of a xylophone. Replicates familiar choreographed dances e.g., imitates dance and movements associated with pop songs. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. Uses movement and sounds to express experiences, expertise, ideas and feelings.	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 Choreographs his or her own dances to familiar music, individually, in pairs/small groups. Combines moving, singing and playing instruments, e.g., marching, tapping a drum whilst singing. Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.
Positive Relationships Encourage children to move whilst playing instruments. Encourage children to listen carefully to the sound of an instrument and move in response. Join in with the clapping or tapping to the song they are singing or music they are listening to. Encourage children to sway, walk or play instruments whilst listening to music. Play movement and listening games that use different sounds for different movements, e.g., march to the sound of the drum, creep to the sound of a maraca.	**Enabling Environments** Make available a range of music so that children have opportunities to physically respond to different genres. Vary the instruments that you offer in the environment, observe how the children move whilst playing with different instruments. Present instruments in the environment; don't limit them to being in cupboards, boxes, baskets. Experiment with the use of levels.	

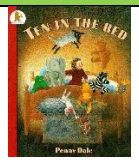
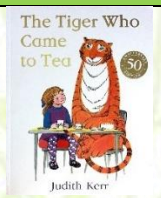
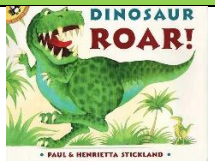
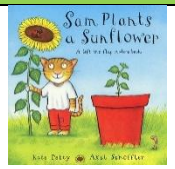
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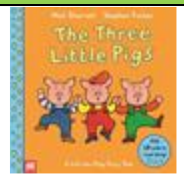
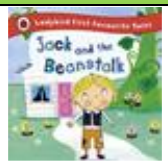
Musical Development: Exploring and Playing. Skills and knowledge progression for Sunbeams – 3- 4 years-old:		
Autumn	**Spring**	**Summer**
Has some favourite stories, rhymes, songs, poems or jingles. Shows control in holding and playing instruments, e.g., use a guiro by holding the guiro in one hand and scraping it using the other hand with a beater. Shows control to hold and play instruments to produce a musical sound, e.g., holding a triangle in the air by the string with one hand and playing it with a beater with the other. Adds sound effects to stories using instruments. Leads or is led by other children in their music making, i.e. being a conductor.	Finds and records sounds using recording devices. Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g., playing quietly with quiet parts within music, stopping with the music when it stops. Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. Claps or taps the syllables in words during sound play. Taps out simple repeated rhythms. Recognises rhythm in spoken words, songs, poems and rhymes. Shows awareness of rhyme.	Taps rhythms to accompany words, e.g., tapping the syllables of names/objects/ animals/lyrics of a song. Creates rhythms using instruments and body percussion. May play along to the beat of the song they are singing or music being listened to. May play along with the rhythm in music, e.g., may play along with the lyrics in songs they are singing or listening to. Creates sounds, movements, drawings to accompany stories. Experiments and creates movement in response to music, stories and ideas.

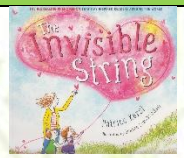
Positive Relationships	**Enabling Environments**
Model your respect and care for instruments. Invite children to create sound effects to accompany stories. Explore conducting games, together with the children: decide on a signal for start and stop e.g., hand gestures, dancing puppets/sleeping puppets, red/green scarves/flashcards. Play rhythm games, e.g., tapping out the syllables of children's names, song lyrics	Experiment with different genres of music playing within the musical environment - observe carefully, does the music playing impact children's music making? Do the children tune into the music that is played? Where possible record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting. Music is invisible and can get lost unless we capture and record it.

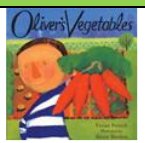
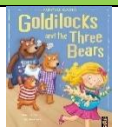
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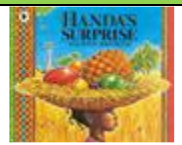
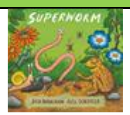
RAINDROPS: CORE BOOKS for our 2-3 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading		
Autumn 1	**Autumn 1**	**Autumn 1**
 **Welcome by Axel Scheffler** This is a book about friendship and celebrating uniqueness and diversity. It shows how everyone can be a good friend, and how we can all help others to feel welcome. **Key Vocabulary:** welcome, happy, friend, share, sorry, kind	 **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. **Key Vocabulary:** Hare, long, listening, guess, wide, longer, high, tumbled, reach, beyond, across	 **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. **Key Vocabulary:** dinosaur, big, speak, quietly, friends, loud, next, counting, whisper, noisy, hum, happy
Autumn 2	**Autumn 2**	**Autumn 2**
 **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. **Key Vocabulary:** brown, bear, red, bird, yellow, duck, blue, horse, green, frog, purple, cat, white, dog, black, sheep, goldfish, see, looking	 **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. **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	 **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. **Key Vocabulary:** spy, cellar, wicked, wood, den, safe, hunting, ditch

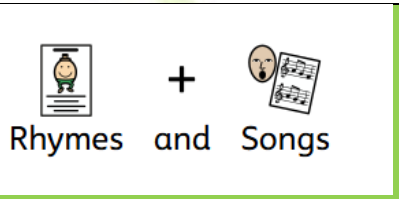
RAINDROPS: CORE BOOKS for our 2-3 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading		
Spring 1	**Spring 1**	**Spring 1**
 **Ten in the Bed by Penny Dale** This is an adaptation of the well-known counting rhyme and encourages early maths skills. Includes the 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. **Key Vocabulary:** roll, over, number names, little, fast, asleep	 **The Tiger Who Came to Tea** This well-known favourite engages children and encourages being kind to others and overcoming problems. **Key Vocabulary:** tiger, kitchen, fridge, Mummy, plate, teapot, café, cupboard, door, table, hungry	 **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. **Key Vocabulary:** dinosaur, roar, squeak, fierce, fast, slow, above, below, weak, strong, short, long, fat, tiny, clean, lunch
Spring 2	**Spring 2**	**Spring 2**
 **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. **Key Vocabulary:** plant, sunflower, big, yellow, seeds, warm, damp, sunny, full, hot, lots, grew, taller, summer	 **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. **Key Vocabulary:** gingerbread, man, baker, wife, window, oven, shout, opened, chased, ran, singing, fast, catch, far, calling, jumped, hungry, wide, sly, swim, wide, heavy	 **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. **Key Vocabulary:** next, moon, baby, bear, rocket, first, under, space, helmet, draining board, mat, journey, chimney, aeroplane, passenger, millions, landed, boring, picnic, down, dripped

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**
 **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. **Key Vocabulary:** fox, socks, chest, vest, cold, toes, shirt, tie, mat, hat, under, clock	 **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. **Key Vocabulary:** hungry, caterpillar, moon, egg, warm, food, days of the week, number names, big, fat, cocoon, beautiful, butterfly	 **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? **Key Vocabulary:** hen, Grandma, number names, breakfast, food, friend, hunted, under, stripy, behind, where, chicks
Summer 2	**Summer 2**	**Summer 2**
 **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. **Key Vocabulary**: pigs, three, wolf, house, sticks, straw, bricks, build, huff, puff, chimney, down	 **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 **Key Vocabulary:** beanstalk, poor, market, stranger, magic, climbed, castle, thumping, banging, stamping, crashing, fe fi fo fum, angry, giant, counting, raced	 **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. **Key Vocabulary:** peace, last, late, tired, asleep, snore, drip, leaky, animal sounds, shine, alarm, clock

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**
 **Welcome by Axel Scheffler** This is a book about friendship and celebrating uniqueness and diversity. It shows how everyone can be a good friend, and how we can all help others to feel welcome. **Key Vocabulary:** welcome, happy, friend, share, argument, everyone, different, helpful, sorry, kind	 **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? **Key Vocabulary:** invisible, calm, thunder, rumbled, scared, together, sleepy, love, connected, heart, feel, friends, anywhere, everywhere, submarine, deep, mountain, jungle, astronaut, space, anger, time	 **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 incudes friends helping and supporting each other. **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
Autumn 2	**Autumn 2**	**Autumn 2**
 **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. **Key Vocabulary:** little, hen, busy, creatures, farm, pond, straw, napped, morning, grains, wheat, plant, watered, sprinkled, shoots, taller, harvest, grind, flour, bake, lazy	 **The Gruffalo by Julia Donaldson** The rhyming story of a mouse and a monster that is always popular with children. **Key Vocabulary:** stroll, deep, dark, wood, underground, kind, roasted, feast, wonderfully, prickles, knobbly, poisonous, terrible, scariest, afraid, astounding	 **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. **Key Vocabulary:** going, hunt, catch, big, beautiful, scared, long, wavy, over, under, through, deep, cold, stumble, swirling, narrow, gloomy, tiptoe

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**
 **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. **Key Vocabulary:** big, million, questions, wide, high, moon, catching, more, ten, hundred, middle, warmest, deep, long, steep, thousand, count, disappointed	 **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. **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	 **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. **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
Spring 2	**Spring 2**	**Spring 2**
 **The Extraordinary Gardener by Sam Boughton** A story that celebrates imagination, patience and perseverance. A story about friendship, sharing and kindness. **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	 **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. **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	 **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. **Key Vocabulary:** three, cosy, cottage, yummy, hot, breakfast, peeked, cheeky, crept, inside, explore, delicious, tiptoed, magnificent, hundred, wonderful, snored, hungry, broken , shrieked, dashed

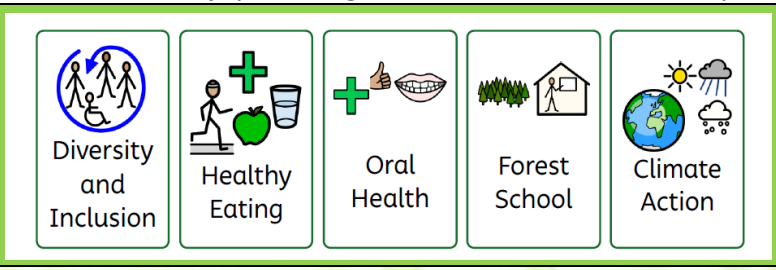
SUNBEAMS: CORE BOOKS for our 3-4 year olds, why we chose them and key vocabulary: Promoting a love of books and early reading		
Summer 1	**Summer 1**	**Summer 1**
 **Handa's Surprise by Eileen Browne** A story about sharing and friendship. Includes vibrant images of an African village which convey the sights, smells and colours of the landscape, its animals and its food. **Key Vocabulary:** surprise, delicious, friend, village, fruit names, round, juicy, ripe, animal names, spiky, tangy, favourite	 **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. **Key Vocabulary:** outing, boat, river, squabble, ride, hop, chase, tease, bleating, flap, trample, kick, tipped, fell, bank (river), climbed, across, time, animal names	 **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. **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
Summer 2	**Summer 2**	**Summer 2**
 **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. **Key Vocabulary:** long, strong, wiggle, squirm, disaster, hopped, bored, mope, panic, chant, servant, scared, shriek, hero, wizard, treasure, cross, angry, distant	 **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. **Key Vocabulary:** school, colour, first, up, in, scary, jungle, guarded, classroom, scared, lesson, favourite, read, playground, hungry, afternoon, exhausted	 **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. **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



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	
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.
Lunar 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 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	
Diversity and Inclusion **Key Vocabulary:** differences, try, sign language, special, together, friend, unique	
Together We Can	A picture book celebrating the power of friendship, compassion and kindness

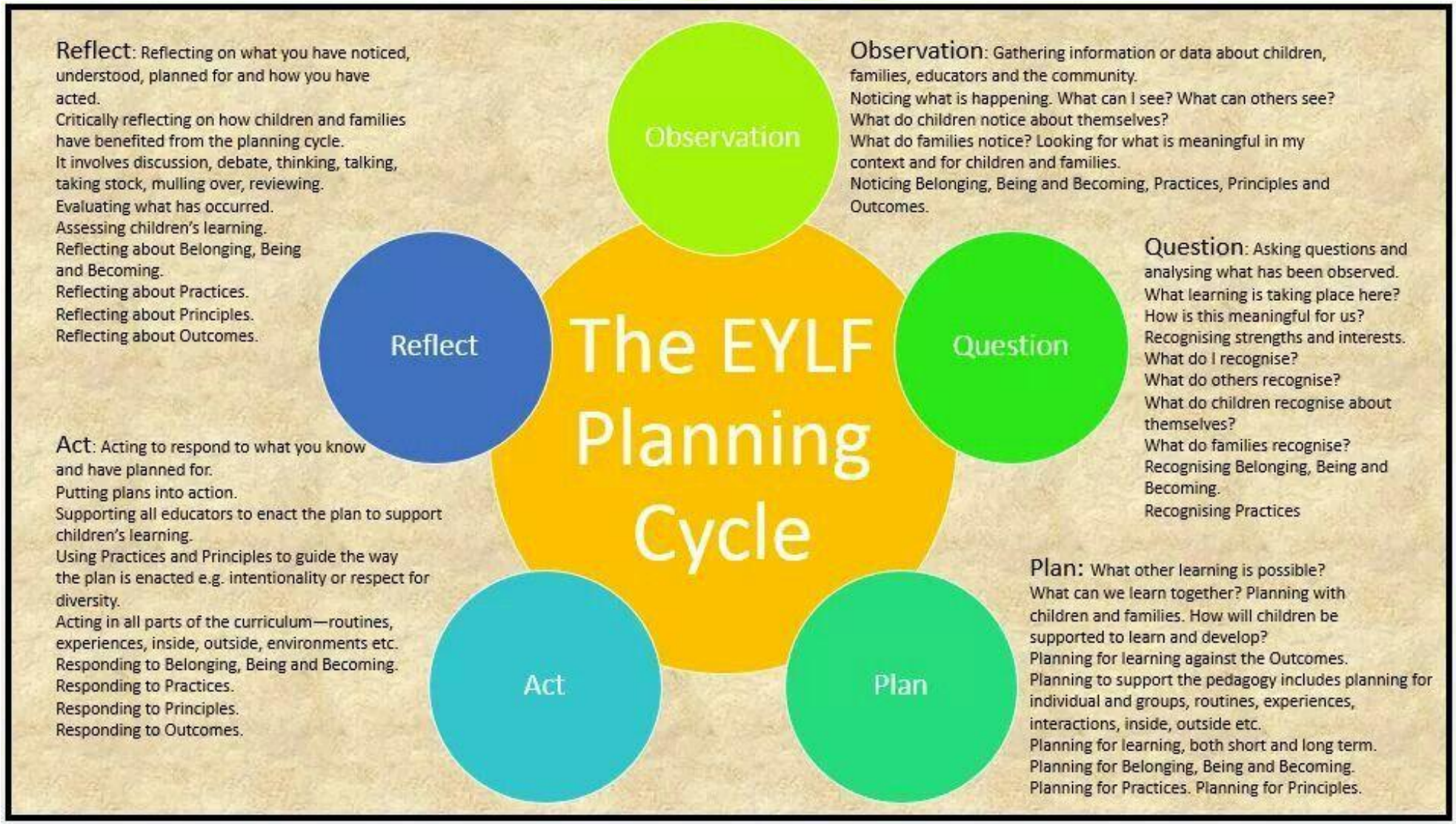
Why Not?	A story that explores the joy of trying something new and feeling proud of giving something new a go
This is Me	This book celebrates all of our our differences, uniqueness and diversity.
Healthy Eating (Startwell and Health for Life): **Key vocabulary:** greens, cereal, healthy, breakfast, snack, 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 and cooking ingredients.
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
Climate Action: **Key vocabulary:** climate, Earth, recycle, ocean, plastic, compost, seed, vegetables, fruit, weather, litter, animal and insect names, grow, waste, pollution, save water, environment , allotment, habitat	
Love our Earth, The Trouble with Earth, Clem and Crab, The Dinosaur Who Littered the Floor, Greta and the Giants, Leaf, Stella and the Seagull, Grow It, Recycling, Busy Recycle	These books cover recycling, growing our own food, the impact of single use plastic on wildlife, global warming, deforestation, pollution,reducing waste, saving water and nature

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.
All children will be taken to the library during the nursery day to listen to stories and choose a book to take home and share with their families.


Reflect: Reflecting on what you have noticed, understood, planned for and how you have acted.
Critically reflecting on how children and families have benefited from the planning cycle.
It involves discussion, debate, thinking, talking, taking stock, mulling over, reviewing.
Evaluating what has occurred.
Assessing children's learning.
Reflecting about Belonging, Being and Becoming.
Reflecting about Practices.
Reflecting about Principles.
Reflecting about Outcomes.
Observation
Observation: Gathering information or data about children, families, educators and the community.
Noticing what is happening. What can I see? What can others see?
What do children notice about themselves?
What do families notice? Looking for what is meaningful in my context and for children and families.
Noticing Belonging, Being and Becoming, Practices, Principles and Outcomes.
Reflect
The EYLF Planning Cycle
Question
Question: Asking questions and analysing what has been observed.
What learning is taking place here?
How is this meaningful for us?
Recognising strengths and interests.
What do I recognise?
What do others recognise?
What do children recognise about themselves?
What do families recognise?
Recognising Belonging, Being and Becoming.
Recognising Practices
Act: Acting to respond to what you know and have planned for.
Putting plans into action.
Supporting all educators to enact the plan to support children's learning.
Using Practices and Principles to guide the way the plan is enacted e.g. intentionality or respect for diversity.
Acting in all parts of the curriculum—routines, experiences, inside, outside, environments etc.
Responding to Belonging, Being and Becoming.
Responding to Practices.
Responding to Principles.
Responding to Outcomes.
Act
Plan
Plan: What other learning is possible?
What can we learn together? Planning with children and families. How will children be supported to learn and develop?
Planning for learning against the Outcomes.
Planning to support the pedagogy includes planning for individual and groups, routines, experiences, interactions, inside, outside etc.
Planning for learning, both short and long term.
Planning for Belonging, Being and Becoming.
Planning for Practices. Planning for Principles.

Implementation

Our pedogical philosophy is that of play-based learning. We implement our curriculum content by providing an enabling environment that all 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 all 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

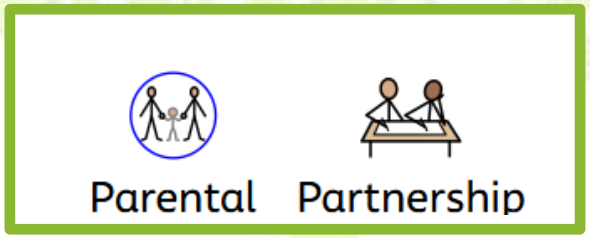
Every moment during the school day is seen as a learning opportunity. Staff use different pedagogical strategies for different learning opportunities that are presented. Qualified teachers and skilled practitioners identify which strategy/strategies are likely to best suit and have the most impact on 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	Adult-led teaching that is focused on the child achieving a specific learning outcome. Children are provided with all the information and modelling they need to complete a task or skill independently.	*Today, we are learning about winter.* *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.*
Commenting own actions / commenting children's actions / thinking out loud	Practitioners carry out an action/skill/task whilst purposefully narrating/explaining what they/children are doing as they go along Quiet pauses are beneficial between commenting and questioning to encourage thinking and processing.	*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 wonder if…* *I wonder why…*
Explicit teaching of vocabulary	Explicitly teaching new vocabulary and its meaning Key vocabulary is displayed in each area of continuous provision, supported by symbols. Key vocabulary for each core book has been identified.	*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.* *Hedgehogs are nocturnal because it is safer for them to come out at night.*
Modelling language and use of vocabulary	Using appropriate language, vocabulary, terminology and grammatical structures purposefully to children Adults continue to mode vocabulary previously taught to children in order to consolidate and embed.	*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.*
Modelling (actions/skills/behaviours)	Practitioners showing children how something can be done, often without drawing attention to it verbally (if drawing attention to the modelling, see demonstrating) Children learn by observing.	*NA*

Demonstrating	As modelling, with the addition of purposefully verbally explaining what is being shown, in an instructional manner	*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. .*
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	*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?*
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.	*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…*
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	*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…*
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	*Amaan is building too. Why don't you build together and then you could make your structure even better?*

	for working together (often with a great reason why or how they could help each other) Collaborative learning actively encourages learning and focusing together, coming up with solutions/ideas/processes together, sharing roles, negotiating and sharing ownership.	*Jannat wants to visit the shop but there is no shopkeeper. Would you like to join?* *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?*
Giving feedback	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.	*Please remember to use kind hands. We all have a right to be safe.* *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?*
Multiple exposure	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.	NA



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:

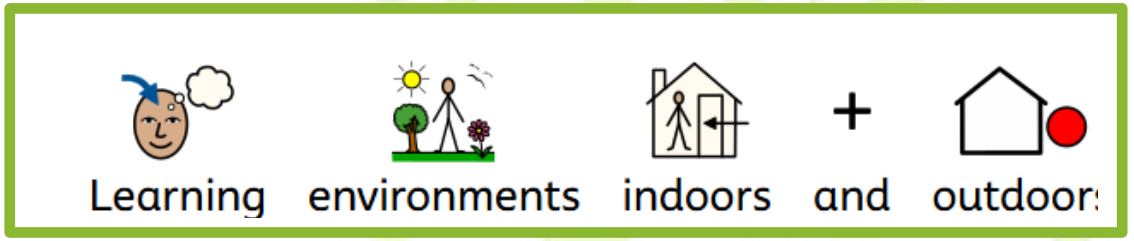
- Visit to Shenley Fields
- Home visits for children with SEND
- Induction meetings
- Settling in sessions
- Workshops

- Tapestry
- Parent consultations
- Stay and Play sessions linked to special events or celebrations e.g. Kings Coronation
- SEN meetings/TACs
- Trips and visits

Key daily routines and learning

Routine activity	What we want the children to know and remember?
 Registration	• Children develop a sense of security through predicatble 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. • Children are supported with visual aids. • There are low arousal spaces available for chidren who find this time of day ovewhelming
 Lunch time	• 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 • Some children find the sensory aspects of the dining room spaces too much. We offer alernative spaces and additional adult support to try and overcome this.
  Hand washing	• Children are taught good hygiene practices in order to prevent infections .
 Toilet	• 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. • Toileting packs are sent home as appropriate, for parents to support their child's independence in self care at home.

 Group time	• 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. • Low arousal spaces and additional adult support are available for children who find group times with their key group difficult. This means they can learn in a very individual way.
 Continuous provision	• Children have the autonomy to choose which area/s of continous 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	• 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. • Children are supported with the use of visual aids and an enhanced adult ratio where required.



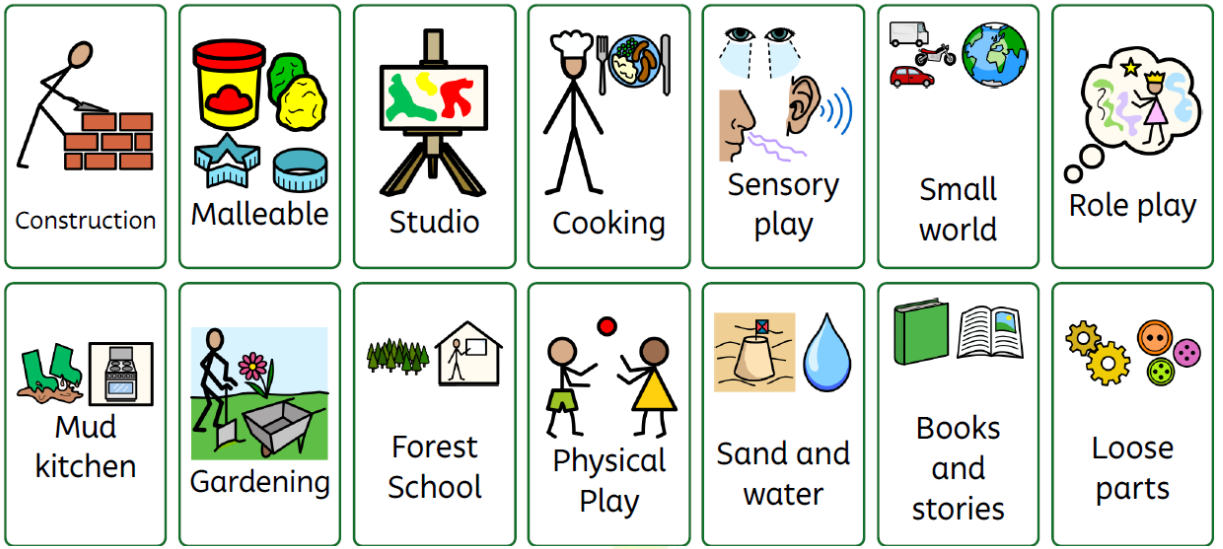
Children are unique and holistic learners, thriving within environments that support their individual and diverse motivations, interests and needs. They require a wealth of possibilities within varied contexts, and this is best supported within stimulating and challenging environments that value exploration and play. **(Birth to Five Matters 2026)**

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 environments are carefully adapted to ensure that every child can engage with all areas of continuous provision independently.

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:



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)	• Meetings with new parents and completion of induction packs • One-page profiles given to parents to complete
Autumn Term	• 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	• 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. • 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.
Summer Term	• 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
Early years foundation stage (EYFS) statutory framework - GOV.UK (EYFS 2026)
Development Matters (used to guide our curriculum)
Development Matters - GOV.UK (2023)
Birth to 5 matters (used to guide our curriculum)
https://birthto5matters.org.uk/wp-content/uploads/2026/07/Birth-to-5-Matters-Doc-Artwork-PT-LINKS-Aug-26.pdf (2026)
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