Curriculum and Pedagogy

Autumn 2022
Last reviewed Jan 2026

Gracelands Nursery School

Executive Head Teacher - Samantha Richards

Article 28 (The Right to Education)

Every child has the right to an education.

Article 29 (The Goals of Education)

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

Birmingham Federation
Maintained Nursery Schools

Vision

Values

Intent

Implementation

Impact

Key documentation

RIGHTS RESPECTING SCHOOLS
unicef
UNITED KINGDOM
GOLD – RIGHTS RESPECTING

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Gracelands Nursery School

'Sowing the seeds for lifelong learning '

Vision statement

Gracelands Nursery School sows the seeds for lifelong learning.

Our vision is: Every child has the right to the best possible start in life, with access to a high quality early years learning environment and skilled, well-trained Early Years practitioners. All children deserve the support and care needed to enable them to succeed. Every step a child makes is celebrated, so all children reach their full potential.

School Values

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

We want our children to be:

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

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

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

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

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

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

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

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

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

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

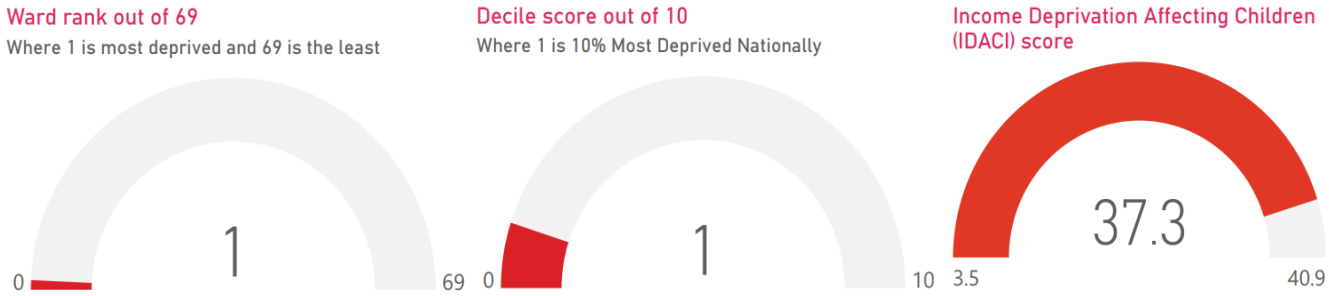
Rationale for our curriculum design

Our inclusive and ambitious curriculum is for all children and with specific consideration of the most disadvantaged children in our community. 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, with language development at the heart.

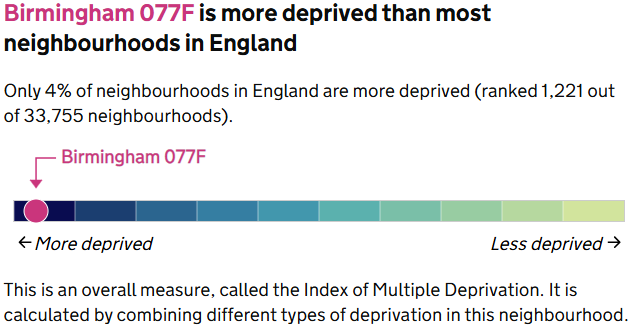
Our children come in to nursery with a strong sense of family and attachment to home. On entry to nursery, the majority of our children have achieved developmental milestones in the three prime areas of learning *lower* than that expected for their chronological age. Circa 85% of our children at Gracelands Nursery School are at a very early stage of acquiring English and learning English as an additional language. For many children, coming to nursery is their first experience outside the home and family. Our children are living in the Sparkbrook District in inner-city Birmingham. Sparkbrook is ranked the 3rd most deprived ward of the 69 wards in Birmingham. It is in the top 10% of most deprived wards nationally. (Health inequalities - Public Health 2019, IMD 2015 (Most deprived 10%). It has an extremely high population density and has limited opportunities to access safe green spaces. Additionally, nationally, children in the most deprived areas are more than twice as likely to be living with obesity compared to those living in the least deprived (for reception this was 13.6% compared to 6.2% respectively. This is true in Birmingham as 12.2% of the Reception aged children are living with obesity (Startwell Data 2023).

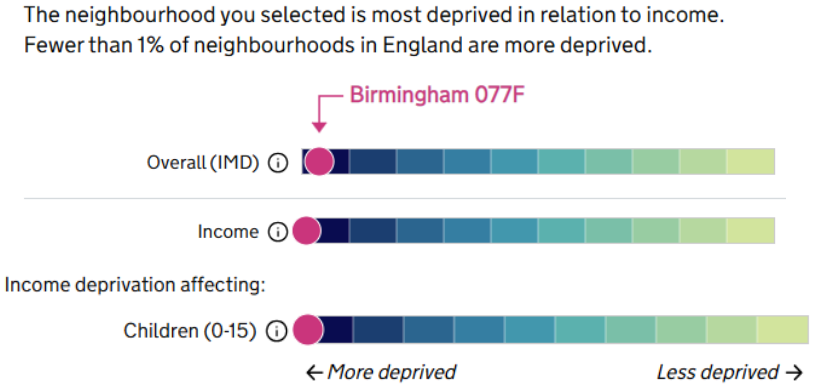
Data from the City Observatory compares our ward - Balsall Heath - against the other 68 Birmingham in terms of deprivation. →

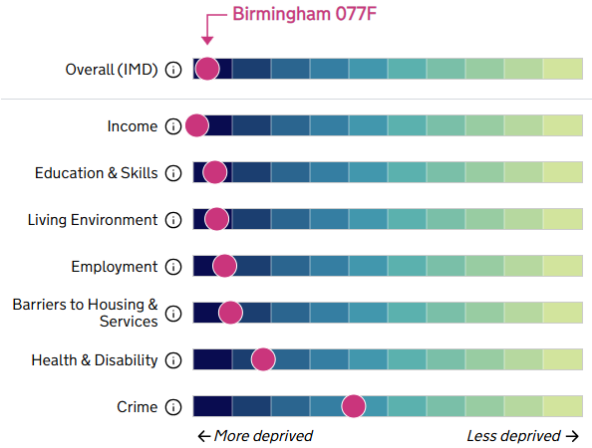
(https://www.cityobservatory.birmingham.gov.uk/@birmingham-city-observatory/ward-profiles-april-2023)



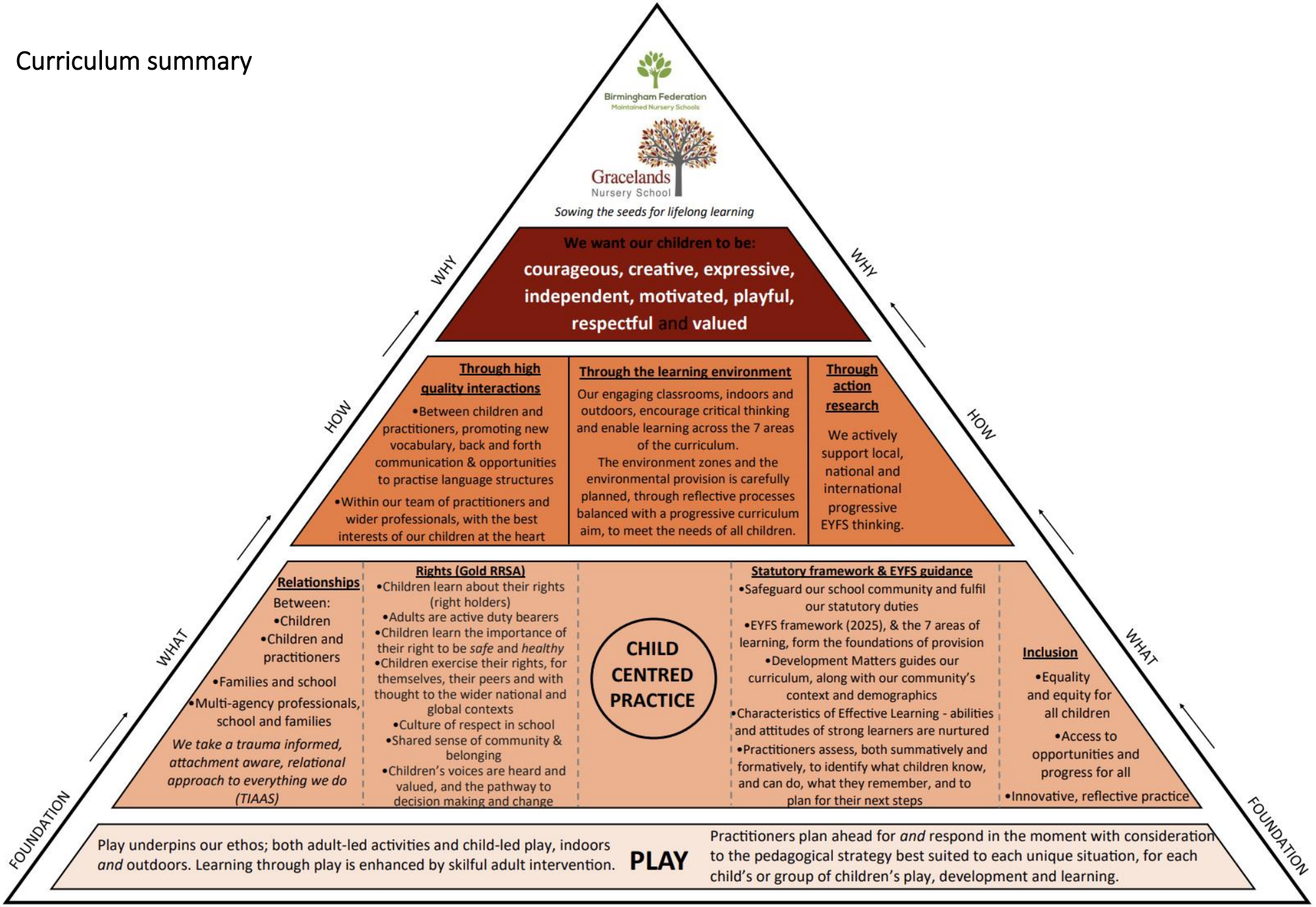
The latest available data, the 2025 statistics on English indices of deprivation, (Local Deprivation Explorer 2025 [gov.uk]), compares the small output area that B11 1ED falls in (labelled: Birmingham 077F) against other 'neighbourhoods' in England (33,755), and against other 'neighbourhoods' in Birmingham. It shows that Birmingham 077F is more deprived than most neighbourhoods in England (1,221 out of 33,755). Only 4% of neighbourhoods in England are more deprived overall. Additionally, Birmingham 077F has a higher rate of income deprivation affecting children (IDACI), fewer than 1% of neighbourhoods in England are more deprived in relation to income. →↓







Curriculum summary



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 (2025)

Our key principles

At Gracelands Nursery School, the curriculum is designed to recognise children's prior learning and to provide first hand learning experiences. Stated within the EYFS framework (2025), *'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'* Children learning through play is the key pedagogical thread throughout our curriculum. Our play-based curriculum encourages:

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

Rights Respecting principles

We are a Gold Rights Respecting School. Children's rights run through all that we do.

-Children are right's holders and learn about their rights -Children exercise their rights -Adults are active duty bearers

- We have a shared sense of community and belonging -We hold a culture of respect in school -Children's voices are heard and valued

United Nations Convention on the Rights of the Child:
Article 28 - the right to a good education
Article 8 - the right to an identity
Article 15 - respect for the right of freedom of association
Article 29 - the right to develop your talents and abilities
Article 7 - the right to a name
Article 42 - the right to know your rights
Article 24 - the right to health services, clean water and a safe environment
Article 13 - the right to freedom of expression
Article30 - the right to enjoy their own cultures.
Article 14 - the right to think and believe what you choose
Article 17 – the right to information and materials of social and cultural benefit
Article 31 - the right to play is intrinsically linked within the articles

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

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)

Cultural Capital

Cultural capital is the essential knowledge that children need to prepare them for their future success. We take our role of giving our children the best possible start to their early education very seriously. We recognise that *everyone* has cultural capital - knowledge, skills, experiences and behaviours - and that these accumulate over time through many different encounters and opportunities. The experiences and opportunities that we offer, such as a wonderful outdoor explorative space, messy play experiences and opportunities to see, feel, hear, touch, and do things they may not have experienced of before, all build upon our children's cultural capital. We also take children and families on external trips and visits for the purpose of deepening curriculum linked learning, but also for our school community to experience 'togetherness' outside of our setting.

Intent

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

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

All staff work hard as a team to create a positive, caring and welcoming atmosphere where the children feel secure, yet are challenged to achieve their best. We are fully inclusive, and all children are expected to think about the needs of others. We respect and value all parents/carers as their children's 'first teachers' and aim 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 experience, all set within a stimulating, thought provoking and challenging environment. These experiences are led and guided by our qualified teacher and skilled practitioners. We will provide opportunities and learning experiences across a wealth of subjects, ensuring British fundamental values and cultural capital is at the heart of our learning.

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

Prime Areas

Communication and Language (CL)

Physical Development (PD)

Personal, Social and Emotional Development (PSED)

Specific Areas

Literacy (L)

Mathematics (M)

Understanding the World (UtW)

Expressive Arts and Design (EAD)

Our nurturing of children promotes a high level of wellbeing. This in turn leads to positive physical and mental health and the ability to create and think critically. We aim to provide our children with knowledge, skills and experiences in a hands-on, holistic way so that all learning is embedded in a meaningful context. We do this through a personalised, flexible curriculum that engages and motivates our children. It covers all the 7 areas of learning and supports the children's learning characteristics.

Curriculur threads

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CURRICULUM

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Curricular thread 1

TIAAS PRINCIPLES AND RIGHTS RESPECTING SCHOOL

Relational approach

·Curricular delivery (everything we do) with an attachment aware and relational approach supporting children and families to feel seen, heard, understood and valued, enabling a sense of belonging.

·Living by attendance values of belonging, connectedness & curiosity.

A level of care and attunement to children that supports wellbeing and therefore a readiness and ability to play, learn and develop.

Rights led approach

·Children learn about and exercise their rights (United Nations Convention on the Rights of the Child).

Curricular thread 2

SUSTAINABLE LIVING

Planting, growing, harvesting cycle

·Experience and value the planting, growing and harvesting process, thinking about responsible actions to support critical societal issues.

·Taking a sustainable approach to food, to develop knowledge on where food comes from and how to reduce food waste.

Our natural world

·Regular open access to the outdoor environment and ample opportunity to connect with and learn about nature.

Reuse, recycle and reduce waste

·Learning about the natural environment in which we live and how to look after it, both now and in the future.

Curricular thread 3

STARTWELL through NHS

Promoting eating healthily, being more active and developing healthy habits early

Suzy Startwell: Staff and adults are good role models for children

2 snacks Max: Encourages children to have 2 healthy snacks a day

Micky me size: Me-sized meals - looks at children's portion sizes. Talks about energy food (carbohydrates) and strength food (proteins).

Fay 5 a day: Understanding we need 5 portions of fruit or vegetables each day - protective foods that protect our bodies.

Smiley Shen: Teaching and promoting good oral hygiene.

Active Azra: Moving more and sitting less. Making sure the belly button is on the move.

180' Katie: Moving the body for 180 minutes a day, with 60 minutes making your heart beat faster.

Sammy Skills: Developing loco motive, stability and manipulative skills.

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Barriers to learning

Some children at Jakeman Nursery School may face barriers to learning.

The difficulties experienced may be: learning difficulties, emotional difficulties, physical difficulties, social difficulties, language, communication and/or interaction difficulties, behaviour or regulation difficulties, sleep difficulties, low wellbeing.

Difficulties children experience may be as a result of: home and family experiences, circumstances or vulnerabilities; strong, prolonged or consistent trauma; or emerging and/or identified SEND or medical needs.

Children may experience difficulties that arise for a short period, persist over a longer duration, or have longer-term implications for their future outcomes. Children's current and previously lived experiences can result in barriers to their learning and development.

It is our job as a setting and a staff team to identify where there may be barriers to learning for children, which includes understanding the implication of trauma on children's development. Our relational approach to all we do promotes very strong relationships with children and families, and noticing where children need something different to overcome any barriers to their learning and development.

Whilst the development of skills and knowledge is of huge importance within our curriculum delivery and the impact we expect to see, the child sits at the very centre of our approach, and children's emotional safety & wellbeing will always come first, in order for learning and development to take place.

See also adaptive teaching, within implementation section.

Safeguarding through the curriculum

Provision plan for safeguarding in the curriculum
Policies and procedures – policies and procedures are reviewed annually/biannually and staff sign to say they follow and understand **DSLs –** pictures and names in reception, on the safeguarding board and parents informed on induction **Minimum fortnightly welfare meetings –** 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, Early Help screen **Contextual safeguarding:** DSLs review concerns regularly and share contextual safeguarding concerns with staff to be aware of and highlight where needed – e.g. mental health, domestic abuse, safe sleeping, home safety, frozen water 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

Focus areas	Focused teaching - (adult led, small group)
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.
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 around online safety.
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.
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.
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 – e.g. 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).
Risk taking and managing risks	Children are encouraged to take risks and they have access to risk taking in the 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.
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. With 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 in/out risk assessments **Handwashing** – Children supported to and encouraged to wash hands throughout the day	

Skills and knowledge progression for under 2s

COMMUNICATION AND LANGUAGE

Range 1 (Birth-6mths; 6–12mths)	Range 2 (12-18mths)	Range 3 (18-24mths)
•Turns toward a familiar sound then locates range of sounds with accuracy •Listens to, distinguishes and responds to intonations and sounds of voices •Reacts in interaction with others by smiling, looking and moving •Quietens or alerts to the sound of speech •Looks intently at a person talking, but stops responding if speaker turns away •Listens to familiar sounds, words, or finger plays •Turns when hears own name •Starts to understand contextual clues, e.g., familiar gestures, words and sounds •Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing •Makes own sounds in response when talked to by familiar adults •Lifts arms in anticipation of being picked up •Points and looks to make requests and to share an interest •Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like *baba, nono, gogo*	•Moves whole body to sounds they enjoy, such as music or a regular beat •Concentrates intently on an object or activity of own choosing for short periods •Pays attention to dominant stimulus–though easily distracted •Enjoys laughing and being playful with others •Is developing the ability to follow others' body language, including pointing and gesture •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., *brrrm* for toy car •Uses single words •Frequently imitates words and sounds •Enjoys babbling and increasingly experiments with using sounds •Uses words to communicate for a range of purposes (e.g., *teddy, more, no, bye-bye*) •Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest •Creates personal words as they begin to develop language •Knows some actions from a selection of familiar rhymes and songs	•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 •Pays attention to own choice of activity, may move quickly from activity to activity •Understands different situations - able to follow routine events and activities using nonverbal cues •Selects familiar objects by name and will go and find objects when asked, or identify objects from a group •Understands simple sentences (e.g. *Throw the ball)* •Copies familiar expressions, (e.g. *Oh dear, All gone*) •Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*) •Beginning to put two words together (e.g. m*ore juice)* •Beginning to ask simple questions •Beginning to talk about people and things that are not present •Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *Want it, My book* •Knows and says some repeated lines from a selection of familiar rhymes and songs •Know the names of everyday objects of relevance •Notices pictures in books that they can relate to e.g. baby, dog, car

Key vocabulary to be taught by the end of under 2's:
Names of familiar objects inside/outside of Nursery: *ball, cup, bag, doll, car, book, paint, bed, chair, water*
Names of words linked to routines: *sleep, nappy, play, dinner, drink*
Feeling words: *sad, happy*

Check points	Around 12 months, does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests? Around 18 months, is the toddler listening and responding to a simple instruction like: "Adam, put on your shoes?" By around 2yrs, is the child showing an interest in what other children are playing and sometimes joins in?	**Communication and language goal (end of under 2's)**	Towards second birthday, the child can use up to 50 words. The child is beginning to put two or three words together. The child frequently asks simple questions, such as the names of people and objects "What's this?" "Where gone?"

PHYSICAL DEVELOPMENT

Range 1 (Birth-6mths; 6–12mths)	Range 2 (12-18mths)	Range 3 (18-24mths)
•Gradually develops ability to hold up own head •Makes movements with arms and legs which gradually become more controlled •Follows and tracks a sound or moving object, moving head and eyes •When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising •Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp •Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back •Develops roll from back through to front, gradually becoming happy to spend longer on tummy •Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing) •When lying on tummy becomes able to lift head and then chest, supporting self with forearms and then straight arms •Starts to creep (belly crawl commando-style) from prone position (on tummy) on the floor, often moving backwards before going forwards •Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations	•Belly crawling moves into crawling up on hands and knees •Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects •Sits unsupported on the floor, leaving hands free to manipulate objects with both hands •Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them •Enjoys finger and toe rhymes and games •Pulls to standing from crawling, holding on to furniture or person for support •Walks around furniture lifting one foot and stepping sideways (cruising) •Starts walking independently on firm surfaces and later on uneven surfaces •Points with first finger, sharing attention with adult •Starts to throw and release objects overarm •Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint •Pushes, pulls, lifts and carries objects, moving them around and placing with intent •Climbs inside, underneath, into corners and between objects •Knows that their hands can make marks in sensory play	•Develops security in walking upright using feet alternately and can also run short distances •Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time •Changes position from standing to squatting and sitting with little effort •Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions •Hands start to operate independently during a task that uses both, with each hand doing something different at the same time •Shows interest, dances and sings to music rhymes and songs, imitating movements of others •Can walk considerable distance with purpose, stopping, starting and changing direction •Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other •When holding crayons, chalks etc, makes connections between their movement and the marks they make •Uses gesture and body language to convey needs and interests and to support emerging verbal language use •Knows that a spoon will help them put food in their mouth Knows that they can do some things for themselves such as eat, climb, use step

Key vocabulary to be taught by the end of under 2's:
Emerging verbal language use*: push, in, out, up, down, round, finger, toe, mouth, ear, head, nose, eyes, walk, stop, go, slow, fast*
Knows some words in songs and rhymes

Check points	Does the baby move with ease and enjoyment? At around 12 months, can the baby pull to stand from a sitting position and sit down? Can the baby pick up something small with their first finger and thumb (such as a piece of string)? Note: look out for babies and young toddlers who appear underweight, overweight or to have poor dental health. You will need to work closely with parents and health visitors to help improve the child's health.	**Physical Development goal (end of under 2's)**	Around their second birthday, the child can run well, change direction, kick a ball (making foot to ball contact much of the time), clap to music and jump with both feet off the ground at the same time.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Complete all about me with parents/carers. Check children are registered with a dentist

Range 1 (Birth-6mths; 6–12mths)	Range 2 (12-18mths)	Range 3 (18-24mths)
•Enjoys the company of others and seeks contact with others from birth. •Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently. •Moves body, arms and legs and changes facial expression in response to others, e.g. sticking out tongue, opening mouth and widening eyes. •Responds to what carer is paying attention to, e.g. following their gaze. •Distinguishes between people, recognising the look, sound and smell of their close carer. •They will usually calm, smile or reduce crying when they hear their carers'/parent's voice, or smell their clothing, for example. •Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked. •Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person. •Becomes wary of unfamiliar people or people they have not seen for a while. •Learns about their physical self through exploratory play with their hands and feet and movement •Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: laughing and gurgling during physical interactions •Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours •Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes, and mouth in play and care events	•Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs •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 •Engages another person to help achieve a goal, e.g. to get an object out of reach •Cooperates with caregiving experiences, such as dressing •Builds relationships with special people •Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated •Is wary of unfamiliar people •Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations •Closely watches others' body language to begin to understand their intentions and meaning •Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has •Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games •Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them •Shows separation anxiety as they become more aware of themselves as separate individuals •Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away •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 •Know an adult can help them	•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 •Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy •Enjoys playing alone and alongside others and is also interested in being together and playing with other children •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 •Asserts their own ideas and preferences and takes notice of other people's responses •Enjoys pretend play such as feeding a doll with a spoon •Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration •Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes •Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs •Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability •Shows their growing sense of self through asserting their 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 •Knows that behaviours and actions have consequences •Know what happens at (and anticipates) key points of the day such as dinner time, sleep time

•Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company		

Key vocabulary to be taught by the end of under 2's:
Feeling words, friends, no, yes, stop, sleep, cry, food, nappy, drink, look, my turn, wash hands
Names special comfort items, such as *dummy, blanket, bunny*

Check points	Around 7 months, does the baby respond to their name and respond to the emotions in your voice? Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys? Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?	**PSED goal (end of under 2's)**	Around the age of 2, the child will start to see themselves as a separate person, for example, they decide what to play with, what to eat, what to wear. Watches what peers are doing and may join in alongside or copy Develop in soothing with support from a familiar person when distressed Imitates simple pretend play

Skills and knowledge progression for 'little nursery' – 2&3 year olds

COMMUNICATION AND LANGUAGE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assess speech and language •Listen to other people's talk with interest, (can easily be distracted by other things). •Make themselves understood, and can become frustrated when they cannot •Start to say how they are feeling, using words as well as actions	•Start to develop conversation, often jumping from topic to topic •Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'	•Use the speech sounds p, b, m, w Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'	*Re-assess speech and language* •Listen to simple stories and understand what is happening, with the help of the pictures	•Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple' •Understand and act on longer sentences like 'make teddy jump' or 'find your coat' •Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')	*Re-assess speech and language* •Preparing children for the next phase in learning, consolidating and ensuring that children have key skills.

C&L regular routine knowledge

Know a selection of familiar rhymes and songs I Know a range of actions to familiar rhymes and songs
Know the names of everyday objects of relevance I Know how to gain the attention of an adult

C&L knowledge progression

AUTUMN	SPRING	SUMMER
Know why listening is important Know some feeling words to communicate own feelings	Know instructions require an action/s	Know pictures in books help us to tell the story

Key vocabulary to be taught by the end of little nursery year:

Names of the common everyday objects, and the most common 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*
Names of most common people in child's immediate world, such as: *mum, dad, teacher (and names), friend, boy, girl, aunty, uncle, Grandma, Grandad (including home language where relevant)*
Feeling words: *sad, happy, angry, hurt, loved*

2-year progress check Look out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.	Understand single words in context – 'cup', 'milk', 'daddy'. Puts two (or more) words together. Repeats words and finds objects when asked. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Understand and respond to simple instructions like 'give to nanny' or 'stop'. Responds to own name. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Responds to familiar music, songs and rhymes.	**Communication and language goal (end of little nursery)**	Responds to questions and instructions. Asks for help if they need it. Speaks in simple sentences. Is interested in books and stories. Can stop what they are doing and can listen to you. Can shift attention from one task to another. Uses lots of new words. Uses words like me, I, you. Responds to songs and rhymes; begins to join in with familiar songs and rhymes.

PHYSICAL DEVELOPMENT

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
•Gradually gain control of their whole body through continual practice of large movements, such as: waving, kicking, rolling, crawling and walking •Clap and stamp to music •Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them	•Enjoy starting to throw and catch balls •Build independently with a range of appropriate resources •Walk, run, jump and climb •Start eating independently and learning how to use a knife and fork	•Enjoy starting to kick balls •Independently use ropes and swings (for example, tyre swings) •Sit on a push-along wheeled toy, use a scooter or ride a tricycle •Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks	•Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks •Climb large scale equipment with increasing independence	•Develop manipulation and control •Explore different materials and tools	•Preparing children for the next phase in learning, consolidating and ensuring that children have key skills.

PD regular routine knowledge

Know how to keep ourselves safe when being physical
Know our bodies move in different ways
Know that scissors are used to cut things
Know that pencils are used to make marks

Key vocabulary to be taught by the end of little nursery year:

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 Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles.	Climbs over obstacles. Uses a spoon or fork to feed themselves. Climbs stairs independently. Walks independently. Can squat and balance to pick up objects.
Physical development goal (end of little nursery)	Uses the toilet with some support. Manages a range of equipment purposefully (e.g. uses a spade to fill a bucket). Can run around, change direction and slow down so they don't bump into things. Can make lines and marks. Can build a tower. Can jump with both feet off the ground. Can kick a ball. Has general control of their whole body Claps and stamps to music.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Complete all about me with parents/carers. Check children are registered with a dentist

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
•Separate from care giver with more confidence •Explore the environment more independently •Express preferences and decisions •Children try new things and start establishing their autonomy •Engage with others through gestures, gaze and talk •Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink •Learn to use the toilet with help, and then with more independence	•Start to enjoy the company of other children and want to play with them •Build relationships with peers and adults in the environment •Thrive as they develop self-assurance •Play with increasing confidence on their own and with other children, because they know their key person is nearby and available •Enjoy exploring new places with their key person •Learn to use the toilet with help, and then with more independence.	•Feel strong enough to express a range of emotions •Grow in independence, rejecting help ("me do it") •Learn to use the toilet with help, and then independently	•Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. •Be increasingly able to talk about and manage their emotions •Learn to use the toilet with help, and then with more independence	•Express the desire for other children to play with them. •Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion •Develop friendships with other children, seeking them •Safely explore emotions beyond their normal range •Through play and stories, talk about their feelings in more elaborated ways: "I'm sad because…" or "I love it when …" •Learn to use the toilet with help, and then with more independence	•Preparing children for the next phase in learning, consolidating and ensuring that children have key skills.

PSED regular routine knowledge

Know that behaviours and actions have consequences; Know children have rights; Know they can get help if they need it

PSED knowledge progression

AUTUMN	SPRING	SUMMER
Know feeling words	Know some names of fruit and vegetables, personal snack items and own belongings	Know rules around friendships Know humans must brush their teeth

Key vocabulary to be taught by the end of little nursery year:

Rights, different, same, rules, community/ies, feeling words, mine, me, you, respect, listen, friend, safe, germs, toilet, wash

2-year progress check Look out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. Work closely with parents and other agencies to find out more.	Separate from carer with the support of key person approach. Makes some decisions for self. E.g. decide what to play with, what to eat, what to wear. Show an interest in what other children are playing or doing. Sometimes joins in with other children's play. Find ways to calm themselves, through being calmed and comforted by their key person. Seeks physical contact from others. Uses pointing to let an adult know what they want. Enjoys simple make-believe play e.g. having a cup of tea, making dinner Likes to do things for themselves Displays a range of emotions	**PSED goal (end of little nursery)**	Watches what friends are doing and joins in with play. Shows an interest in particular others and begins to make relationships. Explores the environment and new environments. Likes to help you when you are busy. Begins to assert independence or challenge boundaries. Manages to share or take turns with others with adult guidance. Can settle to some activities for a short while.

LITERACY

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
•Enjoy songs and rhymes, tuning in and paying attention •Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo •Say some of the words in songs and rhymes. Copy finger movements and other gestures •Enjoy sharing books with an adult and looking at books independently •Pick up and hold a one-handed tool (palmer grip initially)	•Sing songs and say rhymes independently. For example, singing whilst playing •Pay attention and respond to the pictures or the words •Enjoy drawing and mark making freely- these may look like scribbles, lines and circles. •Be able to hold a book the correct way up and turn the pages independently •Enjoy looking at illustrations in books	•Have favourite books they enjoy to share with an adult, with another child, or to look at alone •Notice print in the environment, such as familiar logos •Make connection between movements and marks they make	•Repeat words and phrases from familiar stories •Ask questions about the book •Make comments and shares their own ideas •Add some marks to their drawings, which they give meaning to. For example: "that says mummy."	•Develop play around favourite stories or rhymes using props •Begin to demonstrate a desire to look at their favourite books •Enjoy mark making using a range of one-handed tools	•Listen attentively for short periods (early phonics) •Recognise and remember some sounds and name them from memory •Add some meaning to their marks

Literacy knowledge progression

AUTUMN	SPRING	SUMMER
Know pencils are used to make marks Know how to hold a book Know print in the environment gives us information	Know a favourite book of theirs Know marks can convey meaning (different media, including digitally) Know and remember some repeated phrases from favourite rhymes or stories	Know that print conveys meaning Know the purpose of a range of mark making tools (e.g. paint brush for painting, pencil for drawing)

Key vocabulary to be taught by the end of little nursery year:

Write, draw, pencil, paintbrush, story, print, characters, pictures, beginning, end, front cover, back cover, sound/s,

Literacy goal (end of little nursery)	Enjoys sharing books with adults. Enjoys looking at books by themselves. Notice pictures in books. Uses simple marks including lines, curves and circular movements. Shares meaning of marks on occasions

MATHEMATICS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
•Compare sizes, weights etc. •Using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' •Show awareness of mathematical concepts such as big and little •Enjoy joining in with number songs and rhymes and know some by heart	•Notice and copy simple patterns •Say some numbers within play •Point and count objects, sometimes in sequence	•Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') •Recite numbers past 5. •Say one number for each item in order: 1,2,3,4,5 •Complete simple jigsaw puzzles	•Demonstrate knowledge of knowing that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') •Show 'finger numbers' up to 5 with support	•Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 •Explore shapes through block play and building with a range of materials and resources •Arrange things in patterns	•Develop an understanding of enclosure and the space capacity inside •Begin to represent number using fingers independently

Mathematics regular routine knowledge

Know objects can be counted
Know numbers mean how many
Know some number names
Know that the last number counted is how many altogether

Mathematics knowledge progression

AUTUMN	SPRING	SUMMER
Know things are different sizes	Know things can be weighed	Know numerals have meaning related to how many

Key vocabulary to be taught by the end of little nursery year:

Count, number, numeral, more than, less than, total, altogether, positional language, empty, full, fill, long, short, length, heavy, light, number names, space, fit

Mathematics goal (end of little nursery)	Shows an awareness of number. Uses mathematical language in their play e.g. big, small, heavy, light. Joins in number rhymes and songs. Shows an awareness of space and what might fit/might not fit in a certain space

UNDERSTANDING THE WORLD

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
•Repeat actions that have an effect •Explore materials with different properties •Talk about themselves and their family	•Explore and respond to different natural phenomena in their setting and on trips	•Explore materials with different properties •Explore and respond to different natural phenomena in their daily experiences at nursery	•Make connections between the features of their family and other families	•Notice differences between people	•Preparing children for the next phase in learning, consolidating and ensuring that children have key skills.
	Autumn/Fireworks Night Diwali Christmas Healthy eating week Oral health week	Pancake Day Chinese New Year I love you day World children's day NSPCC - PANTS NSPCC number day	World book day Mother's day Easter Celebrations Ramadan	EID celebrations Walk to school week Road safety and safety awareness Father's day	E-safety awareness

UTW knowledge progression

AUTUMN	SPRING	SUMMER
Know who is part of their family **(P&C)** Know they were once a baby **(Scientific)** Know the names of facial features **(Scientific**) Know different weather types **(Geographical)**	Know they take part in celebrations **(P&C)** Know people can travel to different places by walking, car, train, plane, bus **(Geographical)** Know that animals and plants need taking care of (food, water…) **(Scientific**) Know what night and day is **(Scientific**)	Know that there are people who help us (age appropriate through experience: doctors, dentists, teachers, police) **(P&C)** Know that experiences they have had happened in the past **(Historical**) Know they live in Birmingham **(Geographical)** Know the outdoors changes across the year **(Scientific**)

Key vocabulary to be taught by the end of little nursery year:
Community, family, celebration, job, different, same
Old, new, young, baby, past, King, Queen, Prince, Princess
House, garden, land, sea, cold, warm, snow, rain, wind, cloud, sun, Birmingham, animals, plants, seeds, rough, smooth, hard, soft, magnet, grow, light, dark, day, night
Smell, taste, hear, sound, look, see

UTW goal (end of little nursery)	Explores a range of materials. Beginning to notice differences in materials and beginning to identify which materials may work best. Notices features of their own family and that that of others through shared experiences. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Talks about some of the things they have observed such as plants, animals, natural and found objects Uses pipes, funnels and other tools to carry/transport subject matter from one place to another Know how to operate technology toys Shows an understanding of their world – talks about their home, knows where their room is in nursery and how to get outside etc.

EXPRESSIVE ARTS AND DESIGN

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
•Respond emotionally and physically to music when it changes •Move and dance to music. •Anticipate phrases and actions in rhymes and songs, like 'peepo' •Explore their voices and enjoy making sounds •Explore paint, using fingers and other parts of their bodies as well as brushes and other tools	•Join in with songs and rhymes, making some sounds •Make rhythmical and repetitive sounds •Enjoy and take part in action songs, such as 'twinkle, twinkle little star' •Explore different materials, using all their senses to investigate them •Manipulate and play with different materials	•Explore a range of sound makers and instruments and play them in different ways •Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make •Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	•Notice patterns with strong contrasts and be attracted by patterns resembling the human face •Use their imagination as they consider what they can do with different materials	•Make simple models which express their ideas •Has some favourite rhymes and songs •Developing pretend play scenarios using objects that represent another •Moves to music exploring own movements through self-expression	•Preparing children for the next phase in learning, consolidating and ensuring that children have key skills.

EAD knowledge progression

AUTUMN	SPRING	SUMMER
Know the names of primary colours, black and white	Know that colours change when mixed together Know we can express ourselves through movement and song	Know materials change when combined (e.g. adding water to flour) Know how to use tools safely

Key vocabulary to be taught by the end of little nursery year:

Rolling, patting, pinching, mixing, shapes, lines, colour, in, out, up, down, mix, light, dark, paint, clay, playdough, water, sand, names of some instruments (names of resources used)
Pretend, rhythm, volume, loud, quiet, dance, move, fast, slow, stop, start, go, build

EAD goal (end of little nursery)	Shows attention to sounds and music. Joins in with songs and rhymes, making some sounds. Beginning to make marks intentionally. Explores different materials, using all their senses to investigate them. Manipulates and plays with different materials. Expresses self through pretend play, building structures, moving to music and exploring instruments. Beginning to develop pretend play, pretending one object represents another. Explores paint and a range of media using fingers and hands, as well as brushes and other tools.

Skills and knowledge progression for 'big nursery' – 3&4 year olds

COMMUNICATION AND LANGUAGE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speech and Language assessment- WELLCOMM •Focusing attention – still listen or do, but can shift own attention •Is able to follow directions (if not intently focused on own choice of activity) •Engage in small groups and story time •Listen carefully to rhymes and songs and join in •Use simple sentences to share wants/ needs	•Listen to and talk about stories to build familiarity and understanding, e.g. Naming characters, repeating key refrains, recalling key events •Learn new vocabulary •Develop social phrases (please can I…) •Learn rhymes, poems and songs and have some favourite ones •Begin to use connectors in sentences 'and', 'because' •Understand and respond to simple questions - who, what, where	•Describe and recall events •Retell the story once they have developed a deep familiarity with the text •Follow a more complex instruction (in two parts) •Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" •Learn rhymes, poems and songs and be able to sing some familiar ones	*Re-assess Speech and Language* •Use new vocabulary through the day •Ask questions to find out more and to check they understand •Sing a large repertoire of songs	•Articulate thoughts and ideas in well-formed longer sentences •Connect one idea or action to another using a range of connectives •Use new vocabulary in different contexts •Start a conversation with an adult or a friend and continue it for many turns	*Re-assess Speech and Language* •Preparing children for the next phase in learning, consolidating and ensuring that children have key skills

C&L regular routine knowledge:
Know why listening is important
Know a range of rhymes and songs from memory

C&L knowledge progression:

AUTUMN	SPRING	SUMMER
Know repeated phrases within familiar stories Know instructions require an action, they follow a sequence and know the purpose of instructions	Know repeated phrases within familiar stories Know hello and goodbye in different languages relevant to cohort Know what response is required from key question words	Know repeated phrases within familiar stories Know routine songs in 2 or more languages

Key vocabulary to be taught by the end of big nursery year: 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*	**Communication and language goal (end of big nursery)**	Talks with other children. Talks about what they are doing and things they remember. Starts conversations with familiar people. Talks in clear sentences about people they know, what they see and how they're feeling. Can talk about things that have happened, are happening & will happen, mostly using correct tense. Asks and answers questions to find out more. Asks and answers questions about stories and events. Listens to and responds to things said by others. Listens when they are in a group with other children. Listens attentively in a range of situations. Able to follow an instruction with two parts. Sings songs and rhymes. Uses language to express their imaginative ideas. Remember and recall detailed information.

PHYSICAL DEVELOPMENT

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
•Develop their gross motor skills- Use large-muscle movements to wave flags and streamers, paint and make marks in different directions •Go up and down steps and stairs, or climb up apparatus, using alternate feet •Support with personal hygiene •Support with getting dressed. •Sit in group times (core balance skills)	•Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips •Develop their fine motor skills e.g. to use pencils, scissors, paintbrushes, knives, forks and spoons •Confidently and safely use a range of large and small apparatus inside/outside •Oral health - develop an understanding of keeping themselves (specifically their teeth) healthy	•Revise and refine the fundamental skills of rolling, crawling, walking, jumping, running, hopping, skipping and climbing •Use one handed tools and equipment with skill and accuracy •Negotiate space when running and playing chasing games •Develop independence with getting dressed/ undressed •Increasing understanding of healthy practices - healthy foods	•Revise and refine fine and gross motor skills •Start taking part in some group activities which they make up for themselves, or in teams •Increasingly be able to use and remember sequences and patterns ofmovements which are related to music and rhythm •Collaborate with others to manage large items, such as moving a longplank safely, carrying large hollow blocks	•Progress towards a more fluent style of moving with control and grace •Combine different movements with ease and fluency •Further develop and refine a range of ball skills- throwing, catching, passing, aiming and kicking •Know and talk about the different factors that support overall health -healthy eating -teeth brushing -good sleep -physical exercise/movement	•Revise and refine fundamental skills in movement •Use one-handed tools and equipment, for example, making snips in paper with scissors •Use a comfortable grip with good control when holding pens and pencils •Show a preference for a dominant hand •Use the supporting hand for support/control of paper where relevant

PD regular routine knowledge

Know how to keep ourselves safe when being physical
Know our bodies move in different ways
Know the purposes of different tools and equipment

PD knowledge progression

AUTUMN	SPRING	SUMMER
Know the risks of not keeping safe when being physical	Know why we must be physically active (physical health and mental health)	Know, understand and talk about why we must be physically active (physical health and mental health)

Key vocabulary to be taught by the end of big nursery year:

Safe, turn, wait, positional vocabulary, bend, straight, stretch, roll, crawl, run, walk, skip, jump, bend, climb, throw, catch, aim, stop, start, go, pause, grip, cut, balance, hold, up, down, round, circles, fast, slow, fastest, slowest, pedal, strength, strong

Physical development goal (end of big nursery)	Can catch a large ball. Can pedal a tricycle. Uses the toilet independently. Climbs, runs and jumps with confidence. Uses toys and tools safely. Can dress and undress themselves with some support. Is aware of their own safety. Uses resources with some control and accuracy. Can move around spaces with control and coordination. Shows some knowledge that it is important to keep their bodies healthy with exercise and eating well.

PERSONAL, SOCIAL AND EMOTIONAL

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
•Separates from care giver •Builds attachment to key person •Understands simple school rules •Manage their own needs •Explore the whole environment	•Build relationships with peers and adults in the environment •Express their feelings •Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. •Become more outgoing with unfamiliar people, in the safe context of their setting	•Identify and moderate their own feelings socially and emotionally •Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' •Increasingly follow rules, understanding why they are important and helping peers do the same •Show more confidence in new social situations	•Think about the feelings of others •Play with one or more other child/ren, extending and elaborating play ideas	•Show resilience and perseverance in the face of challenge •Develop their sense of responsibility and membership of a community •Remember rules without needing an adult to remind them •Talk with others to solve conflicts	•Show resilience and perseverance in the face of challenge •Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. •Be increasingly independent in meeting their own care needs. E.g. brushing teeth, using the toilet, washing and drying their hands •Make healthy choices about food, drink, activity and teeth-brushing

PSED regular routine knowledge

Know that behaviours and actions have consequences
Know children have rights, know about their rights and the rights of all children
Know the importance of listening to others

PSED knowledge progression

AUTUMN	SPRING	SUMMER
Know rules around friendships Know the meaning of different feelings words/emotion words Know how to express feelings Know the dangers of roads and cars	Know everyone has things that make us the same and make us different Know about different people and how they help us Know the dangers of fire Know the importance of oral hygiene	Know some healthy foods and that our body needs a range of food types

Key vocabulary to be taught by the end of big nursery year:

Rights, different, same, rules, community/ies, feeling words, respect, listen, friend, safe, healthy, clean, danger, germs, privacy, pavement, road, seatbelt

PSED goal (end of big nursery)	Shows awareness of the feelings of others and begins to respond thoughtfully. Knows what they want to play with and where to find it. Plays with others, sharing what they are using, with help. Plays imaginatively with other children and listens to their ideas. Plans and carries out own ideas. Confident to have a go and try new things. Can talk about some things they like or don't like and why.	Stays at activities that they really like without being distracted by other things or people. Understands and follows some rules. Has a developed a sense of danger and awareness of keeping safe. Is able to make friends. Is able to sustain some friendships.

LITERACY

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
•Knows how books work, and handles them carefully •Listen and join in with stories and poems in small groups with increased attention and recall. •Notice pictures and print in the environment •Differentiate between text and illustrations •Recognise the front and back cover of a book, the title and the blurb	•Can recognise own name (with photo initially) •Begin to gain an idea about how stories are structured with characters, settings and events •Learn new vocabulary •Develop social phrases •Learn rhymes, poems and songs •Orally create a new story using pictures, understanding story structure, sequence and characters •Pick up and hold a pencil correctly (pincer grip)	•Develop their phonological awareness, so that they can: -Spot and suggest rhymes -Count or clap syllables in a word -Recognise words with the same initial sound, such as money and mother •Engage in extended conversations about stories, learning new vocabulary. •Show interest in illustrations and print in books and the environment •Takes an active part in rhyming, music and singing activities	•Can recognise name •Knows identifies the initial sounds of their name and some of their peers' names •Recognises familiar words and signs (including own name) •Sometimes gives meaning to marks as they draw and paint and gives meaning to marks that they see in different places •Be able to tell the adult what they want to write- for adult to scribe •Be able to say what that their marks mean	•Anticipate key events or suggest how a story might end •Distinguish between drawing and writing •Use increasing control when using one handed tools and equipment •Takes an active part in rhyming, music and singing activities showing awareness of rhyme and alliteration •Follow a text with fingers	•Mark-make and write for a variety of purposes - e.g. lists, recipes, letters, notes •Begin to use indefinable letters •Writing has some letter like formation •Use some print and letter knowledgein their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy •Write some or all of their name

Ongoing: Makes free marks on paper Extend vocabulary and use new words Develop strength in muscles in their shoulders and arms through gross motor activities Develop strength in muscles in their hands through a range of fine motor activities Develop their phonological awareness, so that they can: -count or clap syllables in a word -spot and suggest rhymes - sing familiar rhymes from memory and learn new ones -recognise words with the same initial sound, such as money and mother Recognise the initial letter and sound to their name Begin to discriminate between sounds in words, orally Begin to use sounds-talk to segment words into phonemes	**Literacy regular routine knowledge** Know information can be found in books, magazines, signs, the environment and electronically Know how to carefully turn pages in a book Know that print is read left to right and top to bottom Know where the front cover, back cover and spine are on books and what they are for Know that text carries meaning and 'tells' the story

Literacy knowledge progression

AUTUMN	SPRING	SUMMER
Know why reading is important (knowledge and enjoyment) Know print in the environment gives us information Know talk can be written down for themselves or for others to read	Know the name of a favourite book of theirs Know marks can convey meaning (different media, including digitally)	Know some letters in their name

Key vocabulary to be taught by the end of big nursery year:

Write, draw, pencil, paintbrush, story, print, characters, beginning, end, villain, hero, front cover, back cover, spine, author, illustrator, list, menu, letter, invitation

Literacy goal (end of big nursery)	Enjoys listening to stories and making up play scenarios. Looks at books and has some favourites. Will talk about stories as they are read to them. Can recall what happened in a story. Knows the difference between pictures and words. Begins to recognise familiar letters or words e.g. letters in their names, familiar names and shop signs. Secure understanding of many aspects of phase 1 phonics. Makes many different marks, including closed shapes. Forms some recognisable letters when copying their name. Can independently form shapes that are starting to look like letters, particularly those in their name. Uses letters or symbols to convey meaning. Talks about their drawings. Experiments writing for meaningful purposes.

MATHEMATICS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
•Can say some counting words in sequence to 5 •Count objects 1-5 •Show 'finger numbers' up to 5 •Use some mathematical language related to weight and size- E.g. big and small •Join in rhymes involving counting forwards and back •Rote count to 10 •Begin to represent number through writing	•Experiment with their own symbols and marks as well as numerals •Solve real world mathematical problems with numbers up to 5 •Compare quantities using language: 'more than', 'fewer than' •Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 •Order numbers up to 5 •Match objects to numerals up to 5	•Demonstrate knowledge that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') •Develop fast recognition of up to 3 objects, without having to count them individually (subitising) •Begin to estimate how many objects there are and check by counting (up to 5) •Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...	•Understand position through words alone in the absence of gesture – for example, "The bag is under the table," with no pointing •Make comparisons between objects relating to size, length, weight and capacity •Have an understanding of language related to size, weight and capacity •Select shapes appropriately, e.g. flat surfaces for building, a triangular prism for a roof •Show awareness of and explore 2D shapes •Combine shapes to make new ones – an arch, a bigger triangle etc.	•Describe a familiar route •Discuss routes and locations, using words like 'in front of' and 'behind' •Begin to describe position using pre-positional language e.g. 'In front of', 'behind' •Show awareness of and explore 3D shapes •Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language such as 'sides', 'corners'; 'straight', 'flat', 'round' •Develop an understanding of shape properties	•Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. •Extend and create ABAB patterns – stick, leaf, stick, leaf, ABC patterns and AABB •Notice and correct an error in a repeating pattern •Begin to recognise numerals to 10 •Begin to count beyond 10 Say which number is one more in group (up to 5) •Say which number is one less in group (up to 5)

Mathematics regular routine knowledge

Knows a number can show how many things there are

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')

Know a range of mathematical terminology and the meanings (more, less, altogether, count, check, total, add, and, problem, heavy, light, big, small, tall, short, pattern)

Mathematics knowledge progression

AUTUMN	SPRING	SUMMER
Knows the name of some 2D shapes and their properties	Know the names of some 3D shapes Know things can be measured (e.g. length and capacity) and using different tools e.g. cubes, cups…	Knows shapes can be 2D or 3D

Key vocabulary to be taught by the end of big nursery year:

Count, number, numeral, more than, less than, total, altogether, positional language, empty, full, fill, long, short, length, weight, heavy, light, measure, shape, 2D, 3D, descriptive pattern vocabulary, sides, corners, faces, same, similar, different

Mathematics goal (end of big nursery)	Confident in subitising up to 3 objects. Knows how to solve everyday problems in their play. Recognises numerals in the environment, knowing they are numbers. Recognises and names some numbers and is beginning to put them in order. Shows an interest in counting. Counts objects in their play. Counts, mostly accurately, to find out how many things they have, up to 10.	Understands how different shapes fit together. E.g. in art work or block play. Notices (and may comment on) who has more or less. Knows the names of some shapes. Notices and compares size, weight and capacity in their play. Begin to show an interest in adding and taking away. Experiments with own symbols and marks representing number or quantity.

UNDERSTANDING THE WORLD

Rights respecting is threaded throughout the year. Children will learn about other countries and experiences of children in the wider communities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
•Use all their senses in hands-on exploration of natural materials •Explore how things work •Explore the whole nursery environment with interest •Listen to a wide range of stories, featuring different cultures, religions and traditions	•Explore collections of materials with similar and/or different properties •Express interests and engage with activities throughout the nursery environment •Explore role play - small world, first hand, prop, transformation •Has understanding of some basic rights they have	•Show interest in different occupations •Use non-fiction texts to research and find out about occupations •Talk about what they see, using a wide vocabulary •Research and be interested in the world around them	•Begin to make sense of their own life-story and family's history •Plant seeds and care for growing plants •Understand the key features of the life cycle of a plant and an animal •Begin to understand the need to respect and care for the natural environment and all living things	•Continue developing positive attitudes about the differences between people •Learn about similarities and differences •Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	•Explore and talk about different forces they can feel •Talk about the differences between materials and changes they notice
	Autumn/Fireworks Night Diwali Christmas Healthy eating week Oral health week	Pancake Day Chinese New Year I love you day World children's day NSPCC- PANTS NSPCC number day	World book day Mother's day Easter Celebrations Ramadan	EID celebrations Walk to school week Road safety and safety awareness Father's day	E safety awareness

UTW knowledge progression

AUTUMN	SPRING	SUMMER
Know about different family structures and who is part of their family **(P&C)** Know the difference between past and present **(Historical)** Know they attend Gracelands Nursery in Birmingham **(Geographical)** Know the main parts of the body **(Scientific)** Know about growth and age **(Scientific)**	Know about several religious or cultural celebrations **(P&C)** Know there are many countries around the world with different cultures and communities **(P&C)** Know some different terrains (exposure through story) **(Geographical)** Know the different parts of plants and trees (trunk, stem, leaf, flower, petal, roots, branches) **(Scientific)** Know plants and animals follow a life cycle **(Scientific)**	Know about people who help us and their roles **(P&C)** Know that our country is led by King Charles and know basic information about the British monarchy **(Historical)** Know why and how we look after our natural world **(Geographical)** Know the 4 seasons and some key features of them (including physical changes and weather) **(Scientific)** Know what light and dark is **(Scientific)**

Key vocabulary to be taught by the end of big nursery year:

Religion, community, family, culture, traditions, celebrations, jobs, differences, similarities (specific cultural celebration names)

Ancient, old, new, young, past, present, future, famous, King, Queen, Prince, Princess

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

UTW goal (end of big nursery)	Remembers and talks about significant events in their own experience. Shows care and concern for living things and the environment. Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets Talks about past and present events in their own life and in the lives of family members. Looks closely at similarities, differences, patterns and change in nature. Knows that information can be retrieved from digital devices and the internet. Developing positive attitudes about the differences between people. Understand the key features of the life cycle of a plant and an animal. Can 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.



Early Years Picture News

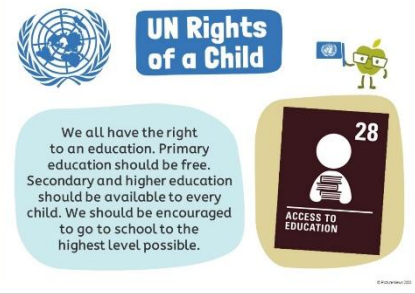
We use 'Picture News' in Big Nursery as a stimulus for speaking and listening weekly. The weekly news is shared with children, with a focus on what is happening, where it is happening (in the country or the world) and how we feel about it. The news always links with British Values, children's rights and often the protected characteristics. Children make sense of the world around them, broaden their knowledge and understanding on 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. Children have a voice and listen to and respect others' voices.

Example session →

Some of the important events/happenings around the world that we learn about provoke children wanting to take action that can help others or make a difference to a number of people.

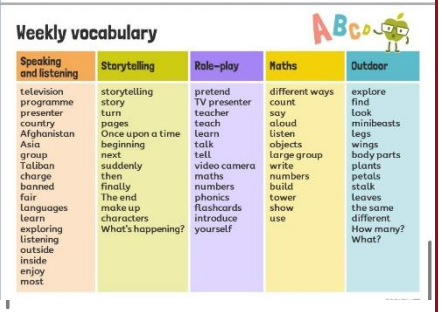












Planting, growing, harvesting cycle

As part of the curriculum focus on sustainable living, children will be learning about the life cycle of the seed and how to create a sustainable approach to food. They will develop the knowledge on where food comes from, how to grow your own produce and ways we can reduce food waste.

Children will experience: Preparing the ground - Sowing a variety of seeds, fruit, vegetables, salads, flowers, herbs - Sowing hardy vegetables - Sowing sunflowers - Maintaining and nurturing our seedlings and plants - Harvesting, selling and cooking herbs and vegetables, e.g. tomato plants, pumpkin plants, coriander plants, courgette, coriander

EXPRESSIVE ARTS AND DESIGN					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
•Take part in simple pretend play, using an object to represent something else even though they are not similar •Explore colour and colour-mixing in a variety of ways	•Explore different materials freely, to develop their ideas about how to use them and what to make •Develop their own ideas and then decide which materials to use to express them •Create closed shapes with continuous lines, and begin to use these shapes to represent objects	•Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. •Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. •Draw with increasing complexity and detail, such as representing a face with a circle and including details	•Use drawing to represent ideas like movement or loud noises •Remember and sing entire songs	•Respond to what they have heard, expressing their thoughts and feelings •Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park •Create their own songs or improvise a song around one they know	•Sing the pitch of a tune sung by another person ('pitch match') •Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song •Play instruments with increasing control to express their feelings and ideas •Play instruments to a beat
EAD knowledge progression					
AUTUMN Know the names of primary and secondary colours, black and white Know materials change when combined (e.g. adding water to flour) Know how to transport tools safely		**SPRING** Know that adding white makes a colour lighter / adding black makes a colour darker Know we can express ourselves in different ways (drawing, music, song, drama, role-play) Technology knowledge - know we can get information from lots of sources (including digitally)		**SUMMER** Know that ingredients and methods are needed to make something (such as playdough, potions) Know how to navigate digital learning platforms	
Key vocabulary to be taught by the end of big nursery year: *Rolling, patting, pinching, stamping, rubbing, moulding, combine, shapes, lines, detail, thread, weave, primary colour, secondary colour, mix, light, dark, materials, texture, names of instruments* *Performance, perform, pretend, rhythm, syllable, pace, volume, loud, quiet, dance, movement, quick, slow, build*					
EAD goal (end of big nursery)	Joins different materials and explores different textures. Uses everyday materials imaginatively in play to explore, understand and represent this world. Begin to develop stories using small world equipment and objects. 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. Engages in imaginative play based on own ideas or first-hand experiences. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Introduces a storyline or narrative into their play.				

*See art and music programme for progression of artist and music genre exposure over time

Reading, writing and maths

In Early Years, children enter at many different stages of development in early reading, writing and mathematical skills and no two children have the same needs. 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		
SUPPORTING EARLY READING	SUPPORTING EARLY WRITING	SUPPORTING EARLY MATHEMATICAL CONCEPTS
* 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	* 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'	* Support mathematical development in continuous provision through the observe - assess - plan cycle * 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

* 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 (inc. sound exploration) within continuous provision * Listen to encourage talking * Model good listening and eye contact * 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)	* Celebrate work produced through marking, sharing with others or displaying * Plan both adult led and continuous provision activities using the EYFS Development 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
We provide:		
READING	WRITING	MATHS
* A range of reading resources both inside and outside * A quiet area for reading with a selection of quality resources, including fiction/non-fiction books, magazines and comics, story sacks, rhyming sacks and song bags * A range of books linked to children's interests * Opportunities to support children and parents at home by providing reading books through bedtime story challenge * 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 * Activities that encourage mark making/writing for a range of purposes * 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 * 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

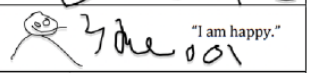
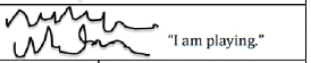
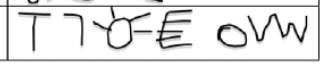
Stages of Pre-writing Development

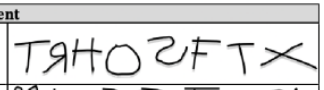
- A child scribbles randomly on paper
- A child scribbles spontaneously in different directions, eg straight line, circle
- A child imitates simple shapes (ones that have one movement)
  - Imitation: when a child watches an adult and then copies the action
- A child copies simple shapes, eg 
  - Copying: when a child copies from a piece of paper and does not receive a visual demonstration as to how to make it
- A child imitates complex shapes (ones that involve multiple movements)
- A child copies complex shapes, eg 
- A child is able to write over and continue patterns
  - This stage may occur at a pre-writing or writing stage. Patterns give the opportunity for practicing motor movements and working on fluidity

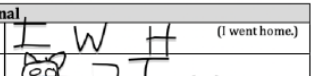
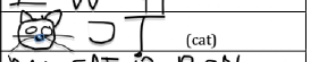
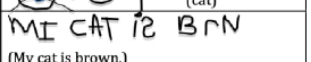


- A child has an understanding of movement concepts connected with writing, eg up, down, around

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.)

Foundations for Phonics

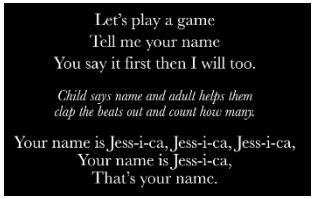
Planning foundations for phonics (Repeat, Develop and extend)
Our approach to the phonics component of early reading is teaching Phase 1 phonics through: focused teaching, enhanced/continuous provision and stories, rhyme and songs; all supported through a language rich environment. This foundation of phonics prepares children for transition to Reception, encouraging 'Reception readiness' with regards to beginning their statutory phonics programme journey. We use Letters and Sounds as a guide to our phonics approach. Our full phonics document provides further details and is used by staff. Children are WellComm Screened termly.

RELEVANT TERMINOLOGY		
Phoneme The *smallest* unit of speech-sounds which make up a word. There are 44 phonemes (sounds) in English. **Grapheme** The written representation of phonemes (sounds). May be 1 letter (e.g. 'f'), 2 letters (e.g. 'ir'), three letters (e.g. 'igh') or four letters in length (e.g. 'ough') **Grapheme-phoneme correspondence** Being able to hear a phoneme and know the grapheme that represents it. (for SPELLING) Being able to see a grapheme and know the phoneme that relates to it (for READING)	**Syllable** A unit of spoken language that usually has one vowel sound (including y), with or without surrounding consonant. dog (1 syllable in d**o**g) di-ry (2 syllables in di**a**r**y**) a-pul (2 syllables in **a**ppl**e**) war-ter (2 syllables in w**a**t**e**r) ba-na-na (3 syllables in b**a**n**a**n**a**) xy-lo-phone (3 syllables in x**y**l**o**ph**o**ne – exception as 4 vowel sounds but 3 syllables) When teaching syllables, we use the word '**beat'** or 'beats' in the word. **Alliteration** – the occurrence of the same sound at the start of words said together – *(Practitioner language to use when teaching location of sounds in words: first sound – middle sound – last sound)* **Onset rhyme level** – first sound in the word is different, the rest of the word rhymes/sounds the same	**Blending** Involves merging the sounds in a word together in order to say it. This is important for READING because later on, if children know the sounds related to the graphemes in a word, they will be able to say it. (decodable words) The sounds j-a-m can be blended to say the word 'jam' to read it. **Segmenting** Involves breaking up a word that you HEAR into its phonemes. This is important for SPELLING/WRITING. The word 'jam' can be segmented into the sounds j-a-m to write it. **Auditory** – relating to hearing **Auditory discrimination - t**uning into sounds, hearing sounds, identifying sounds **Required later to hear the units of sounds in words for writing* **Auditory memory** – remembering sounds **Sequential auditory memory** – remembering sequences of sounds/remembering sounds in order **Required later to remember sounds in sequence for writing words, and remember words in sequence for writing sentences*
PHASE 1 Early phonics skills: intended to develop children's **listening**, vocabulary and speaking skills, to prepare them for reading and writing in the next phase. Children develop an **awareness of sound**, develop **phonological awareness** (speech sounds of language) and develop **oral blending and segmenting** skills. Phase 1 skills underpin phase 2+ and are the foundational skills of learning to read and write.		

PROGRESSION OVER TIME: It is expected that staff will seize opportunities and observe and respond to children's interests and curiosities linked to phonics. In addition to this, we will have a focus on the relevant skills along the below progression model

LITTLE NURSERY					
REGULAR AND ONGOING: Instrumental sound exploration and discrimination (aspect 2) rhymes and songs (aspect 1-4), stories with sounds (aspects 1-4), talk about sounds we can hear, exposure to clapping beats in words (aspect 4)					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Sound discrimination - Environmental sounds (aspect 1)	Sound discrimination - Body percussion (aspect 3)	Rhythm and steady beats (aspect 4)	Enhanced exposure to rhyme (aspect 4)	Voice sounds (aspect 6)
BIG NURSERY					
REGULAR AND ONGOING: Instrumental sound exploration and discrimination (aspect 2), rhymes and songs (aspects 1-4), stories with sounds (aspects 1-4), talk about sounds we can hear, clapping beats in words					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Sound discrimination - Environmental sounds and body percussion (aspects 1 and 3)	Rhythm and steady beats (aspect 4) Voice sounds (aspect 6)	Rhyme & rhyming words (aspect 4) Alliteration exposure (aspect 5)	Initial sounds & alliteration (aspect 5) Blending (aspect 7)	Blending and segmenting (aspect 7)

LETTERS AND SOUNDS ASPECT AND SKILL PROGRESSION	**ACTIVITIES** (TUNING INTO SOUNDS, LISTENING TO AND REMEMBERING SOUNDS, TALKING ABOUT SOUNDS)	**GUIDANCE**
Aspect 1 **General sound discrimination – environmental sounds** Aim: Raise children's awareness of the sounds around them and the associated vocabulary Develop children's listening skills. **Aspect 2** **General sound discrimination – instrumental sounds** Aim: Develop children's awareness of sounds made by various instruments and noise makers **Aspect 3** **General sound discrimination – body percussion** Aim: Develop awareness and explore sounds that can be made with our bodies Develop children's ability to remember patterns of sounds -To listen attentively -To show understanding of concept vocabulary -To use vocabulary related to sounds they hear -Enjoys rhythmic and musical activity AUDITORY DISCRIMINATION -To identify a specific sound -To distinguish between sounds -To identify sounds that are the same -To identify sounds that are different -To identify sounds that are nearly the same AUDITORY MEMORY -To remember 2-6 different sounds SEQUENTIAL AUDITORY MEMORY -To remember sounds in order (number per year of age)	Listening walk indoors or outdoors *Use a sand timer. Remind the qualities of good listening. Use 'cupped' hands as a symbol for listening focus. Capture sounds heard. Make a list using words or pictures. Talk about what can be heard. Revisit list by trying to imitate the sounds heard.* Drumming *Explore how different sounds can be made using sticks by tapping and stroking items such as a wire fence, a wooden fence, a brick wall, a plant pot, gravel floor etc. Can others copy the sound? Could sounds be combined to create music?* Hot or cold *An item is hidden somewhere inside or outside. The item hider then sings 'Can you find it, can you find it…' either increasing/decreasing in speed, volume or pitch depending on how far or close (hot or cold) the 'seekers' are from the item* Sound lotto *Images of sounds x4 on a grid. Sounds are made in the moment (inc. visual) or recorded sounds/audio clips (no visual)* *Such as: sneeze, cough, laugh, fingernails clanging, clicking, clapping, stamping feet, brrrrr ('I'm cold' noise), crying, toilet flushing, door closing…* Mrs/Miss/Mr X has a box (Old McDonald tune) *Select 5 items that make a particular sound and place in a box with a lid. E.g. shells, keys, blocks, squeeky toy, crisp packet. Show the children the items going in and name them. Sing 'Mrs/Miss/Mr ____ has a box, E-I-E-I-O. And in that box, he/she has a….' Can the children name the item? Can they imitate the sound with their voice too?* Animal farm *Model farmyard with model farm animals. Describe one animal using vocabulary (number of legs, colour, horns, tail etc.) Can children name the animal? Can they make the sound it makes?* Shakers *Make sound shakers (e.g. rice, lentils, pasta, shells, marbles…) Explore the sound each child's shaker makes and discuss how they sound and whether they sound the same, different or nearly the same.* *Use shakers to sing familiar songs or rhymes and shake along to the steady beat.* Which instrument? *2 identical sets of instruments, 1 set hidden – progress to just naming the instrument* Instrument movement race *Mr Wolf has 2/3/4 instruments. Each instrument makes a different sound and has a different movement. E.g. shaker is walk on tiptoes, drum is march, bells is hop. Hide the 3 instruments behind a screen/under a blanket. The children move towards the instrument player in the right movement to match the sound while the instrument is being played. The movement must stop when the instrument stops.* Instrument exploration *Explore instrument sounds, playing with different volumes (loud and quiet) and playing at different paces (fast and slow)* Instrument sound patterns *An instrument is used to make a pattern of sound. The instrument is passed round the circle and each child copies the pattern using the instrument. Change instruments. E.g.* ♦♦♦--♦ OR ♦--♦--♦♦♦ OR ♦♦-♦♦ Body sound patterns *Make sounds using body e.g. clap, tap knees, tap finger in palm. Copy a pattern of sounds.* Pass the sound pattern *Adult makes a pattern of sounds using body percussion and passes it round the circle. Did the pattern stay the same and the same speed all the way?* Action songs *Such as 'Heads, shoulders, knees and toes', 'If You're Happy and You Know it', 'Wind the Bobbin Up', 'Roly poly, ever so slowly'* STORY OPPORTUNITIES Add sounds to stories for sound effects Use instruments alongside some stories for sound effects Use different voices for characters (can the children guess the character at the end – adult says 'Who am I?' in the voice of the different characters TALK ABOUT SOUNDS Seize opportunities to talk to children about sounds they hear. Listen to what children have to say about sounds and build on their vocabulary.	**PROGRESSION OF MULTI-SENSORY (visual and auditory) TO AUDITORY ONLY** Begin with multi-sensory listening (can hear AND see/visual AND auditory stimuli) e.g. can see the branches moving and can hear the sound it makes 🡻 THEN move onto creating a visual barrier e.g. guarantee we are only working on auditory skills Able to make decisions about individual children's auditory discrimination skills, ensuring children aren't reliant on the visual cues There is a risk of moving on too quickly if we don't remove the visual/gesture clues **PROGRESSION OF SOUND DISCRIMINATION** Things that sound the **same** 🡻 Things that sound **different** 🡻 Things that sound **nearly the same** Detect the odd one out among 3 sounds [early work and foundational skills towards when children get to 't' and 'd' sounding nearly the same later on] **PROGRESSION OF SOUND CONTRAST/SOUND DIFFICULTY** Start with easy sounds with a big sound contrast 🡻 Move to harder sounds with smaller contrasts *Build vocabulary around listening *Build concept of the verb to 'listen' (We listen to things around us, not just people) *Build upon vocabulary and conceptual understanding *Seize opportunities in free flow to **discover** sounds we can hear or make

-To follow and repeat patterns of sound Vocabulary and concepts Listen, hear, sound, loud, quiet, fast, quiet, same, different, nearly the same	Introduce vocabulary that helps describe sounds, discriminate sounds, and compare sounds. E.g. slow - fast, quiet – loud, long – short VISUAL MEMORY Which object is missing? Which child is hidden?	AND **talk** about sounds we can hear or make.
Aspect 4 **Rhythm and rhyme** Aim: Develop children's awareness and experiences of rhythm Develop children's awareness and experiences of rhyme in speech. (Onset rhyme level - first sound) RHYTHM -To listen attentively -To show understanding of concept vocabulary -Enjoys rhythmic and musical activity -To clap, tap or move to a steady beat of familiar songs or rhymes -To join in with familiar rhymes and songs -To sing familiar rhymes and songs from memory RHYME -To hear when words sound the same (onset rhyme level) -To talk about words that rhyme -To identify rhyming word pairs -To continue a rhyming string BEATS (SYLLABLES) -To clap or tap out syllables in familiar words -To clap or tap out syllables in their name -To identify a word from the syllables said -To orally say a word in syllables (2/3 syllables) Vocabulary and concepts Rhythm, rhyme, same, different, nearly the same, sound, beats, beat, steady beat	RHYTHM Playing to the beat *Rhythm in songs or rhymes – play an instrument along to a steady beat. Hear the stead beat. Sing the same song with a faster/slower beat.* Moving to the beat *Move or make body sounds along to the beat in rhymes or songs* Rhyming books *Regular reading of rhyming books. Pull out and comment on words that rhyme.* Learning and singing songs and rhymes *Singing and rhyming activities are part of the daily routine in small-group time. Songs and rhymes sung to children as they play where possible.* Rhyming songs *Hickory, dickory, dock Baa, baa, black sheep Humpty Dumpty Tiny Tim (the turtle)* RHYME Finish the sentence *Using made up rhymes, see if children can finish the sentence.* *E.g. Riscit, tiscit, chocolate _____ Discs, whisks, a packet of _____ Bamwich, camwich, cheese _____ Stairs, bears, apples and _____ Lake, brake, chocolate _____ Bruce, fruce, orange _____* Finish the sentence (familiar books) *Using familiar books, read the sentence leaving a pause for children to complete the sentence with the rhyming word* I know a word *Any time of the day, encourage playing around with rhyming words by playing 'I know a word'.* *I know a word that rhymes with cat. You need one on your head, the word is ____' I know a word that rhymes with bands, you need to wash them, the word is ___' I know a word that rhymes with bunch. I'm getting hungry, the word is ____.' I know a word that sounds like phone. It's 3 o'clock so it's time to go ___.'* Rhyming soup *Gather a selection of rhyming objects (e.g. cat, hat, rat). Pop Goes the Weasel tune: 'We're making lots of silly soup, we're making soup that's silly. We're going to put it in the fridge, to make it nice and chilly.' In goes… a fox, a box, some socks… (one round at a time)* Which word rhymes? / rhyming pairs *Identify rhyming pairs by having 1 starting object and then2 other objects – 1 of which rhymes with the starting object?* *E.g. MOUSE: Which one rhymes with MOUSE? Is it 'house' or 'elephant' (ensure children know the names of the objects)?* Odd one out *Similar to rhyming pairs but offer all 3 and see if children can identify the odd one out.* SYLLABLES/BEATS Clapping out beats in words (syllables) - objects *E.g. 2) Pencil, camera, paintbrush, baby 3) Umbrella, xylophone, telephone, dinosaur, elephant* *4) Binoculars, helicopter, gingerbread-man, caterpillar* Clapping out beats (syllables) in names - *Clap out the beats in children's names. Can they clap their own name? Can they identify whose name you could be clapping without saying it?* Name game song (see image)	**RHYMING WORDS PROGRESSION** Start with multi-syllable words, 1 syllable words are harder to hear ***J*elly, *w*elly, *t*elly, *sm*elly** ***C*arrot, *p*arrot** ↓ THEN 1 syllable but with long vowel sounds. These are easier to hear as can be exaggerated if needed. **It* does not matter if the rhyme sound is spelt differently/with a different digraph - auditory only ***Mou*se, *h*ou*se, *l*ou*se** ***Boa*t, *c*oa*t, *go*at** ↓ THEN short, sharp vowel sounds ***Log*, *d*og*, *f*og** *Silly soup example:* Start with significantly contrasting words and move towards less contrasting words to increase difficulty. Rhyming pairs/odd one out e*xamples of rhyming pairs:* *Jelly-welly, parrot-carrot (multi-syllable) mouse-house, boat-coat, chair-bear, phone-bone, cage-stage (long vowel sounds)* *glove-dove, flask-mask, sad-dad, hop-stop, bag-flag, log-dog, box-socks, bug-hug, cat-mat (short vowel sounds)* 

Aspect 5 **Alliteration** Aim: Explore how sounds are articulated Listen to sounds at the beginning of words and hear the differences between them Develop understanding of alliteration -To show awareness of alliteration -To recognise when words have the same initial sound -To recognise the initial sound of their name and some of their peers' names -To hear and say the initial sound in some words Vocabulary and concepts Sound, same, different, nearly the same, alliteration, first, middle, last *Use 'first' – 'middle' – 'last' when referring to the position of sounds in words*	I Spy Tongue twisters and name play *Make up tongue twisters by using children's names, or objects that are of particular personal interest to them.* *E.g. 'David's dangerous dinosaur', 'Maheen's marvellous, magic mittens', 'Boinging, bouncing bunny'* *'Ben has a big, bouncy ball', 'Tanveer has ten, tickly toes.'* Musical corners *1 chair in each corner or room, carpet area or outdoors. Gather objects with 4 different initial sounds…* *e.g. ball, bat, block – fish, farmer, frog – mouse, mat, monkey – rat, rolling pin, rubber (consider initial sound progression))* *Put an objects for each initial sound on each of the chairs so there is a different sound for each corner. Play music, when the music stops, hold up one of the remaining objects and children move to the corner where that object belongs.* Sound bag *Gather a selection of objects (or pictures) with names beginning with the same sound. (focusing on only 1 initial sound)* *Sing an introductory song/rhyme. Take one object (or picture) out at a time and name it, emphasising the initial sound.* Object sorting *Gather 2 hoops and place one object beginning with one sound in one hoop and one object with a different sound in the other hoop. Sort the remaining objects or pictures (that all begin with one of those 2 sounds) into the 2 hoops. Grapheme representation not required – all through listening to the initial sound and deciding if it sounds the same as the item in each hoop or not.* *Take care to whisper when modelling quiet sounds. Do not add an 'uh' to the end of sounds 'ssssss' not 'suh' 'mmmm' not 'muh' 'llll' not 'luh' 't' not 'tuh' 'shhh' not 'shuh'	**INITIAL SOUNDS PROGRESSION** Start with easier sounds: -Lip sounds (can be detected visually by the movement/position of the lips, like 'p', 'b', 'w', 'f', 'm', 'r', 'i') -long sounds (can be exaggerated, like 'l', 'x', 'm', 'n', 'r', 's') ↓ Move to harder sounds (short, sharp sounds, like 'a', 'c', 't') **SOUND TO OBJECT MATCHING – PROGRESSION OF CONCRETE TO ABSTRACT** Concrete objects ↓ Photographs of real objects ↓ Picture of image symbolising the object (e.g. clipart) Important to progress to more abstract representations in readiness for when children are required to work with abstract graphemes and corresponding phonemes later on.
Aspect 6 **Voice sounds** Aim: Distinguish between different vocal sounds Explore different speech sounds -To distinguish between vocal sounds -To show awareness of vocal sounds that sound the same, different and nearly the same -To explore own speech sounds that can be made -To talk about different sounds we can make with our voices, using vocabulary such as low, high, long, loud, quiet Vocabulary and concepts Low, high, pitch, long, short, loud, quiet, listen, sound, voice	Voice sounds and mirrors *Show children how they can make sounds with their voices. Explore together.* *e.g. down a slide – wheeeee, bounce like a ball – boing, hiss like a snake – ssssss, keep everyone quiet – shhhhh, buzz like a bee – zzzzzz* Chain game *Make a long sound with your voice, varying the pitch. In the circle, 'pass' the sound to the next person and that child joins in with the sound. Talk about the type of sound made, low, high, long, vibration etc.* Whose voice? *Audio record some children (and various familiar adults within the setting) talking or saying a phrase such as 'Who do you think I am?'. Children identify whose voice it is.* Sounds in stories *E.g. We're Going on a Bear Hunt, The Three Billy Goats Gruff. Explore plenty of stories with opportunities to experiment with voice sounds, action sounds, character voice sounds and discuss how they sound different.* Animal sounds *Represent each animal object or picture by the sound it makes. Avoid using conventional sounds for animals. E.g. dogs don't really go 'woof' – big dogs may go 'WUW' with a low, growly sound, little dogs may go 'yap' in a higher pitch tone, ducks make more of a 'waaaak' sound rather than the traditional 'quack, quack'. Think about the real sounds made. Talk about the sounds, how they are different or how they are nearly the same.*	Changes in voice and facial expression are important when storytelling to support listening and engagement. Exaggerate the mouth movement made when experimenting with voice sounds. Use mirrors to see how the mouth moves where appropriate.
Aspect 7 **Oral blending and segmenting** Aim: Develop oral blending and segmenting skills -To discriminate phonemes	Metal Mike *Use a toy robot and a bag of pictures of objects (1 SYLLABLE WORDS, e.g. cup, sock, cat, dog, mug) Metal Mike is a computer and he talks with a robot voice. Someone takes a picture out of the bag. Model sounding out the phonemes and immediately blend the word. C-a-t…. cat.* Oral blending for instructions, questions and regular routine * *Plenty of adult modelling – The adult segments the last word of the sentence into separate phonemes and then immediately blends the sounds together to say the word. The purpose hear is exposure. Children will gradually be able to blend the word for themselves/join in with saying the word with repeated instructions such as 'Please get your c-oa-t' and 'It's time to go h-oa-m (home).' (always only one word in sentence, usually last word)*	**GESTURE REPRESENTATION OF PHONEMES** When sounding out phonemes in words, use thumb, then forefinger, then middle finger etc. to represent the 3 sounds

-To hear and say the final sound in words -To say the phonemes I hear in order -To blend CVC words and recognise the whole word -To blend CVCC/CCVC words with image prompt -To identify a word from the sounds being sounded out -Begin to use sound-talk to segment words into phonemes -To segment CVC words into phonemes Vocabulary and concepts Blend, segment, together, words, sound, first, middle, last, phoneme/s	Oral blending action games and what sound? game See next page Toy talk *Introduce a soft toy that can only speak in 'sound talk'. His name might be 'T-i-m, Tim' or 'J-o-n, Jon' for example.* *The toy only talks in your ear, repeat what he has said, work out what his sound talk represents in words.* *Provoke conversation with questions for the toy. E.g. What is your favourite food? (ch-ee-se, p-ears, c-ay-k (cake), p-eas, c-or-n, f-i-sh, p-ie, s-ou-p)* *What are your favourite colours? (r-e-d, -b-l-ue, wh-iy-t (white), g-r-ey)* *What do you like to do outside? (h-o-p, r-u-n, w-or-k (walk)* *Try sabotage sometimes to see if children can identify your mistakes and hear that you have blended incorrectly. Remember to stick to 1 syllable words* Blend from the box - Which object? *Gather a selection of objects with 1 syllable. E.g. l-ea-f, sh-ee-p, s-ao-p, f-i-sh, s-o-ck, b-u-s* *Sound out the phonemes of 1 of the object names and see if the children can identify the object without you blending.* I spy *I spy with my little eye, a z-i-p. Invite children to say the word. Repeat the phonemes. After the word has been guessed correctly, or the adult has modelled, encourage the children to repeat the phonemes twice over and experience blending the word together immediately after.* *Also examples: c-u-p, b-ow-l, b-oy, ph-ow-n (phone), ch-ai-r, g-ir-l, d-or (door), b-oo-k, p-e-n, g-l-ue* When the children are used to hearing you (and the toy) say words in sound talk, you may be able to see if children can speak in 'sound-talk'… Segment from the box - guess the object (sound talk) *Use similar objects (1 syllable, 3 phoneme objects) and hide them in a box or bag. Show all the children the objects first and check children know their names. Allow only 1 child to peek at one object and see if they can say the name in sound-talk for their friends to guess the object. Child reveal the object to show if correct or not.*	Use only single syllable words when blending and segmenting Avoid using words with adjacent consonants (e.g. 'sp' as in 'spoon') Children need to hear the sounds in the word spoken in sound-talk immediately followed by the whole word. Avoid talking in between such as 'I wonder what that word can be?' Pre-skills that underpin blending: listening to sounds, remembering sounds in the right order, listening to words, remembering words in the right order (repeated refrains, story lines, word patterns)

SOUND PROGRESSION (LISTENING ONLY)					
	S a t p i n	M d g o c k e	U r h b f l j	V w y z qu ch	Ck x sh th ng nk
Suggested words for 'blend from the box' game and 'segment from the box' game	**S**: s-o-ck, s-u-n, s-oa-p, s-a-ck **A**: a-n-t **T**: t-ee-th, t-i-n, t-a-p, t-o-p **P**: p-e-n, p-e-g, p-i-n, p-a-n **N**: n-e-t, n-oa-z (nose), n-e-ck, n-u-t	**M**: m-oo-n, m-ou-se, m-a-p, m-a-n **D**: d-o-g, d-u-ck, d-o-ll, d-e-n **G**: g-oa-t, g-ai-t (gate), g-oo-se, g-ir-l **c/k**: c-a-t, c-u-p, c-a-p, c-oi-n, k-igh-t (kite), k-i-d **e**: e-gg	**R**: r-a-t, r-e-d, r-oa-d, r-i-ng, **H**: h-a-t, h-ou-se, h-or-se, h-ea-d **B**: b-oo-k, b-u-s, b-ir-d, b-a-g **F**: f-i-sh, f-a-n, f-oo-t, f-ar-m **L**: l-ea-f, l-i-d, l-o-ck, l-o-g **J**: j-a-m, j-u-g, j-ee-p	**V**: v-a-n, v-e-t **W**: w-i-g, w-e-b, w-ai-v (wave) **Y**: y-a-p (dog) **Z**: z-i-p, z-oo **Qu**: qu-ee-n, qu-a-ck, qu-i-ck **Ch**: ch-i-p, ch-i-ck, ch-i-n, ch-o-p (action)	**Ck**: s-o-ck, d-u-ck, n-e-ck, r-o-ck **X**: f-o-x, b-o-x, s-i-x **Sh**: sh-e-ll, sh-ir-t, sh-e-d **Th**: th-u-mb, t-ee-th, m-o-th, th-i-gh **Ng**: r-i-ng, w-i-ng, k-i-ng **Nk**: p-i-nk, t-a-nk, w-i-nk, s-i-nk

- During Phase One, we don't introduce children to letters (graphemes). Some children may bring knowledge of letters from home, and be interested in letters they see around them on signs, displays and in books. Practitioners and teachers respond to children's comments and queries about letters and words in print.
- If children are confident in phase 1 and are showing interest in the correspondence between graphemes and phonemes, some phoneme grapheme correspondence may be taught.
- Some children may be aware of the letter shapes that represent some sounds. While grapheme-phoneme correspondences are not introduced until phase 2, practitioners are observant of those children who can identify letter shapes and sounds and encourage their curiosity and interest.

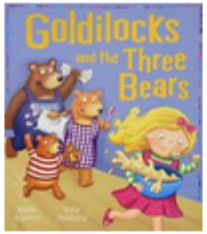
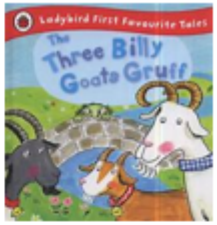
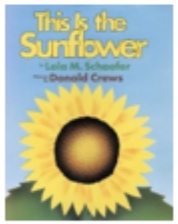
Oral blending games			
Can you touch your…?	Can you do the action?	What sound?	
CVC h-ea-d n-oa-z (nose) ch-i-n m-ou-th h-air ch-ee-k l-e-g f-oo-t sh-i-n b-a-ck n-ai-l VC/CV Ar-m t-oe kn -ee	CVC n-o-d your head t-a-p your foot r-u-b your tummy p-a-t your arm m-ar-ch on the spot h-o-p on one leg r-o-ll your arms p-a-t your shoulders r-ea-ch up high CCVC, CCV c-l-a-p your hands s-t-ir the pot f-l-a-p your arms (like a penguin)	**Animals** What sound does a/an: CVC d-u-ck make? d-o-g make? c-a-t make? h-e-n make? Sh-ee-p make? m-ou-se make? VC/CV Ow-l make? c-ow make? b-ear make? b-ee make? CCVC s-n-ai-k make? (snake) f-r-o-g make?	**Vehicles** What sound does a/an: CVC: What sound does a: b-u-s make? VC/CV c-ar make? CCVC t-r-ai-n make? p-l-ai-n make? (plane)

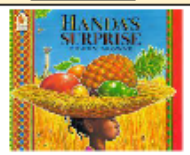
Reading spine

Big Nursery - Core books for our three and four year olds and why we chose them
Promoting a love of books and early reading

AUTUMN	AUTUMN	AUTUMN
		
Maisy Goes to Nursery – Lucy Cousins This book will support transitions, build up an understanding about going to nursery, being in a learning environment, friendships and being separated from carer. It will support children settling into nursery, routine and rhythm of the day and links to things we do at nursery.	**The Little Red Hen – Ladybird Picture Books** This book will explore friendships, working hard, helping others, animals, planting and growing, and process of making bread historically. It will look at how old mills are used to ground wheat and different environments.	**We're Going on a Bear Hunt – Michael Rosen** This book helps to explore repetition, emotions, why is the bear following them. Rhyming and chants. How is the bear feeling? It will look at different elements and geographic locations such as forest, river, cave, beaches, mud flats, snowstorm. Talks about family adventures – no technology used.

AUTUMN	AUTUMN	AUTUMN	AUTUMN
			
The Proudest Blue – Ibtihaj Muhammad & S. K. Ali Links to families, story of the bond between two sisters. Helps children to discuss tolerance, respect and confidence. (PHSE) supports discussion on bullying and religious differences. Supports children to think about how people are the same yet different. Being proud of who you are.	**Why we go to the Dentist – Rosalyn Clark** Links in with Oral health week Introduces what is a dentist, role of a dentist, oral health and looking after our teeth. Supports an understanding of healthy and unhealthy foods/habits.	**The Colour Monster – Anna Llenas** This book helps children to explore feelings, naming Feelings and emotions. Gets children thinking about their own feelings? Supports children to explore what may be the triggers of those feeling. Encourages children to understand it is ok to feel the way that they do.	**The Stick Man – Julia Donaldson** Links to Christmas, looks at a range of places and environments, geographical locations, encourages imagination, weather/ seasonal changes. It supports an understanding of rhyming and repetition discusses emotions and feelings, home and habitats. Rhyme.

SPRING	SPRING	SPRING
		
The Tiger Who Came to Tea – Judith Kerr Introduces stranger danger awareness. Friendship, kindness and sharing. The story also explores sharing and caring for others, historical – milkman/ stay at home mum. It also opens up discussions about what tigers should eat, healthy eating and portion size.	**Goldilocks and the Three Bears – various authors** This text support repetition, emotions, and stranger danger. Why are the bears upset? Should goldilocks have gone into someone's house? It supports mathematical development of size and ordering, it supports the understanding of textures, hot and cold and use senses (science).	**The Three Billy Goats Gruff – Ladybird First Favourite Tales** Traditional tale about trust and safety. This text supports mathematical concepts of ordinal numbers such as First, second, third and discussions about kindness and anti-bullying. The text also supports children in exploring different terrains (Geography) and lends itself to mathematical understanding such as positional language.
SPRING	**SPRING**	**SPRING**
		
This is the Sunflower – Lola M. Schaefer This text is a non fiction text which supports planting and growing, taking care of plants. Cause and effect. Looks a real life growth of a sunflower what is needed for the flower to grow. – life cycles and supports with the growth projects	**Ten Black Dots – Donal Crews** Number representation, counting, teaching maths through a story. Lots of visual support relating to everyday things.	**Jack and the Beanstalk – Nick Sharratt** Traditional tale that explores history through castles and living with animals that provide for you – discussions on where the children get their milk from today. It explore fantasy and imagination with the characters of giants and musical harps/ hens with golden eggs and magical beans. Planting and growth, morals – what is the right thing to do?

SUMMER	SUMMER	SUMMER	SUMMER
 **The Very Hungry Caterpillar – Eric Carle** This text supports the children's' understanding of life cycle, days of the week - time, what it feels like to overeat, favourite food, fruit, counting (MATHS) and naming foods. This text lends itself to exploring heathy and unhealthy eating. It also enables us to explore how animals evolve, toughing on Metamorphosis (SCIENCE).	 **Peace at Last – Jill Murphey** This text supports the children to gain an understanding of different families, mum, dad and baby. It supports children to explore their sense of sound - sounds from different areas, sounds heard at night, sounds heard in the day- Environmental sounds.(CAL) This text also supports children in exploring day and night. Different kinds of creatures/sounds can be heard/seen. (Science)	 **The Bad-Tempered ladybird – Eric Carle** This text explores Feelings / emotions; it supports children in understanding how to deal with conflict, time, names of insects and creatures. It lends itself to begin to look at bullying and manners.	 **Handa's Surprise – Eileen Browne** This text supports the children to explore a different terrain to the one that they live in (Geography). Opportunities to investigate fruit from around the world that they may never have tasted. (Science/ Geography) Number representation, counting, teaching maths through a story. Discussions on animals and habitats. Discussions on similarities and differences can take place- how do you go to visit your friends? How do you carry your shopping? Clothes and appearances can also be discussed.
SUMMER	**SUMMER**	**SUMMER**	**SUMMER**
 **Shark in the Park – Nick Sharratt** This text supports children to identify and explore Shapes in the environment and relate to previous knowledge. It supports discussions on positional language such as up and down. (Maths) It provides opportunities for children to investigate prediction as well as exploring danger and safety (PSED/UTW/LIT).	 **Giraffe's Can't Dance – Giles Andreae** This text provides children to explore opportunities to build confidence and tolerance, Highlights a 'Can do' attitude. It explores rhythm and rhyme through the text. It provides opportunities for the children to explore different jungle animals (Geography/Science) and musical instruments and sounds- (Music)	 **Six Dinner Sid – Inga Moore** This text supports children's understanding of numbers 1-6. (Maths) It featured rhyming couplets. It supports understanding that animals have rights to medical care too – VETS (RRSA SCIENCE). It also highlights the importance of communication between people. Links into emotions and caring for animals. Talks about people's different characteristics and different homes and transport.	 **The Colour Monster Goes to School – Anna Llenas** This text will help children with the transition to school and all the worries that they may have. It provides the children provocation to ask questions and look at hope school might be different to nursery. It also looks at schools a new adventure to provide children confidence in transitioning. It look at a school being a castle; opening up discussions of old and new. How buildings may look different through time. (History)

Little Nursery - Core books for our 2 year olds and why we chose them
Promoting a love of books and early reading

AUTUMN 1

Dear Zoo – Rod Campbell



Design of the book, names of animals,
repetition, introduction of adjectives
e.g. tall, it is a conversation starter
"Why wouldn't she fit in your house?"

Where's Spot – Eric Hill



Design of the book, flaps which encourage
children to look at the pictures, places at
home, positional language, animal names

SPRING 1

Wheels on the Bus –Annie Kubler



Nursery Rhyme, repetitive, vehicles, naming parts, family and actions.

5 Little Ducks – Penny Ives



Number focus, Counting, family, emotions, it is about risk taking and independence.

SUMMER 1

Brown Bear, Brown Bear – Eric Carle



Repetition of a key phrase, interesting Illustrations, names of animals, colours, two words together.

Bear Hunt – Michael Rosen



Repetition, emotions, why is the bear following them?
Rhyming and chants
How is the bear feeling?

AUTUMN 2

Maisy Goes To Nursery – Lucy Cousins



Links to nursery, Conversation starter about what the children do at nursery. Children settling in to nursery, routine and rhythm of the day and links to things we do at nursery.

We've All Got Bellybuttons! – David Martin



Talks about animals being the same yet different. Names body parts and their actions. Encourages the children to look at themselves and their friends and how we all different yet the same.

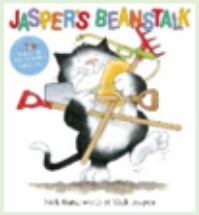
SPRING 2

The Very Busy Spider – Eric Carle



Picture, sensory feel and touch, animal names

Jasper's Beanstalk – Nick Butter and Mike Inkpen



Days of the week, life cycle changes. Begin to understand how to take care of plants. New vocabulary

SUMMER 2

Walking Through the Jungle - Debbie Harter



New animals, sounds, places in the world. Habitats of different animals and different terrains. Help to discriminate different animal sounds and movements.

Hungry caterpillar – Eric Carle



Days of the week, life cycle, change, what it feels like to over eat, favourite food, fruit, counting, naming foods. Habitats, Introduces the days of the week.

Additional texts - Additional texts in the environment and in small group sessions		
Celebration books	**Non- fiction books focused on interests and knowledge development**	**Mathematics**
AUTUMN		
Diwali	Linked to a Hindu and Sikh celebration. Looks at light, different countries, place of worship, beliefs, colour food and clothes. Historical aspect of traveling in the dark. Story of Ram, Sita and Mandir.	
Eid	Linked to Ramadan and EID Explores different cultures, beliefs, food, routine, countries place of worship, Quran, Mosque	
Christmas	Linked to the Birth of Jesus-explores different cultures, beliefs, food, routine, countries place of worship, terrains, countries, historical- way of travelling, Bible, Church	
Hanukah	Linked to the Jewish festival of the light celebrating- miracle of burning candles for eight days, new vocabulary, names of objects, place of worship, Torah, Synagogue	
A time to Remember	Time to remember fallen heroes. Remembrance day story. Historical content about the war and more recent events. Draws on emotions. Builds on children's knowledge of why poppies are worn, links to their rights of being safe from war.	
Black History month - Kaku Jack	Looks at a traditional market place in Africa. Explore, sounds, colour, clothes, way of life, shopping, different fruits and veg.	
Road Safety	Linked to Stanger danger, car safety and road safety. Links to zebra crossing walk and walk to the local shop. Teaches children about street dangers and keeping safe.	
Counting books	Counting books are available for the children and support teaching number and counting. Representation of number, mathematical concepts, language and shape.	
SPRING		
Easter	Linked to the Easter story. Understanding the link to bunnies, eggs, chicks and new life	
Chinese New year	Lanterns, zodiac and the New year story. Historical content. Looks at emotions, ordinal numbers, animal names	
Life cycle – Caterpillar to butterfly	Life cycles links in with the life caterpillars in school. Discussions on changes, metamorphosis and animal structure.	
Weather	Weather changes, seasons, snow, rain, ice, hails, sun, cloudy, link to feelings, appropriate clothing, sun safety.	
The world – maps, atlas	Terrains, different places in the world, sea, ocean, water, land, mountains, hill, local streets, finding places in the world.	
Homes and families	Same, different, houses, flats, gardens, bedrooms, basic tallying/charts, family -who live in your house?	
How many?	Maths, guessing and estimating, counting, numeral recognition, identifying quantities.	
Ten Tadpoles	Maths, counting backwards, rhyming pairs, different pond animals and habitats.	
SUMMER		
Farm animals	Links to farm life, what animals live on a farm, habitats, feeding, what to wear on a farm, descriptions of animals – preparation for possible visit	
Zoo animals	Links to zoo life, what animals live at the zoo, habitats, feeding, where in the world do the animals come from, descriptions of animals – preparation for possible visit	
Vehicles	Lots of different vehicles, how do they move, what are they used for? Descriptions of similarities/ differences. (maybe done in Autumn to link in with train ride to the city centre.)	
5 ducks	Maths, counting backwards, rhyming pairs, different pond animals, emotions, feelings and habitats.	

Additional books Throughout the year, children will have plenty of opportunities to explore other textx that are linked to their interest or themes that are developing. Children will make story or book choices independently to read or have read to them. It is important that children have access to a variety of books weithin their environment, particularly those where they see themselves represented.
Engaging parents in children's literacy Library sessions and home books – children can choose a book weekly to take home in their book bag and read with their family at home Workshops – a dedicated early reading/story telling workshop at least annually to share stories, explore the illustrations, model a reading session (in English and home langauges), and build confidence in parent carers around what reading with young children can look like.

Songs and Rhymes

Children learn what they hear most. We ensure that children receive rich language input through conversations, stories, and songs. Rhymes and songs promote learning diverse examples of words and language structures. They offer children very regular opportunities to hear and experiment with new words and language structures, and introduction to new vocabulary takes place within a motivating context. We adjust pace according to the children we are singing with and we use lots of repetition. Rhythm can help children hear the syllable structure of words as well as separating words in sentences.

Phonological awareness is the awareness of the sounds in spoken words and the ability to manipulate these sounds. The ability to hear sounds and to discriminate between them is a key factor in understanding language as being made up of distinct words. It is the foundation for learning to read and is an important and reliable predictor of later reading ability. Singing songs and reciting rhymes are a critical part of children's developing phonological awareness.

Rhymes and songs involve children in movement play – some rhymes involve finger play and manipulating the smaller parts of our bodies, some rhymes have actions that symbolise vocabulary in the rhyme, helping us to remember the words too, and some rhymes involves bigger movements, encouraging gross motor skill development and whole-body coordination.

We give quality time for rhymes and songs.

Nursery Rhyme Progression

Supporting children's communication and language through daily singing opportunities

Children listen to, learn and revisit nursery rhymes from when they join us, continuing to build upon what they know; the progression is loose and fluid. New rhymes are added regularly, and the order in which rhymes are taught depends on the cohort, children's interests, new experiences and links to core books. It is important that children are introduced to a wide range of nursery rhymes, tapping into their diversity and richness across the world.

The rhymes we sing daily are a combination of routine rhymes, traditional nursery rhymes, seasonal rhymes/songs and number rhymes.



Makaton signs taught												
AUTUMN				SPRING				SUMMER				
hello	goodbye	happy	sad	girl	boy	listen	book	school	summer	hot	flower	
coat	stop	snack	drink	well done	friends	kind	help	big	small	good Sitting		
toilet	nappy	autumn	cold	drawing	spring	grow	play	good looking	grow			
good morning	winter	good afternoon										

**And more! See fortnightly home learning on the website for Makaton signs on the final page.*

Provision Map for Maths

Understanding of Number		
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. (EYFS 2025) **Children need to hear maths through language and talk in everyday routines and activities daily. Explore, Experiment, discover and repeat.** Principles of maths: **The one-to-one principle:** children need to name each object they count and realise that there are two sets, a group that has been counted and a group that needs to be counted. **The stable order principle:** the next step is for children to know how to count in the right order. **The cardinal principle:** now children have to realise that the last number in the set is the total amount of the set. **Counting anything:** children are then required to realise that you can actually count anything! Not just objects that can be touched, but also things like claps, or jumps. **Order of counting doesn't matter:** the final stage of counting is when children realise that the order of counting in the set is irrelevant and will still lead to the same amount.		
Counting	**Activities, opportunities and enhanced provision**	**Focused teaching (adult led, small group)**
Verbal counting Object counting Counting for cardinality Number conservation Subitising	• counting things of different sizes – this helps children to focus on the numerosity of the count • counting things that can't be seen, such as sounds, actions, words • counting things that cannot be moved, such as pictures on a screen, birds at the bird table, faces on a shape • Number lines • Natural resources for counting out – conkers, pine cones, bottle tops, sticks • Mathematical mark making – tally charts, number representation • Numicon in the environment in and outdoors • Large dice in the environment • Tape measures, Measuring height, length, • Scales, measuring jugs	Use of number lines and daily access to number language – counting how many children / how many all together Snack time – measurements, counting, sharing Adult led games – Dices games, lycra, garden large scale – hoops, skittles, beanbags, hopscotch, what's the time Mr wolf Group time – daily routine activities
Spatial Reasoning		
Opportunities are provided for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measure.		

Explore, Experiment, discover and repeat	
Spatial Reasoning	**Activities, opportunities and enhanced provision**
Spatial Awareness	• Spatial language to support spatial concepts. • Small world – positioning, language of direction • Maps – children to begin to follow and create own maps. • Blocks – putting shapes together, building structures • Free flow access to the physical environment where children can explore in and outdoors – access to climbing equipment, opportunities to fit inside spaces and navigate themselves around space. • Obstacle courses – talking about direction Barrier games
Shape	• Block play and construction • Multi-purpose creative • Garden – shape walks • Books, Puzzles, Shadows • Malleable materials – responding to changes in shape and size Loose parts
Pattern	• Natural materials from the garden and Loose Parts – Placing and arranging (loose parts) • Sensory play – Paint, Exploring symmetry and reflection with mirrors
Measure	• Sand and water • Sensory activities • Blocks • Tape measures • Height • Mud kitchen and role play

The Arts programme

At Gracelands Nursery School we intend to nurture and develop the skills and creativity that our children bring to nursery. We would like our children to feel confident to be able to express themselves in many ways, using many different types of media and communication. We intend to nurture children's natural curiosity and encourage interests, thoughts and ideas.

A combination of both child-initiated and adult-directed learning and experiences will:

- encourage children and practitioners to explore creativity in a holistic way
- encourage an open-ended exploration of materials
- encourage children and practitioners to value the journey over or alongside outcome
- encourage children to work together as a team, as well as independently
- promote physical and mental wellness, in mind and body
- empower every individual to manipulate, create and make, and to contribute to the world, for the enjoyment of their own and for others
- show that art, design, and music reflect and shape our history
- promote creativity and its purpose in many aspects of everyday life. E.g. engineering and architecture

Art related vocabulary:
Colour names, paint, brush, stir, mix, pour, water, glue, cut, stick, collage, shape names, build, make, made, thick, thin, wet, dry, pattern, repeat, light, dark, heavy, painting, artist, sculpture, sculptor, portrait, self-portrait, landscape, layer, scoop, mould, plan, design, connect, print, join, mark, dab, draw, shade, create
Texture: rough, smooth, hard, soft, wrinkly, lumpy, shiny, soggy, sticky, crunchy

ART

Learning Experiences Including introducing the children to the work of artists: Warhol, Goldsworthy, Kandinsky, Van Gogh, Pollock, Kusama, Hashmi.	
Drawing and Painting: • Introduce tools and resources for mark making indoors and outdoors, on a large scale • Use hands and feet to make/paint • Notice patterns with a strong contrast • Mix primary colours, and adding white/black to colours to explore 'shade' • Observational drawing • Explore making marks on different surfaces and types of materials	**Collage/ Textiles:** • Use a variety of materials for collage, textured papers, scrap paper, natural materials • Using different senses to explore textures • Collaboration on large scale collages • Explore and refine skills in cutting, sticking and mixing colours • Weaving and threading a variety of materials
Printing: • Printing with hands, feet, natural objects and vegetables • Exploring paint using hands • Making marks by rolling objects in paint • Making patterns	**3D Experiences:** • Play dough, clay • Woodwork- make simple models that express own ideas • Exploring with a wide range of 'Junk modelling' resources

Artists

Promoting the development of children's artistic and cultural awareness. Supporting their imagination and creativity.

Autumn 1





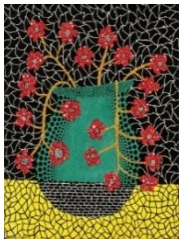
Emily Kame Kngwarreye:
Emily was born in Alhalkere, in the Northern territory of Australia. Her early life was marked by traditional activities typical of Aboriginal women of her time. Emily Kame Kngwarreye's artistic journey demonstrates her resilience and dedication to her culture and heritage.

Autumn 2




Wassily Kandinsky:
A Russian born artist concentrating on Concentric circles in a grid and the use of colour and shapes that are used to convey feelings and emotions.

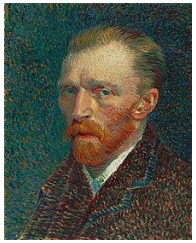
Spring 1




Yayoi Kusama:
A Japanese artist with a highly decorative focus on patterns and repeat markings. Filling the whole canvas, paper, space. Encourages re-visiting paintings to extend experiences by adding media on top when it is dry (layering).

Spring 2





Vincent Van Gogh:
A Dutch artist known for his use of line and colour. He painted different versions of sunflowers, links to seeds, planting, growing and transitions.

Summer 1




Andy Goldsworthy:
A UK environmental and land artist focusing on natural sculpture, placing and arranging and colour investigation. Explores Links to nature and forest school.

Summer 2




Jackson Pollock:
An artist from U.S.A that focuses on exploring gross motor movements for splattering, colour investigation and mark making.
Large scale and collaborative art, layered.

MUSIC

Musical terms:

Pulse/beat: like a heartbeat, a steady beat underlying the music
Rhythm: pattern of sound
Pitch: high sounds, low sounds
Structure: how a piece of music/song is built up, e.g. verse-chorus-verse-chorus
Dynamics: loud, quiet, getting louder, getting quieter
Timbre: the character of a sound, e.g. smooth sound, spikey sound, scratchy sound
Texture: layers in the music, e.g. one sound or several sounds
Tempo: speed

Melodic shape: this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the melody suddenly jumps to a much higher sound, or that goes down slowly when the melody gently falls. This "line" gives the contour or shape of the melodic line
Genre: the type of music, e.g. pop, jazz, folk, classical
Instrument: all resources which have sound-making possibilities
Polyrhythms: the simultaneous combination of contrasting rhythms in a musical composition.

Learning experiences and opportunities
Including introducing the children to a range of genres, and the work of musicians

Hearing and listening:

- Listen to a range of music of different genres and cultures
- Discussion around how different music makes us feel, and similarities and differences in our musical preferences
- Tuning into different instrumental sounds within music
- Hear differing pitch, tempo and dynamics in songs sung by practitioners
- Hear, remember and understand new vocabulary through song lyrics
- Recognise sound patterns

Vocalising and singing:

- Sing a variety of songs and nursery rhymes
- Join in with repeated verses/choruses of songs through varying music genres
- Explore vocal sounds and using voice in different ways
- Make up songs and lyrics alongside music
- Explore pitch, tempo and dynamics vocally through song or words
- Practice and remember new words with a focus on the rhythmic beat
- Make a tune with their own voice

Moving and dancing:

- Use body to express an emotional response to music
- Use props such a ribbons, scarves, hoops to respond to music
- Create physical body sounds to music
- Opportunities to explore a range of music that enables children to connect with it and gain confidence in singing and dancing to it
- Make marks to music as a means of expression

Exploring and playing:

- Play a range instruments: small scale, large scale, indoors and outdoors
- Explore playing an instrument in different ways: grasping, shaking, using both sides of the body, brushing, banging, tapping, stroking
- Make own instruments/sound making devices
- Learn the names of some instruments
- Play instruments as a part of a group
- Explore the roles within music making
- Use body to make music
- Feel and enjoy the vibrations of instrumental sounds
- Recall and copy patterns of sounds
- Respond to sounds in own way to support back and forth communication (non-verbal)

Musical Genres

Promoting the development of children's musical and cultural awareness. Supporting their expression, creativity and musicality.

Autumn Term




Classical: A genre written in Europe around 1750 to 1830 that is characterized by its elegance, balance, and homophonic textures.
Why? The emotive nature of classical music means it is the perfect genre to spark discussions around how music can make us feel. Children can tune into the elegant and graceful melodies, often played by the string instruments, such as the violin and cello.

Autumn Term





Soul: A popular form of music that originated among inner-city African-American youths in the 1980s, drawing on rap, funk, street sounds, and fragments of melody and rhythm borrowed from previously recorded sources.
Why? Soul music is closely related to rhythm and blues. It has gospel influence, and intense and passionate vocals. You can tune into the instrumentals that focus on trumpets, saxophone and trombone. It provides an alternative style of music for children to move rhythmically to or play along to.

Spring Term





Jazz: Characterized by swing and blue notes, complex chords, call and response vocals, polyrhythms and improvisation. Jazz has roots in European harmony and African rhythmic rituals. Late 19th century, New Orleans, U.S.
Why? Building on from classical music, Jazz allows a more nuanced approach to the question of 'how does this make you feel' due to the polyrhythms. The call and response nature of both the vocals and the instruments enables children and adults to become 'musical partners', repeating and building upon what each other plays.

Spring Term





Rock: A form of popular music that evolved from rock and roll and pop music during the 1960s. Harsher and often self-consciously more serious than its predecessors, it was initially characterised by musical experimentation.
Why? Moving in response to rhythms that children hear is an integral progressive skill in dancing. In rock, the drums and bass usually lock in with each other and stick to a tight pattern, creating an obvious rhythm from which to move to. The performative nature also allows children to express themselves through their movements and actions.

Summer Term





Reggae: popular music of Jamaican origin that combines native styles with elements of rock and soul music and is performed at moderate tempos with the accent on the offbeat.
Why? The celebration of life, love and togetherness provides a positive message for children. Reggae also accentuates the offbeat, exposing children to music that is both culturally and musically diverse**.** The music has a laid back feel, with bass and drums creating the rhythm.

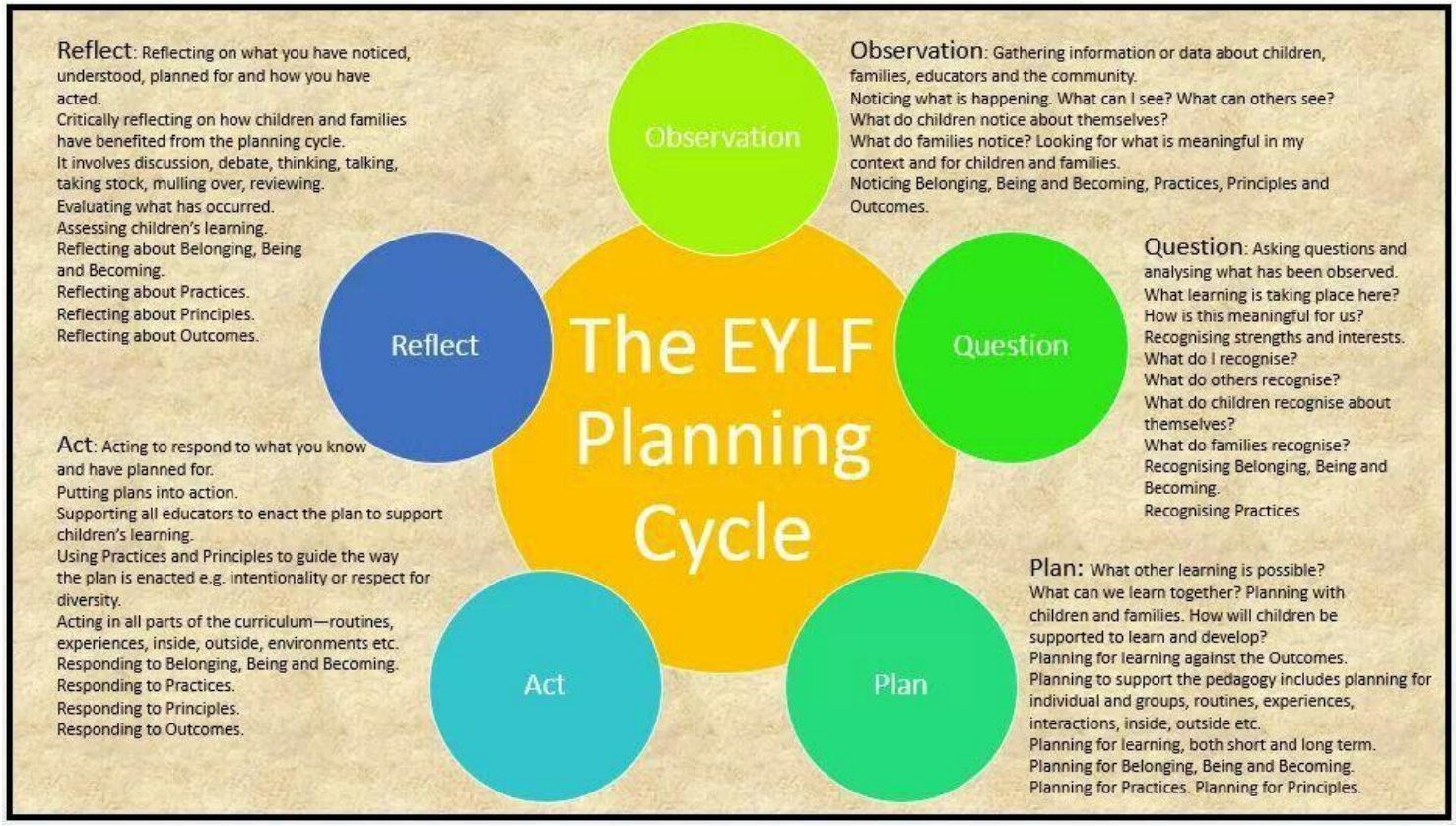
Summer Term





Pop: A contemporary form of music that appeals to a very wide audience. It often includes a danceable tempo, easy to remember lyrics, and simple notation.
Why? Due to its popularity, children are often exposed to pop music from an early age. The familiarity they have with it ensures that it's the perfect genre to apply all what they have learnt about music over the course of the year e.g. dancing to rhythm, being able to replicate repeated refrains, exploring pitch and changing the lyrics to songs they already know.

Implementation



Parental partnership - understanding the wider picture

Our curriculum is a carefully planned learning experience; the effective implementation of our curriculum is crucial in ensuring we achieve what we set out to achieve, and children learn what we set out for them to learn. To best support this work, we are curious to know about previous learning and the experiences they have had at home and elsewhere, prior to their time with us in order to deliver the planned curriculum in the most appropriate way for each cohort of children. We are passionate advocates of parental partnership. We are proactive in seeking the afore mentioned information regularly and ensure information is shared so that new learning builds upon, complements and strengthens children's previous understanding. The more we know about each child, and what they know and can remember, the better chance we have of planning appropriate new learning experiences to have lasting impact on children's long-term memory.

Play based learning

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

3 layers of provision

3-TARGETED PROVISION

Any gaps in knowledge and skills, or clear pathways for required subsequent learning that are identified, are addressed through direct adult teaching.

This is informed by formative assessment information (heavily reliant on daily observation and interactions) and summative assessment data to identify wider trends.

The direct adult teaching can be within the planned, adult-led, whole class group times. It can also be through smaller group work or individual support; either during timetabled, adult-led time or authentically woven into children's play, with specific outcomes in mind.

2-ENHANCED PROVISION

Enhancements are added to the continuous provision zones over time. The teachers' and practitioners' knowledge of the children and their interests, along with our progressive skills and knowledge curriculum, informs what provocations and resources are needed.

This ensures the learning zones consistently offer challenge, to extend knowledge, skills, thinking and vocabulary.

Fortnightly team meetings allow for sharing observation, reflection and careful planning of the enhanced provision.

1-CONTINUOUS PROVISION

The foundation for teaching and learning. Each zone of the early years indoors and outdoors learning environments has a varied, accessible range of resources linking to that specific zone of provision to support children's learning through play.

The zones should offer regularity, consistency and opportunities for repeated play in a variety of contexts. Children should know where to find things they need and know where resources belong. The predictable interests of young children informs how and what we set out as the basis for our readily available continuous provision.

Regular time to develop the environment ensures that the basics of continuous provision zones and resources gradually develop as the children do.

Learning environment (indoors and outdoors)

Our purposeful and well-thought out environment is the platform for 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 classrooms, both indoors and outdoors, provide access to the full curriculum. Both are equally important and are skilfully planned to promote challenging learning opportunities that encourage high levels of engagement and high levels of thinking.

The environment is the third teacher encouraging explicit play-based experiences and enabling spontaneous moments of learning that the children themselves create. Our engaging indoor and outdoor environments allow children full access to a wide range of experiences that are unique and indivisible.

Our classrooms are zoned to create a wide range of learning opportunities across the curriculum, which include:

- The inside/outside studio
- The inside/outside home corner/mud kitchen
- The large scale outside physical area
- Self-accessible snack area
- The inside/outside construction area
- The inside/outside writing area/message centre
- The inside/outside library

We provide a learning environment based on individual children's needs and interests and it allows for building on previous skills and knowledge. It starts with what children know and understand about themselves and their own community. Our flexible curriculum exploits both 'in the moment' and previously planned opportunities to learn about the wider world to support 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.

Use of stories and play based practice

We use our core book spine 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.

Characteristics of Effective Learning

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

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

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

Teaching approaches and strategies

Every moment during the school day is seen as a learning opportunity. Staff use different 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 during play.

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 teaching strategies practitioners use are:

Strategy / method	**Description**	**What might be said**
Explicit teaching / direct instruction	Directing student attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes. It can involve clearly showing children what to do and how to do it Children are provided with all the information they need to complete a task/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.*
Narrating their actions / thinking out loud	Practitioners carry out an action/skill/task whilst purposefully narrating/explaining what they are doing as they go along	*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 and then I can roll it easily. Ooh, I need a little more water. That's better, it is the perfect texture now. Oh dear, my hands are very messy now - never mind, I can wash them after.*
Explicit teaching of vocabulary	Explicitly teaching new vocabulary and its meaning	*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/grammatical structures purposefully to expose children Often modelling of vocabulary is used within a period of time after explicit teaching of vocabulary to model its use in context	*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. I'm holding the model nice and still with one hand, and then I push the tool in, just far enough to make a little hole, but not too far that it comes through the other side. Now twist it a little so it doesn't get stuck. And finally, pull it out.*
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 carefully consider how they word a question and avoid asking multiple questions at once, without time for processing/response in between. Questioning supports informal assessment.	*It doesn't quite fit, does it? What tool could you use to make a bigger hole?* *Why?* *What are you working on?* *Explain…* *Can you tell me how you made that?* *Why do you think…?* *How do you know…?* *How could we find out…?* *What might happen if…?* *What is the same about…?* *What if…?* *Why was it important to…?* *How could you make it better?* *Do you agree? Why/Why not?* *How would you do it next time?* *What do you notice?* *How do you know that?* *What do you know about…?* *What could you try instead?* *Is there another way you could do it? Tell me…* *What do you think would happen if…?* *How did you do that?* *What else can this be used for?* *What else is like this?* *I wonder what would happen if… Do you know?* *What are you trying to do?* *How else could you do that?* *What else could you use?* *Why might that be better?* *What can you tell me about…?* *What do you think will happen?*

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…* *That was a great idea. Look at what Hana is doing. That is a different way of doing it, isn't it? Hmmm. I wonder if that would work with your design.* *What about asking if Damien can hold it still while you fetch another one?* *I think… because…*
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 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	*Amaan is building too. Why don't you build together and then you could make your structure even better?* *Jannat wants to visit the shop but there is no shopkeeper. Would you like to join?* *That looks very tricky. Why don't you see if Kimi would like to help you?* *This puzzle is very tricky. We need help!* *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.	*Thank you for being such a kind friend.* *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?* *I love your portrait. Remember if you add a little bit of white, the brown paint will get lighter. What do you think about using a mirror so you can match the colour of your hair carefully?*

Adaptive teaching

Adaptive teaching is underpinned by a relational approach, knowing the children well to respond and adapt teaching to meet the needs individual children in the moment. Adaptive teaching requires adults to adjust interactions, teaching strategies and the learning environment in real time to help every child learn, participate and engage successfully. This involves observing, watching, listening, noticing and responding to children's needs as they arise. Effective adaptive teaching also draws on planned strategies that anticipate potential needs and barriers, using prior knowledge of the child. Through scaffolding, adults provide appropriate support and then sensitively adjust this support dynamically as needs emerge. Adaptations may include physical and sensory adjustments to the environment, modifications to adult communication and language, and co-production of plans with parents and partners, ensuring that every child can access learning and make progress.
Adaptive teaching will always take account of a child's wellbeing; tuning into children's current emotional state and providing the appropriate emotional support is essential prior to or alongside other adaptive teaching approaches.

Children with special educational needs

The implementation of the curriculum is adapted to suit the needs of all children. Adaptive teaching is crucial to ensure all children can access the right support and make progress. Planned activities aim to foster good social relationships, promote equal opportunities and support special educational needs and disabilities. Positive relationships and good communication play a vital part when planning for individual needs. We are committed to ensuring ALL children have access to high quality teaching. Children with special educational needs receive some or all of the following to support their access to the curriculum:

-access to sensory experiences and sensory spaces within the environment
-access to low arousal spaces
-differentiated learning environment activities within the main Nursery environment
-significant opportunities for parent partnerships, ensuring parents and carers input to decisions around targets and support
-Tapestry as a home communication platform
-individualised plans, including targets
-individual PIC profile / WellComm targets threaded through planning

-individualised baskets containing resources that support children's interest
-small group intervention and targeted 1:1 intervention
-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.

More detail about inclusion and supporting children with SEND at Gracelands Nursery School here:

BFMNS - Inclusion

Routine

Routine activity	What we want the children to know and remember?
Transition in to nursery	Children have security of a routine and familiar adult, and feel safe to leave their parents.
Snack time / lunch time	Children learn to make a choice, mathematical concepts – sharing, diving, more. Social aspect of sitting with peers and communicating. To recognise when thirsty and hungry – meeting their basic needs to enable them to learn. The effect it has on our bodies. Right to food and water. Physical self care skills – independently feeding and using cutlery.
Hand washing	Good hygiene practices and preventing infections – keeping our bodies safe
Toileting	Learning to be independent in self care, recognise when they need the toilet or help, dressing and undressing.
Group time, singing, story time, reflection	Sense of belonging – being part of a group. Expectations of behaviour for group time learning – Good sitting, good looking and good listening. Thinking caps. Communication skills. Listening and shared attention for adult focus. Basic counting and cardinality. Foundations for phonics.
Continuous provision	Children are practising and revisiting knowledge, skills and behaviours taught at nursery
Transition to and from different spaces eg. garden, lunch room	Respond to changes in routines, following adult led instructions. Understanding now and next.

Technology and computational thinking

We use technology and opportunities for computational thinking to support the delivery of and 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 are in full agreement 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 as 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 tech safely, effectively, and moderately. And in this way, positively influence children's ideas and understanding of what digital devices are for.

Resources used: listening stations (CD players and headphones), story phones, Tonies (songs, rhymes and storytelling), torches, large screen displaying provocations to extend and enhance children's learning, sensory equipment and light boxes, Bee-Bots, cameras, voice recorders, iPads, interactive programmes which support maths and literacy (2Simple).

Skills promoted through technology/computational thinking: research, information processing, cause and effect, logical reasoning (anticipating and explaining), abstraction (working out what is important and ignoring what is not important), pattern (comparing, spotting similarities and differences), algorithms (instructions and sequencing) and decomposition (breaking problems down into steps)

Examples of utilising technology into particular contexts: exploring how doctors use technology to help us get better, share how to research a topic online, how technology can assist communication, exploration of microscopes and telescopes, photograph a plant as it grows over time, check the weather and research how it's monitored and predicted, look up an insect or bird seen outside and research what it eats, using a translation app to learn greetings in other children's home language.

In coordination with our work on sustainability, we utilise the opportunity to talk to children about switching lights off when we leave a room, switching off an appliance when we are not using it and model the early learning around how going digital supports us to use less paper.

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, inclusive practice, 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

Impact

Assessment

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. The results of this are that our children and families have a sense of belonging and a positive disposition to learning. They transition into primary and special schools with confidence and with the strong character needed to meet the challenges of an ever-changing world.

Formative assessment

We assess children through daily observation and by knowing each child well, knowing what they can do, what they know, what they can remember and what they need next. 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 very next interaction or moment. We use the long-term progression as a guide, and the knowledge of the children to complement that. Staff spend more time with children, engaged in their learning and less time documenting paperwork and evidencing observations.

Summative assessment

Each child has a summative baseline assessment (within 4 weeks of joining), and again each term (maximum of 4 times annually). The purpose of the assessments is to identify children who are not of track to their age related expectation, what they require and how best to achieve that.

We carefully analyse patterns in areas of learning and across various pupil groups. This helps us to identify whether any of our intended curriculum has not been learnt, both at an individual level and at a cohort level. We follow Development Matters, using Birth to 5 and Opal as supportive tools for assessment. We identify whether children are 'on track' or 'not on track' to meet their age related expectation at the end of the Nursery year, judging as met or not met at the end of that period.

We use assessment information, both summative and formative, to measure the impact of our curriculum over time. Assessment information is shared with governors.

PIC profile and WellComm assessments

We use these two programmes and assessment tools to provide necessary support to children who are identified as needing additional intervention in speech, language, communication, social interaction.

Moderation

We moderate summative assessments within school and across schools. We moderate judgements made by digging deeper into individual children, identifying what they practitioner knows about them and how they know that, as well as moderating cohort patterns within school and across Federation schools. The process is led by senior leaders and is a supportive tool to ensure assessment data is accurate and consistent. Moderation often results in sharing of good practice as well as identifying solutions to barriers.

Gathering feedback

Throughout the year, we gather feedback from both parents and staff on two occasions. Feedback gathered from staff helps us to measure the impact of leadership as well as the staff moral and well-being. It enables us to analyse staff knowledge and confidence in certain areas, staff views about the support they receive and their view on the effectiveness of the school. Data from staff questionnaires is used to plan next steps for CPD. 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 areas we can improve on. What parents see as the strengths of the school helps us to recognise what is having positive impact and how we can build on that.

Governance

The role of our governors is to support and challenge our thinking and practice to ensure the children at Gracelands get the best possible education. Our link governors for safeguarding, curriculum and SEND at Gracelands visit twice per year. During the visit, a meeting is held with senior leaders, practice is observed and current challenges are discussed. A report is written, detailing the discussions had, strengths of current practice and areas to consider/questions raised. The visits ensure that the intended curriculum is effectively delivered, and children have learnt what we intended for them to learn.

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

Governors ask probing questions, raise issues and queries, and hold leaders to account.

The impact of our curriculum at Gracelands Nursery School is that our children receive the early foundations and building blocks for each area of learning and our children are well prepared for the next phase of their education.

Key documentation

Statutory Framework for EYFS
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
Development Matters (used to guide our curriculum)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf
Birth to 5 matters (used as an informative tool to support our assessments)
https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf
Working with the revised EYFS Principles into Practice
http://development-matters.org.uk/wp-content/uploads/2020/10/Working-with-the-revised-Early-Years-Foundation-Stage-Principles-into-Practice-.pdf
Exemplification materials (knowing the expectations of the children at the end of the next phase of their education)
https://www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials

Jargon buster

Curriculum:

3. The curriculum: what we want children to learn

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

Development Matters

Skills: When we talk about skills throughout this document, we are referring to the things children are able to do.

Knowledge: When we talk about knowledge throughout this document, we are referring to the things children need to know and remember.

Experiences: Any opportunity readily available where children get involved and engage with. Children learn through their daily experiences at Gracelands. Usually open ended.

Activities: Specific adult-initiated activity planned for and set up, with an intended outcome. Usually adult led.