



ShenleyFields

Daycare and Nursery School

Love, Laugh, Learn

Sunshine
Self-Evaluation Form
and
Curriculum and Pedagogy Plan

Executive Headteacher: David Aldworth

Head of School: Louise Shepherd

Senior Nursery Manager: Sallyanne Bromley



Article 2; The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

School Context

Shenley Fields offers daycare provision for children aged from three months to two years of age and maintained nursery school provision for children from two to five years of age. Our two-year-olds have been included on our school role from September 2017. Prior to that date, Shenley Fields accommodated both Shenley Fields Pre-School (a not for profit, charitable provider of Daycare, wraparound and holiday club services) and Shenley Fields Maintained Nursery School. Both organisations had become increasingly integrated over many years in our attempt to create a single culture where children and families experienced high levels of trust, enjoyment, academic excellence and partnership working.

Shenley Fields is 1 of 9 Local Authority Nursery Schools that form the Birmingham Federation of Maintained Nursery Schools and 1 of 27 within the City of Birmingham. We offer free (Local Authority funded) and paid for places to children of 3 months - 5 years. Our provisions are run by a shared leadership team. We share an Executive Head Teacher, fully qualified teachers (QTS) and early years professionals.

We offer wrap around provision in the form of breakfast time and teatime clubs.

Sunshine is our purpose-built facility for babies and toddlers from 3 months of age to 2 years. Children flourish as a result of the input of staff who are attentive to their social and emotional needs as well as their physical care and well-being. Children benefit from a curriculum and resources that encourage and promote creativity, exploration and development of communication skills. They quickly develop self-confidence and enjoy high levels of self-esteem in their bespoke learning environment.

Shenley Fields is a happy, vibrant and exciting place where the passion for play and learning is obvious. We have long been and continue to be excited by the learning journey we enter into with children daily and strive to achieve ever higher levels of satisfaction, enjoyment and achievement. We continue to delight in the feedback and engagement of parents and carers. Our outstanding relationships with children, parents, carers, other professionals and one another are a key aspect of our success. Children thrive as their individuality is nurtured and celebrated. All children make rapid progress from their individual starting points.

Overall Effectiveness

Shenley Fields offers children a time and a place to thrive, learn, think, experiment, make friends, have fun and celebrate their uniqueness and that of others.

The leadership team, governors and staff continue to have high aspirations for our children and remain ambitious about our capacity to further improve and build on our strengths. The staff have contributed information and ideas to this document because they are passionate about our provision for children at Shenley Fields.

Stakeholders ensure that our collaboratively written vision statement is at the heart of all that is offered, resulting in a cohesive and forward-thinking organisation in which children's skills, aspirations and interests are fostered and celebrated.

Staff morale is high. CPD opportunities are prioritised and as such, the children benefit from a highly experienced and skilled staff team. Staff retention is high. Teaching is mostly outstanding.

Our curriculum is creative and dynamic and enables children to learn and embed skills in all areas. We follow children's interests to ensure that well-being, engagement and motivation levels are high. Children have daily opportunities to engage in sensory exploration, heuristic play, exploring treasure baskets, musical baby sessions and access to a bespoke outdoor area.

Early reading skills are developed in all areas of continuous provision. We also have a set of core books and rhymes. Our home school library is available for children and families to use every day.

Partnership with parents is a key element of our ethos. We complete daily records for each child which are shared with parents and sent home at the end of each day. We believe that this daily dialogue with parents is crucial to ensure that we remain responsive to the individual needs of each child in our care. Termly parent consultations with families provide a further opportunity to discuss children's development and well-being. As a result, staff get to know the children in their care exceptionally well.

Integrated support is embedded to support children with SEN and/or disabilities. We carefully scrutinise our provision to ensure that support is targeted and appropriate and to ensure that barriers to learning and participation are overcome.

Safeguarding is central to our work with children and families. Rigorous systems are in place to ensure children's welfare.

Our collaboratively written British Values statement identifies how these principles are embedded at Shenley Fields and reflects how children learn and engage with each value. This document is also linked to the appropriate articles from the UNICEF Rights Respecting School Award. This promotes children's moral and social development.

We are a UNICEF Rights Respecting School. Children's voices and opinions are at the heart of the consultation process to determine how Rights Respecting Schools values are embedded at Shenley Fields. This has culminated in us achieving the UNICEF Rights Respecting Gold Award which is the highest accolade given by UNICEF UK. Children in Sunshine are developing an understanding of their rights through age-appropriate activities such as singing, stories, adults using rights respecting language and the rights respecting bear that goes home with them.

A sample of parent/carer feedback:

"She always runs in to nursery and is very bubbly and chatty when we pick her up. It's reassuring to see how settled she is and she loves the adults in Sunshine. Thank you! Thanks for the clear communication to us too. It means a lot."

"The staff really care about his well-being and progress."

"Really pleased with how he has settled in. He has really improved in his speech and motor skills. I am really pleased with how he has come along and how much he enjoys nursery."

"We very much appreciate the opportunities available at the nursery. It's been lovely to see her building a wide variety of different skills as well as her confidence. The staff are absolutely lovely and very knowledgeable so we are thankful for their advice. She is very happy at nursery and she clearly loves exploring all of the different activities available. We also very much enjoy the forest school sessions and stay and plays. We try to build on what she's learning at home which is great as there are so many activities which we would not have thought of at home. It's been wonderful watching her progress and we are very proud of her."

Leadership and Management

Self-Assessment Grade: Outstanding



Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Leadership and management are outstanding due to the tenacious commitment shown to continually improving standards over time. Our data for children that began their time with us in Sunshine and stay at Shenley Fields until they leave to go to Primary School repeatedly highlights outstanding progress and high levels of well-being. Our deeply creative curriculum, ability to retain high expectations of every child in our care and work in supportive partnerships with parents/carers ensure that this trend is set to continue.

Our governing board shares our ambition that we support, nurture and challenge each individual child towards the best possible educational outcome. We understand the tremendous importance of each child's self-esteem and nurture this. We create a 'can do' culture and continuously develop and tweak our curriculum to match the needs, learning styles and interests of children.

We offer of a robust and extended induction period for all children and ensure that parents/carers are actively encouraged to participate in their child's educational journey both at home and at school.

Staff morale, commitment and retention are all high. Ensuring our staff team continually maintain the knowledge and skills required to perform their roles to the highest standard continues to be a priority for us. We plan carefully to ensure that our statutory obligations are met and that renewal dates are closely scrutinised (see training plan). We identify likely areas of need amongst our team as part of the school improvement plan and draw links between this and each individual's performance management objectives. We endeavour to utilise the experience that we have accumulated as a staff team over many years by disseminating knowledge internally and by providing feedback from external events to all (see training folder) We have also built a culture in which staff are encouraged to take an interest in and some responsibility for their own continuing professional development and share this during supervision sessions.



Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Our safeguarding procedures and practices are robust and well publicised. We recognise that to truly safeguard a child from harm requires the shared responsibility of a whole community; parents, carers and professionals included. We adhere to all statutory responsibilities and endeavour to continuously challenge one another to strive for the very best outcomes for all children. To this end we:

- Have an up-to-date child protection and safeguarding policy, which is regularly reviewed by staff and governors. This is familiar to and available to all staff, students, supply staff, visiting professionals and parents.
- Have 7 Designated Senior Leads (DSL's) to cover responsibilities from 8.00am – 5.00pm all year round. This is widely publicised via displays, our website, during staff/student/volunteer/child inductions and explained on entry.
- Benefit from regular monitoring from our safeguarding governor (see G.B file)
- Ensure that all necessary recruitment and selection procedures are followed; all necessary steps are taken to discourage inappropriate applications. Safer recruitment training is up to date and background checks are routinely undertaken to protect children. This includes online searches for shortlisted candidates.
- Ensure every member of staff receives safeguarding training no less than once every 2 years and provide regular updates and reminders via staff training days. DSL's have attended WRAP training and all staff have received PREVENT and Equalities and Diversity training.
- Are able as a whole staff team to translate British Values into our curriculum for all children.
- Routinely record circumstances, concerns, disclosures and/or trends using My Concern.
- Convene a weekly 'safeguarding panel' of DSLs to review actions and review new concerns.
- Publicise Whistle Blowing and Position of Trust issues and reporting procedures to all staff.
- Our policies are routinely available to all staff who sign to say they have both read, understood and agreed to abide by the policy. Staff also know that any questions or support required to do so must be discussed with a DSL.
- Place safeguarding as a standing agenda item at all team meetings.
- Undertake regular supervision meetings with all staff. They are regularly reminded of the need to self-evaluate their own well-being to ensure their ongoing suitability to work with children. Individuals are also asked to report any concerns they

have regarding the conduct of others to the Executive Head Teacher and to the Chair of Governors if concerns are about the Executive Head Teacher.

- Offer a secure building, staff always wear identification. CCTV is utilised on all main entrances/exits.
- Run e-Safety forensic monitoring software on all personal computers. This is regularly monitored by the Executive Head Teacher and Head of School
- Require all staff to sign an acceptable user agreement and comply with our eSafety policy prior to being provided with a 'log on' to our computer network.
- Regularly practice fire evacuation drills with children and adults, record findings and use this to update our procedures. All of our children with SEND have their own PEEP's
- Ensure our building and grounds are checked and risk assessed each morning to ensure the safety of children.
- Require our Building Services Manager to undertake relevant training to ensure all statutory requirements are met (storage of hazardous chemicals, legionella water testing, emergency lighting, fire warning and fire fighting resources etc).
- Require staff working with children to audit the safety of spaces and resources. Risk assessment also features within the regular curriculum planning documentation.
- A high percentage of staff hold a paediatric first aid qualification. Two others also hold the full 'first aid at work' qualification.
- Liaise closely with other professionals and organisations in order to ensure safeguarding information is shared in the best interests of the child.
- Have a named Mental Health First Aider (adults) and a Mental Health Champion (children)

We have a level 5 food hygiene rating issued by Birmingham Environmental Health.



Article 2 (Non -discrimination). The Convention applies to every child without discrimination.

Shenley Fields Daycare and Nursery School is a Rights Respecting School and we were awarded Gold by UNICEF UK's Rights Respecting School programme in January 2021.

UNICEF is the world's leading organisation working for children and their rights. The Rights Respecting Schools Award is granted to schools that show commitment to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school. Gold is the highest accolade given by UNICEF UK and shows a deep and thorough commitment to children's rights at all levels of school life.

We have an adult steering group to support us to continue embedding children's rights at Shenley Fields. This group is made up of XXXX

We use the RRSA gold logo on our letters and will keep parents, families and our community informed about our rights-respecting journey through our website, newsletters, Tapestry, notice boards, RRS leaflet for families/visitors and events.

Our Governing Board plays an active and critical role in the life of our organisation. They endeavour to meet all of their statutory duties and see their role as one of critical friend. They are passionate about keeping children safe from harm and achieving a rounded early years education that provides them with the tools required to live out a safe and fulfilling life.

We are a forward-looking organisation with high levels of passion and expertise. As a highly integrated Daycare and Nursery School provider we have a proven track record within the community of Northfield and Bartley Green for the provision of high-quality early years care and education to children. Partnership working with parents and carers is an ongoing priority for us. Our assessment data and Ofsted reports reveal our persistent desire and targeted approach to continual improvement. We continue to have high expectations of the children in our care and the standard of service we offer them. We are increasingly aware and responsive to the need to support the wider Early Years community. We visit other settings to offer advice, support and positive challenge, with particular regard to outdoor provision, planning, open-ended resourcing and team building skills. We have a strong desire to influence and compliment the early educational experience of children throughout our locality in partnership with other providers.

Shenley Fields

Quality of Education

Self-Assessment Grade: Outstanding



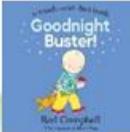
Article 28 (right to education) Every child has the right to education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Our children really enjoy coming to Sunshine. They are thriving in an environment which actively promotes autonomy, independence and communication and where curiosity, imagination and uniqueness are fostered and celebrated. Our assessment data continues to highlight that children who begin their time with us in Sunshine and stay with us until they go to Primary school make outstanding progress, enjoy high levels of well-being and rightly have high expectations of adults working with them based on their experiences at Shenley Fields.

We have core books and rhymes for children in Sunshine. The most crucial part of learning to read is that children must develop a passion for reading. They must foster a love of books, stories, rhymes and language, and develop an understanding of the reasons we need to read. We want children to find pleasure in reading and develop a deep love of stories from their earliest time with us at Shenley Fields.

We use Wellcomm with all of the children at Shenley Fields. Research shows that 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. 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. We send targets home for each child who requires intervention to enable families to work on the targets alongside us.

Sunshine: CORE BOOKS for our 0–2-year-olds. Promoting a love of books and early reading

| Autumn 1 | Autumn 1 | Autumn 1 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Mem Fox and Illustrated by Helen Oxenbury, All over the world, babies are different. Yet in some ways they are very much the same: each one has ten little fingers and ten little toes – to play with, to tickle, to wave. And each child is very, very special to its parents...</p> <p>Key Vocabulary: little, baby, fingers, toes, nose, ten, three, kisses</p> |  <p>By Rod Campbell With a simple, engaging text and touch-and-feel patches to enjoy. Join Buster as he has a bath, puts on his pyjamas, brushes his teeth and gets ready for bed. Then it's time to say goodnight to the pets and look at the stars before Buster is tucked up in bed, ready to turn out the light. Key Vocabulary: bed, toys, bath, teeth, fluffy, cat, dog, moon, stars, teddy, eyes</p> |  <p>Goldilocks and the Three Bears This Ladybird retelling of Goldilocks and the Three Bears is a wonderful introduction to classic fairy tales for toddlers and preschool children. Enjoy reading the simple text together, looking at the bright pictures and feeling the different touch-and-feels on every page. Key Vocabulary: little, girl, daddy, mommy, baby, bear, hot, cold, hard, smooth, chair, bed, sleep, one, two, three, door, home</p> |
| Autumn 2 | Autumn 2 | Autumn 2 |
|  <p>Julia Donaldson and Axel Scheffler's Room on the Broom Join the witch and all her animal friends in this magical touch and feel book. With a simple text, bright colours and touches to explore on every page, the Room on the Broom Touch and Feel Book is perfect for little hands. Key Vocabulary: witch, cat, dog, hat, bird, frog, dragon, flying, soft, green, wand, roar</p> |  <p>It's a Little Baby Julia Donaldson <i>it's a Little Baby</i> is a beautiful and engaging lift-the-flap book for little ones. Lift the flaps and find the babies. Sing the song and do the actions. Key Vocabulary: little, baby, peep point wave, clap, dance,</p> |  <p>The Gingerbread Man This Ladybird retelling of The Gingerbread Man is a wonderful introduction to classic fairy tales for toddlers and preschool children. Enjoy reading the simple text together, looking at the bright pictures and feeling the different touch-and-feels on every page. Key Vocabulary: run, fast, catch, door, boy, man, cow, horse, fox, river, jump</p> |

Shenley Rhyme Time
Sunshine Provision
Autumn Tem 1

Twinkle, twinkle, little star,

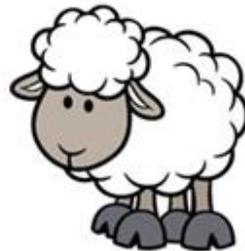
Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!



Baa, baa, woolly sheep

Baa, baa, woolly sheep, have you any wool?
Yes sir, yes sir, three bags full!
One for the master, one for the dame,
And one for the little boy who lives down the lane.

Thank you said the master.
Thank you said the dame and thank you said
the little boy who lives down the lane.
Thank you!
Thank you!
Thank you!



Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.



Shenley Rhyme Time
Sunshine Provision
Autumn Tem 2

One Little Finger

One little finger, one little finger, one little
finger, tap, tap, tap.

Point your finger up.

Point your finger down.

Put it on your head... head!

One little finger, one little finger, one little
finger, tap, tap, tap.

Point your finger up.

Point your finger down.

Put it on your nose... nose!

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes, knees
and toes.

Head, shoulders, knees and toes, knees
and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees and toes, knees
and toes.

Wind the Bobbin Up

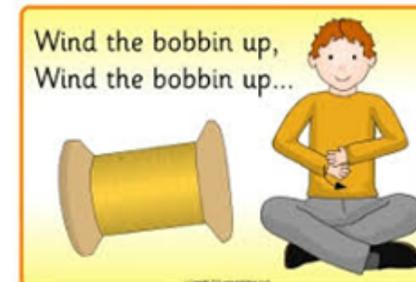
Wind the bobbin up,
Wind the bobbin up,
Pull, pull, clap, clap, clap.

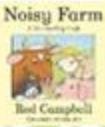
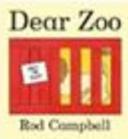
Wind it back again,
Wind it back again,
Pull, pull, clap, clap, clap,

Point to the ceiling,
Point to the floor,
Point to the window,
Point to the door,
Clap your hands together, 1, 2, 3,
And put your hands upon your knee.



Head, shoulders, knees and toes



| Spring Term 1 | Spring Term 1 | Spring Term 1 |
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|  <p>On the Farm by Axel Scheffler</p> <p>Little ones can join in the fun On the Farm by pulling out the sliders, moving the animals and making all the different noises! Quack along with the ducks, moo with the cows and neigh with the horses. Young children will love playing with this bright and colourful board book with gentle rhyming text.</p> <p>Key Vocabulary: farm, sheep, baa, goat, worm, duck, quack, cow, moo, horse, neigh, tractor</p> |  <p>Noisy Farm by Rod Campbell</p> <p>Children will love lifting the flaps to discover their favourite farm animals and their babies in Noisy Farm. Visit the animals and join in by calling out their noises! Simple, engaging text and a whole host of favourite farm animals, Noisy Farm is a perfect first farm animal story book – and the chunky board book format and sturdy card flaps make it great for small hands.</p> <p>Key Vocabulary: farm, tractor, noise, rooster, cock-a-doodle-doo, dog, woof, rabbit, cow, pig, hen, chicks, sheep, lamb, duck, pond, sun, hot, sleep</p> |  <p>Dear Zoo by Rod Campbell</p> <p>Young children will love lifting the flaps to discover the animals the zoo has sent. With bright, bold artwork, catchy repetition, and a whole host of favourite animals. The thick card pages, chunky cased golden cover and sturdy flaps make it perfect for small hands</p> <p>Key Vocabulary: zoo, pet, big, elephant, tall, giraffe, fierce, lion, grumpy, camel, scary, snake, monkey, frog, puppy</p> |
| Spring Term 2 | Spring Term 2 | Spring Term 2 |
|  <p>Where's Spot by Eric Hill</p> <p>Lift each flap to find all sorts of funny animal surprises, before discovering where cheeky Spot has been hiding. This is the perfect first book for little ones - the playful text is a wonderful spur to read and respond together, and the hide-and-seek flaps encourage curiosity and interactivity.</p> <p>Key Vocabulary: eat, dinner, door, clock, piano, stairs, bed, box, no, under, in</p> |  <p>The Very Busy Spider Eric Carle</p> <p>one of Eric Carle's most popular books is a lift-the-flap book! The horse wants to go for a ride, the cow wants to eat some grass, and the sheep wants to run in the meadow—but where is the very busy spider? You'll have to lift the flap to find out!</p> <p>Key Vocabulary: spider, web, horse, cow, sheep, goat, pig, dog, cat, duck, rooster, fly, owl</p> |  <p>The Very Hungry Caterpillar by Eric Carle</p> <p>The Very Hungry Caterpillar is a perennial favourite with children and adults alike. Its imaginative illustration and clever cut-out detail charts the progress of a very hungry caterpillar as he eats his way through the week.</p> <p>Key Vocabulary: moon, egg, leaf, hungry, caterpillar, apple, pears, plums, strawberries, oranges, big, small, house, butterfly</p> |

Sunshine Provision

Rhyme Time
Spring Term 1

Five Little Ducks

Five little ducks went swimming one day
Over the hill and far away
Mother duck said, "Quack quack quack quack"
And only four little ducks came back!

Four little ducks went swimming one day
Over the hill and far away
Mother duck said, "Quack quack quack quack"
And only three little ducks came back!

Three little ducks went swimming one day
Over the hill and far away
Mother duck said, "Quack quack quack quack"
And only two little ducks came back!

Two little ducks went swimming one day
Over the hill and far away
Mother duck said, "Quack quack quack quack"
And only one little duck came back!

One little duck went swimming one day
Over the hill and far away
Mother duck said, "Quack quack quack quack"
And all her five little ducks came back!



Five Little Monkeys

Five little monkeys jumping on the bed,
One fell off and bumped his head,
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Four little monkeys jumping on the bed,
One fell off and bumped her head,
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Three little monkeys jumping on the bed,
One fell off and bumped his head,
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Two little monkeys jumping on the bed,
One fell off and bumped her head,
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

One little monkey jumping on the bed,
He fell off and bumped his head,
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"



Five little speckled frogs

FIVE little speckled frogs,
Sat on a speckled log,
Eating some most delicious bugs - yum, yum!
One jumped into the pool,
Where it was nice and cool,
Then there were FOUR speckled frogs - glug, glug!

FOUR little speckled frogs,
Sat on a speckled log,
Eating some most delicious bugs - yum, yum!
One jumped into the pool,
Where it was nice and cool,
Then there were THREE speckled frogs - glug, glug!

THREE little speckled frogs,
Sat on a speckled log,
Eating some most delicious bugs - yum, yum!
One jumped into the pool,
Where it was nice and cool,
Then there were TWO speckled frogs - glug, glug!

TWO little speckled frogs,
Sat on a speckled log,
Eating some most delicious bugs - yum, yum!
One jumped into the pool,
Where it was nice and cool,
Then there was ONE speckled frog - glug, glug!

ONE little speckled frog,
Sat on a speckled log,
Eating some most delicious bugs - yum, yum!
He jumped into the pool,
Where it was nice and cool,
Then there were NO speckled frogs.



Sunshine Provision

Rhyme Time
Spring Term 2

Old MacDonald had a farm
Ee i ee io
And on his farm he had some cows
Ee i ee io h
With a moo-moo here
And a moo-moo there
Here a moo, there a moo
Everywhere a moo-moo
Old MacDonald had a farm
Ee i ee io
Old MacDonald had a farm
Ee i ee io
And on his farm he had some chicks
Ee i ee io
With a cluck-cluck here
And a cluck-cluck there
Here a cluck, there a cluck
Everywhere a cluck-cluck
Old MacDonald had a farm
Ee i ee io
Old MacDonald had a farm
Ee i ee io
And on his farm he had some pigs
Ee i ee io
With an oink-oink here
And an oink-oink there
Here an oink, there an oink
Everywhere an oink-oink
Old MacDonald had a farm
Ee i ee io



Horsie, horsie, don't you stop
Just let your feet go clippety clop
Your tail goes swish and the wheels go round
Giddy up we're homeward bound.
Steady Nedly off you trot
Just let your feet go clippety clop
Your tail goes swish and the wheels go round
Giddy up we're off to town.

Horsie, horsie don't you stop
Just let your feet go clippety clop
Your tail goes swish and the wheels go round
Giddy up we're homeward bound

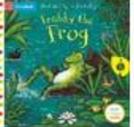
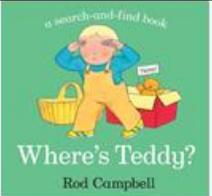
Two little dicky birds sitting on a wall
One named Peter, one named Paul
Fly away Peter, fly away Paul
Come back Peter, come back Paul
Two little dicky birds sitting on a wall
One named Peter, one named Paul
Fly away Peter, fly away Paul
Come back Peter, come back Paul



Incy Wincy spider climbing up the spout,
Down came the rain and washed the spider out.
Out came the sunshine and dried up all the rain,
And Incy Wincy spider climbed up the spout again



Sunshine: CORE BOOKS for our 0-2 year old's. Promoting a love of books and early reading

| Summer Term 1 | Summer Term 1 | Summer Term 1 |
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|  <p>Zoom to the Moon</p> <p>Zoom to the Moon introduces big ideas to little ones! This first book about space will delight young babies. With shiny foil to focus on and bright colour to capture and keep their attention. It is also interesting to older toddlers. Simple text and lots of sounds to make - whoosh! - make the book easy to use and encourage adult and child interaction.</p> <p>Key Vocabulary: moon, zoom, red, rocket, flying, whoosh, stars, vroom, bumpy, jumping, up, down, shiny, home, goodbye</p> |  <p>The Three Little Pigs</p> <p>This Ladybird retelling of "The Three Little Pigs" is a wonderful introduction to classic fairy tales for toddlers and preschool children. Enjoy reading the simple text together, looking at the bright pictures and feeling the different touch-and-feels on every page.</p> <p>Key Vocabulary: Three, little, pigs, house, big, bad, wolf, huff, puff, down, chimney, pot, water, fire</p> |  <p>The Gruffalo by Julia Donaldson</p> <p>This board book is perfect for younger children. It features the classic story with a stunning redesigned cover and beautiful finish, making it a must-have for even the smallest Donaldson and Scheffler fans!</p> <p>Key Vocabulary: mouse, fox, wood, brown, lunch, owl, knees, toes, nose, feet, snake, eyes, tongue, black, purple, food, leaves, house, trees</p> |
| Summer Term 2 | Summer Term 2 | Summer Term 2 |
|  <p>Freddy the Frog by Axel Scheffler</p> <p>Little ones can join in the fun with Freddy the Frog by pulling out the sliders, pushing up the tabs and making lots of noise down at the pond. Follow Freddy as he squelches in slime, races his friends and croaks all the day long!</p> <p>Young children will love playing with this bright and colourful board book with gentle rhyming text.</p> <p>Key Vocabulary: frog, small, eyes, jumps, croak, moon, stars, night, friends</p> |  <p>Where's Teddy? Rod Campbell</p> <p>This search-and-find story is sure to delight young children, with a satisfying lift-the-flap ending and a teddy to spot in every scene.</p> <p>Key Vocabulary: teddy, house, garden, toys, kitchen, shopping, cleaning, washing</p> |  <p>What the Ladybird Heard by Julia Donaldson</p> <p>A sturdy board book so little hands can help turn the pages. This story is a funny rhyming adventure.</p> <p>Key Vocabulary: red, hen, goose, sheep, horse, dog, cat, ladybird, men, van, night, spotty, animal, farmer, gate, crept, quack, hiss, oink, baa, moo, woof, car</p> |

The Sun has got his Hat on

The sun has got its hat on
Hip Hip Hip Hooray
The sun has got its hat on
And he's coming out today

Now everybody's happy
Hip Hip Hip Hooray
The sun has got its hat on
And he's coming out to play



Miss Polly had a Dolly

Miss Polly had a dolly who was sick, sick,
sick.

So she phoned for the doctor to be quick,
quick, quick.

The doctor came with his bag and his hat
And he knocked at the door with a rat-a-tat-
tat.

He looked at the dolly and he shook his head
And he said "Miss Polly, put her straight to
bed!"

He wrote on a paper for a pill, pill, pill
"I'll be back in the morning yes I will, will, will."



Little Peter Rabbit

Little Peter Rabbit had a fly upon his
nose,
Little Peter Rabbit had a fly upon his
nose.
Little Peter Rabbit had a fly upon his
nose,
So he flipped it and he flopped it
And the fly flew away.



Floppy ears and curly whiskers,
Floppy ears and curly whiskers,
Floppy ears and curly whiskers,
So he flipped it and he flopped it
And the fly flew away.

Little Green Frog lyrics

Mmm mmm went the little green frog one day,
Mmm mmm went the little green frog.
Mmm mmm went the little green frog one day,
And the frog went mmm mmm blebleble!
But we know frogs go
Lal la la la la
We know frogs go
Lal la la la la
They don't go mmm mmm blebleble!



Alice the Camel I

Alice the camel has five humps,
Alice the camel has five humps,
Alice the camel has five humps,
Go, Alice, go!

Alice the camel has four humps,
Alice the camel has four humps,
Alice the camel has four humps,
Go, Alice, go!

Alice the camel has three humps,
Alice the camel has three humps,
Alice the camel has three humps,
Go, Alice, go!

Alice the camel has two humps,
Alice the camel has two humps,
Alice the camel has two humps,
Go, Alice, go!
Alice the camel has one hump,

Alice the camel has one hump,
Alice the camel has one hump,
Go, Alice, go!
Alice the camel has no humps,

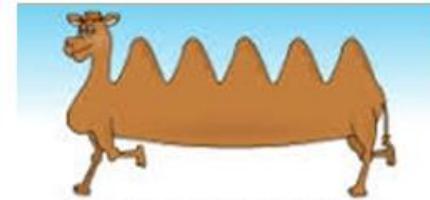
Alice the camel has no humps,
Alice the camel has no humps,
'Cause Alice is a horse, of course!

I Had a Little Turtle lyrics

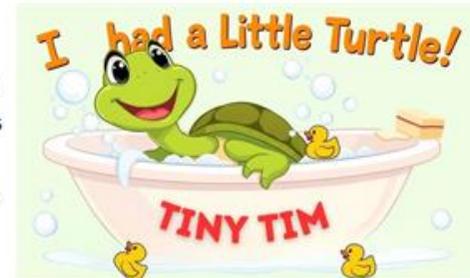
I had a little turtle,
His name was Tiny Tim.
I put him in the bathtub to see if he
could swim.
He drank up all the water,
He ate a bar of soap.
And now he's lying in his bed
With bubbles in his throat.
Bubble, bubble, bubble,
Bubble, bubble, bubble,
Bubble, bubble, bubble,
Bubble, bubble, pop!

I'm a Little Teapot lyrics

I'm a little teapot,
Short and stout,
Here is my handle
Here is my spout
When I get all steamed up,
Hear me shout,
Tip me over and pour me out!



Alice the camel has five humps.
Alice the camel has five humps.
Alice the camel has five humps.
So go, Alice, go.
Boom, boom, boom!



We have continuous planning in place for key experiences offered daily for the children. These plans focus on the skills and knowledge the children will develop in the Prime Areas of learning and also the Characteristics of Effective Teaching and Learning.

Treasure Baskets and Heuristic Play

Skills & Knowledge to be Developed in the Prime Areas

PSED:

- Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something.
- Shows growing self-confidence through playing freely and with involvement.
- 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.
- Play with increasing confidence on their own and with other children, because they know their keyperson is nearby and available.

CLD:

- Concentrates intently on an object or activity of own choosing for short periods
- Understanding of single words in context is developing.
- Uses sounds in play, e.g., brrrrm for toy car.
- Uses single words.
- Beginning to put two words together.
- Beginning to ask simple questions
- Listens and responds to a simple instruction.

PD:

- Enjoys sensory experiences.
- Sits unsupported on the floor, leaving hands free to manipulate objects with both hands.
- Reach out for objects as co-ordination develops.
- Manipulates objects using hands singly and together.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- Pushes, pulls, lifts and carries objects, moving them around and placing with intent. Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g., holding a block in one hand and steadying the other block with the other hand).
- Build independently with a range of appropriate resources.

Heuristic play: suggested items

Containers

- Tins - round, square, oval, with and without lids
- Cardboard boxes
- Wooden boxes
- Wide-necked plastic bottles of varying sizes
- Flower pots
- Baskets of varying sizes and styles
- Yoghurt pots
- Objects that roll
- Various coloured woollen pom-poms
- ping-pong balls
- Tubes (plastic, cardboard, metal)
- Cotton reels
- Hair rollers
- Kitchen roll holders with bracelet and curtain rings
- Wooden mug tree
- Wooden bricks
- Shoeboxes with slits in lid. Posting and slotting objects
- Boxes with holes and slits of varying size
- Tins with holes and slots in lid
- Money boxes and large buttons
- Square coasters
- Large measuring spoons
- purses/bags and wallets
- Baskets and rigid containers
- Ice cube trays
- cutlery 'drainers' with holes
- Colanders
- Saucepans of varying sizes other objects to collect
- Wooden laundry (dolly) pegs
- Varying lengths and weights of chain (wonderful sensory experience)
- Door knobs - wooden/brass
- rubber/wooden door stops
- Cheap bangles (bracelets)
- Assorted ribbon
- Collection of large seashells

Characteristics of Effective Teaching and Learning

Playing and Exploring: Showing curiosity about objects, events and people. Using senses to explore the world around them. Engaging in open-ended activity

Active Learning: Maintaining focus on their activity for a period of time.

Thinking Creatively and Critically: Finding new ways to do things



Outdoor Play

Skills & Knowledge to be Developed in the Prime Areas

PSED:



- Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something.
- Shows growing self-confidence through playing freely and with involvement.
- 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.
- Play with increasing confidence on their own and with other children, because they know their keyperson is nearby and available.

CLD:

- Enjoys laughing and being playful with others.
- Is developing the ability to follow others' body language, including pointing and gesture. Reach or point to something they want while making sounds.
- Create personal words as they begin to develop language.
- Frequently imitates words and sounds. Copies familiar expressions. Listen and respond to a simple instruction.

PD:

- Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.
- Enjoys the sensory experience of making marks damp sand, water and mud,
- Belly crawling moves into crawling up on hands and knees
- Develops security in walking upright using feet alternately and can also run short distances
- Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium
- Develop manipulation and control.
- Explore different materials and tools.
- Climbs inside, underneath, into corners and between objects
- Belly crawling moves into crawling up on hands and knees

Resources

Large balls
Beanbags
Hoops
Water trough
Sand tray
Builder's tray
Buckets
Spades
Watering cans
Scoops
Mud kitchen
Pots
Pans
Pine cones
Sticks
Leaves
Compost
Sand
Bubbles
Paint brushes
Sponges
Waterwheels
push along toys
Chunky Chalks
Musical fence
Wet suites and wellies
Sun hats

Characteristics of Effective Teaching and Learning

Playing & Exploring

Realise that their actions have an effect on the world, so they want to keep repeating them.

Reach for and accept objects. Make choices and explore or play with objects.

Active Learning

Participate in routines and begin to predict sequences.

Creating and Thinking Critically

Take part in simple pretend play.
Sort materials.



Skills & Knowledge to be Developed in the Prime Areas

PSED:

- Builds relationships with special people. Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something.
- Engage with others through gestures, gaze and talk.
- Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routines.
- Safely explore emotions beyond their normal range through play and stories.

CLD:

- Listens to, distinguishes and responds to intonations and sounds of voices. Pays attention to dominant stimulus.
- Responds to simple questions when in a familiar context with a special person (e.g. Where's Mummy? Where's your nose?)
- Understanding of single words in context is developing, e.g. cup, milk, daddy
- Uses sounds in play, e.g. *brrrrm* for toy car. Uses single words.
- Copies familiar expressions, e.g. Oh dear, All gone.
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)
- Beginning to put two words together
- Use intonation, pitch and changing volume when 'talking'

PD:

- Enjoys finger and toe rhymes and games.
- Sits unsupported on the floor, leaving hands free to manipulate objects with both hands.
- Points with first finger, sharing attention with adult. Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them.
- Develop manipulation and control.
- Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions.
- Shows interest, dances and sings to music rhymes and songs, imitating movements of others.
- Uses gesture and body language to convey needs and interests and to support emerging verbal language use

Books and Stories

Resources

- Board books
- Lift the flap books
- Touch and feel books
- Story spoons
- Story sacks/baskets
- Small worlds toys
- Puppets
- Masks
- Dressing up clothes
- Cloth books
- Giant/large books
- Story cards
- Soft toys
- Cushions and mats for storytelling outside
- Shenley Fields School Library
- Sunshine Provision Core Books
- Musical instruments.
- Picture books
- Information books
- Dual language books
- Fiction/non-fiction books
- Comics/ magazines
- Real objects
- ICT
- Books with accompanying story tapes.

Characteristics of Effective Teaching and Learning

Playing and Exploring: Taking on a role in their play
Acting out experiences with other people

Active Learning: Maintaining focus on their activity for a period of time.

Thinking Creatively and Critically: Thinking of ideas that are new and meaningful to the child



Baby Studio- Sensory Exploration

Skills & Knowledge to be Developed in the Prime Areas

PSED:

- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Starts to understand contextual clues, e.g. familiar gestures, words and sounds.
- Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs
- Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. Shows an emerging autonomy through asserting choices and preferences.
- Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy
- Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas.

CLD:

- Enjoys laughing and being playful with others.
- Is developing the ability to follow others' body language, including pointing and gesture. Reach or point to something they want while making sounds.
- Create personal words as they begin to develop language.
- Frequently imitates words and sounds. Copies familiar expressions. Listen and respond to a simple instruction.

PD:

- Reach out for objects as co-ordination develops.
- Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.
- Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint.
- Manipulates objects using hands singly and together, such as squeezing water out of a sponge.
- Develop manipulation and control.
- Explore different materials and tools.
- Hands start to operate independently during a task that uses both, with each hand doing something different at the same time When holding crayons, chalks etc, makes connections between their movement and the marks they make

Mediums:

Paint
Water
Shaving foam
Rice
Macaroni
Dried pasta
Cooked spaghetti
Cous-cous
Sage and onion stuffing
Flour
Fresh herbs
Dried herbs
Lentils
Porridge oats
Dough
Food colouring
Semolina

Tools and equipment

Paint brushes
Shaving brushes
Sponges
Waterwheels
Cooking utensils (measuring cups, spoons, funnels, mashers and sifts)
Different kinds of bowls and containers
Buckets

Characteristics of Effective Teaching and Learning

Playing and Exploring: Using their senses to explore the world around them. Engaging in open-ended activity

Active Learning: Maintaining focus on their activity for a period of time.

Thinking Creatively and Critically: Playing with possibilities.



Skills & Knowledge to be Developed in the Prime Areas

PSED:

- Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games
- Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game. Shows growing self-confidence through playing freely and with involvement.
- Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions
- Grow in independence, rejecting help
- Develop friendships with other children.

CLD:

- Listens to familiar sounds, words, or finger plays.
- Moves whole body to sounds they enjoy, such as music or a regular beat
- Enjoys laughing and being playful with others.
- Understanding of single words in context is developing.
- Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations.
- Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations

PD:

- Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together.
- Enjoys finger and toe rhymes and games.
- Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions.
- Shows interest, dances and sings to music rhyme and songs, imitating movements of others
- Clap and stamp to music.

Singing and Music

Resources

- Rattles, drums and things that squeak when you squeeze them
- Egg shakers
- Maracas
- Xylophone
- Triangles
- Rain makers
- keyboard
- Household objects that make noise when you bang them together, like pots, pans, wooden spoons and plastic cups or bowl (*risk assess to make sure they're safe*)
- Things that crackle and scrunch, like cellophane and clean paper.
- A safely knotted net bag stuffed with cellophane or other crackly, crunchy things
- Music you can bounce, sing, clap or dance to.
- Nursery rhymes
- Song bags
- Bottles filled with rice, pasta, cous-cous
- Large material
- Puppets and props

Characteristics of Effective Teaching and Learning

Playing and Exploring: Showing curiosity about objects, events and people. Using senses to explore the world around them. Engaging in open-ended activity

Active Learning: Maintaining focus on their activity for a period of time.

Thinking Creatively and Critically: Finding new ways to do things



We have developed specific planning for music. This has been created using Birth to Five Matters and Musical Development Matters in the Early Years

Musical Development: Hearing and Listening. Skills and knowledge progression for Sunshine 3mths- 2 years:

| Autumn | Spring | Summer |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Genre (Type or Style of Music):</p> <p>Autumn Term 1: Traditional nursery rhymes/songs for children to sing and join in.</p> <p>Autumn Term 2: Seasonal songs and rhymes</p> | <p>Genre (Type or Style of Music):</p> <p>Spring Term 1: Action rhymes</p> <p>Spring Term 2: Musical instruments</p> | <p>Genre (Type or Style of Music):</p> <p>Summer Term 1: counting rhymes and lullabies</p> <p>Summer Term 2: Music to get children moving/dancing</p> |
| <p>Listens attentively when sung to and can anticipate phrases and actions of familiar rhymes/songs, e.g. round and round the garden.</p> <p>Enjoys play-songs e.g., peepo songs, lap songs. ☑</p> <p>Associates' music with routines.</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p> <p>Musical preferences are further developed; often has firm favourites (live & recorded) and is able to express this.</p> | <p>Gestures to indicate what songs and music he or she would like to hear, e.g. points to the art work of an album or circles his or her hands around one another to gesture for "Roly Poly" to be sung.</p> <p>Shows interest in play with sounds, songs and rhymes</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p> <p>Musical preferences are further developed; often has firm favourites (live & recorded) and is able to express this.</p> | <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</p> <p>Can identify specific sounds in the environment e.g. sounds of cars, running water.</p> <p>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.</p> |
| <p>Positive Relationships</p> <p>Seek out songs sung and music played in utero. Use musical interactions such as infant directed speech and songs to tune in to babies. Encourage turn taking and early conversation by allowing time for babies to listen and respond to vocalisations. Allow time for babies to anticipate phrases and actions within familiar songs. Sing a range of songs. Move with babies to music. Observe children's responses to music played from</p> | | <p>Enabling Environments</p> <p>Plan time to sing with babies and children as well as singing spontaneously to support children's needs. Create a listening space to play music at certain times in a day or if daily isn't possible then within the week. Plan time to play music and observe children carefully; do not limit recorded music to background music, think carefully about what music is played in the environment and when. Create rich musical environments that involve a range of accessible sound-making objects</p> |

Musical Development: Vocalising and Singing. Skills and knowledge progression for Sunshine 3mths- 2 years:

| Autumn | Spring | Summer |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Listens to familiar sounds, words, or finger plays.</p> <p>Vocalises through crying, this contains many aspects of singing - e.g. high/low (pitch), patterns of sound (rhythm), and phrasing</p> <p>May vocalise whilst listening to familiar music, e.g. join in with the music they are listening to.</p> <p>Makes utterances and vocalises snippets of songs.</p> | <p>Vocalises whilst moving, sings phrases of songs whilst moving.</p> <p>Creates sound effects for toys in their pretend play, e.g. creates the sounds of a train, car, animals.</p> <p>Anticipates & sings certain words in songs.</p> <p>Vocalises in a free-flowing way within their play, e.g. whilst painting or playing with clay.</p> | <p>Joins in with action songs by singing some words and creating some or all actions</p> <p>Sings and chants with and to others.</p> <p>Reproduces songs in individual ways.</p> <p>Plays with familiar songs, often piecing together parts of different songs.</p> <p>Sings to and with toys, props, resources.</p> |

Positive Relationships

Listen carefully to the sounds of babies’ vocalising. Respond sensitively by turn taking, making eye contact and allowing time for babies to vocalise and listen to your responses. Early conversation between adults and babies is often described as “sing song”. Use a lively voice with lots of high/low (pitch) and play with different types of sounds (timbre). Play with your own vocal utterances and sounds and observe the babies’ responses. Use animal sounds, e.g., squeaky mouse, roaring lion. Sing regularly and use a wide range of songs and rhymes. Sing during routines that take place throughout the day. Use other words to familiar tunes. Repeat songs, children learn songs through repetition.

Enabling Environments

Create an environment which invites vocal responses from babies by listening and responding to them. Provide an auditory environment that encourages vocal play, keep background music to a minimum. Be spontaneous with your own vocal play. ☑ Use songs and rhymes from all cultures and find out what songs, rhymes and music babies hear at home. Plan times when you can sing with young babies, encouraging them to join in. Observe the babies’ vocalisations whilst they play with instruments, particular instruments may encourage them to vocalise.

Musical Development: Moving and Dancing. Skills and knowledge progression for Sunshine 3mths- 2 years:

| Autumn | Spring | Summer |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Moves his or her head towards sounds. Responds physically to music (live or recorded), eg facial expressions, mouth movements, moving arms or legs, bouncing, shuffling, often moving to the pulse of the music.</p> <p>Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together.</p> <p>Enjoys finger rhymes and songs that involve touch.</p> <p>Uses gesture and body language to convey needs and interests and to support emerging verbal language use</p> <p>Moves whilst listening to music and can often feel and move to the pulse.</p> | <p>Moves whole body to sounds they enjoy, such as music or a regular beat</p> <p>Begins to understand and choose different ways of moving.</p> <p>Physically interprets different genres of music - children often move and express themselves differently to different genres. May enjoy dancing to music.</p> <p>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.</p> | <p>Shows interest, dances and sings to music rhyme and songs, imitating movements of others</p> <p>Moves whilst playing instruments.</p> <p>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.</p> |

Positive Relationships

Watch out for subtle physical signals that indicate children’s musical preferences. Join in with babies’ movement to music; some babies may need support and encouragement. Don’t rely upon recorded action songs, sing them so that you can vary the speed to suit the needs of the child. Do not limit music and movement to babies re-enacting actions or movements. Give opportunities for babies to have choice. Observe children’s responses to music played from home, does the music encourage them to move?

Enabling Environments

Devote uninterrupted time to babies when you can sing with them, be attentive and fully focused. Provide space for infants to enable them to physically respond to music either physically supported or unsupported. Create space to allow for movement with instruments. Offer choices, eg different instruments, a range of genres of music. Respond to what babies show you they are interested in and want to do, by providing a variety of songs, music and instruments. Ensure that instruments are accessible so that babies can independently play them. Experiment with levels to support babies to play instruments. Offer pom poms, scarves, ribbons; resources can support children to move. Invite parents/carers to share music from home, observe how children physically respond.

Musical Development: Exploring and Playing. Skills and knowledge progression for Sunshine 3mths- 2 years:

| Autumn | Spring | Summer |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Shakes instruments with one hand and in both hands simultaneously</p> <p>Responds to “my turn, your turn” games during one-to-one moments with instruments.</p> <p>Holds small instruments in each hand and brings them together to tap. Holds a beater in each hand and taps them e.g. taps the beaters on drums, chime bars.</p> | <p>Plays instruments rhythmically and repetitively.</p> <p>Plays with both hands simultaneously and alternately whilst using beaters</p> <p>Uses instruments in a range of ways, e.g. tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally</p> | <p>Experiments with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre).</p> <p>Creates own patterns in music making.</p> |

Positive Relationships

Copy the sounds that babies create. Tune into them by mimicking and having strong eye contact. Respond sensitively by turn taking, making eye contact and allowing time for children to play. Listen respectfully and value the sounds that they create. Copy children’s musical ideas and ways of playing instruments. Model ways of playing instruments. Listen to and join in with their musical play sensitively, value their ideas. Play start/stop games and allow them to lead the game

Enabling Environments

Create treasure baskets that have a range of resources that create sound, e.g., items that can be shaken, materials to scrunch, resources that can be used to tap. Offer children instruments that can be tapped together such as claves. Offer pairs of beaters for use on e.g., chime bars, xylophones. Children can create more with two beaters as opposed to one. Where possible offer children a range of sizes of instruments, e.g., large and small drums to tap and a range of hand-held instruments to shake. The length of beaters impacts how children play with them, e.g., short beaters are easier to control and may enable refined movements and music making and long beaters may encourage larger sweeping movements.



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.

Our monitoring shows us that teaching continues to be mostly outstanding. Staff are given clear written feedback on their performance (see supervision file). This feedback clearly identifies aspects of sessions which went well and suggestions for how their teaching could be improved further. Rigorous performance management, closely linked to the School Improvement Plan, ensure that staff are aware of improvements required and the support available to achieve this. Delivery of the curriculum is achieved through a balance of child initiated and adult led activities. All staff are skilled in the use of observation and understand the importance of this in order to accurately plan, assess and improve outcomes for children. To further support this, we use Tapestry, an interactive online journal which records children's "wow" moments.



Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Our provision for children with SEN is outstanding. We have a qualified SENDCo who leads our small inclusion team. The SENDCo focusses on the provision, assessment and support for children in response to their individual needs. Effective multi-agency working ensures that this is robust.

We work closely with other professionals to ensure that the rights and needs of children are met. All staff have received Making Sense of Autism training delivered by the Communication and Autism team (CAT).

Practitioners have received training in the Total Communication approach which uses objects of reference, Widgit symbols, Makaton communication boards and visual timetables. We have also embarked on the Communication Friendly Schools Award with the Language, Learning and Strategic Support Team (LLSS) and Speech and Language Therapists (SaLT)

We have been awarded the Co-production Bronze Award, which symbolises Shenley Fields commitment to the principles outlined in the Birmingham SEND Service Framework and Charter.

Our bespoke sensory room enables us to further support children with specific and complex needs. Staff have been trained in how to use this room and the equipment to its maximum potential which has an overwhelmingly positive impact on the children, especially in terms of their well-being, relationships and outcomes.

Personal Development.

Self-Assessment Grade: Outstanding



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 for their parents, their own and other cultures, and the environment

These aspects are outstanding, resulting in a happy school where children feel nurtured and thrive. High priority is placed on promoting all aspects of PSED as a means of supporting the children to learn how to be together in a way which actively promotes harmony, positive relationships and learning

All staff have high expectations of the children and view them as competent and capable learners. We offer environments and resources which challenge children and encourage them to understand and manage risk confidently within a well-planned and supported curriculum.

All children have a key person who provides emotional security and a safe base from which to explore, take part and make friendships with other children. Our experience confirms that this relationship is often pivotal to a child's well-being and confidence when first left without parents/carers. Children have daily opportunities to develop social skills through small group activities.

Having successfully completed levels 1, 2 and 3 of the Startwell programme (promoting being active, eating well and achieving more), we are delighted to have now achieved the advanced Startwell award. We worked with a Startwell consultant to achieve this. Startwell is an obesity prevention programme targeting early years in certain Birmingham wards. The programme is based around 7 key messages to help Early Years settings, parents and health professionals create a healthier environment for our children and families. We are actively continuing to embed the key messages from this into our everyday routines and curriculum. Staff in Sunshine have attended specific training such as introducing solids, ditch the dummy, physical babies, fussy eaters, oral health and from bottle to cup to ensure that we are embedding healthy messages at a very young age.



Startwell data confirms that 21% of children living in South Birmingham have dental decay.

We have introduced tooth brushing at nursery for children once their first tooth has emerged and encourage good oral health routines at home. All children have a toothbrush for nursery and also had one to take home with a tube of children's toothpaste, an oral health information sheet for families, a 2-minute sand timer (recommended brushing time) and a link for parents to find their local NHS dentist.

"The evidence tells us that brushing each day at school over a two - year period is effective for preventing tooth decay and can establish life-long behaviour to promote oral health. It is also important that school based toothbrushing activity should promote and support toothbrushing in the home as well as the school or early years setting." (NHS)

Behaviour and Attitudes

Self-Assessment Grade: Outstanding



Article 29 (right to education) Every child has the right to an education.

Attendance is consistently high across all of our age ranges (see analysis of attendance)

Children really enjoy their time in Sunshine. They feel safe and secure in the predictability of routines and expectations. As a rights respecting school, we encourage and model respectful relationships. Children will hear adults talking about their rights, for example their right to play.

Children begin to understand their emotions and recognise how others are feeling. We support children to begin to understand how their behaviour impacts on how others are feeling.

We develop our planning from children's interests. This means that children build knowledge and skills through meaningful and motivating activities. Engagement and enjoyment levels are high and interactions between children and between children and adults are positive.

