

Central Community and Ashgate Nursery Schools' Federation



Curriculum and Assessment Policy

Signed by:

Headteacher

Date:

Chair of governors

Date:

Legal Framework

This policy has due regard to statutory guidance and legislation including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (2021) 'Statutory framework for the early years foundation stage'
- Standards and Testing Agency (STA) (2021) 'Early years foundation stage profile'

This policy is intended to be used in conjunction with the following school policies:

- Supervision Policy
- Child Protection and Safeguarding Policy
- Equal Information and Objectives Policy
- Health and Safety Policy
- Behavioural Policy

Beliefs and Aims

At CAN Schools' Federation we believe that:

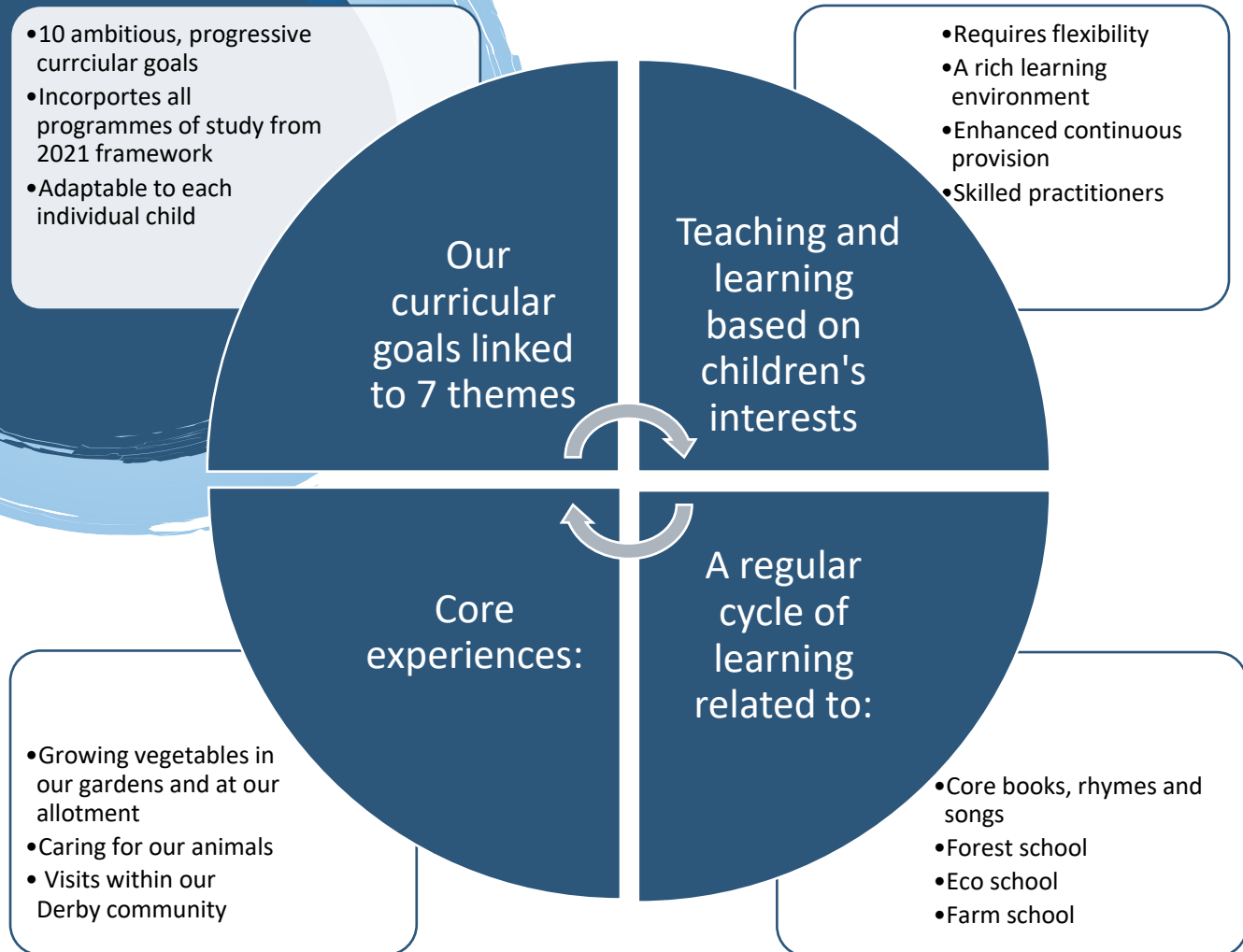
- Every child is supported as an individual; they are valued and respected members of our inclusive school community.
- Children learn together through play and first hand experiences that are important and of interest to them.
- Children learn best when they are taught by passionate, well-qualified, skilful, sensitive adults who have a strong sense of fun and who see themselves as learners too!
- Children learn best when they feel safe, secure, valued and respected.
- Outdoor exploration and play is just as important as indoor play.
- Parents/carers are prime educators and we need to work in close partnership with them.
- Children should be encouraged to explore, experiment and persevere, to make choices, think about their actions and learn from the results.
- Children succeed by developing a love of learning, curiosity and developing a sense of achievement.

At CAN Schools' Federation we aim to:

- Provide an inclusive, warm and welcoming environment for all.
- Work in partnership with all families and agencies.
- Actively ensure Equality of opportunity for all.
- Support children's development and learning through an exciting range of challenging activities and experiences.
- Encourage a sense of wonder and curiosity in children.
- Help children develop the skills, knowledge, values and attitude to learning.
- Create an environment where children's communication and language can flourish and develop.
- Provide a nurturing environment that supports and develops a strong sense of children's well-being, self-esteem and self-confidence.
- Celebrate the achievements of all children and adults in our Federation.
- Value each stage of development and promote our children's independence ready for the next stage of their education.
- Continually improve and strive for excellence.

Curriculum Overview

We offer a high quality, broad and balanced curriculum, which supports the needs of the children in our nursery schools. This is based on four main elements:



We constantly plan to broaden and deepen children's interests to ensure progress in every aspect of the curriculum contained within our four elements. All four elements have a progress model



Learning at Central and Ashgate Nursery Schools' Federation

The federation recognises that the environment plays an important role in supporting and extending pupils' learning and development. In order to create an environment in which pupils feel confident to try new things, staff members empathise with pupils, support their emotions and ensure they feel valued.

We recognise the positive impact that outdoor learning can have on pupils' wellbeing and development; therefore, we ensure that pupils are given regular opportunities to work outside and to spend time with our animals.

Our outdoor provision incorporates all areas of learning, offering pupils the freedom to explore, use their senses and be physically active through:

- The use of natural materials.
- Learning about growing and the living world.
- Research and experimentation.
- Playing with water.
- Physical play and movement.
- Imagination and creativity.
- Construction and den building.
- Caring for our animals


We ensure there is a balance between adult-initiated (guided) and child –initiated learning experiences.

Our curriculum is designed with knowledge of the strengths and needs of the children of West End and New Zealand, Derby in mind.

Our goals (written with staff, governors, parents and children) are ambitious and support the child holistically to be ready for the next stage of their educational journey. Our goals are adaptable to the children within our Federation. The support we provide enables every child to make progress through the steps to each goal ensuring every child is able to succeed.

Where children move through the steps quickly, our emphasis is on deepening their learning and embedding the skills and knowledge rather than moving them on and introducing new skills and concepts.

Curricular Goals

1	Become a confident communicator.	
2	Form positive relationships and have empathy for others.	
3	Feel self-confident with high self-esteem and able to communicate my needs and wishes.	
4	Show love, respect and care for our local community.	
5	Have favourite rhymes and stories.	
6	Develop independence in self-care.	
7	Care for our chickens and learn to plant and grow to take food from farm to plate.	
8	Develop good core strength to use a range of tools and equipment for a purpose.	
9	Develop creativity so connections are made between areas of learning to extend their understanding.	
10	Become a cheerful mathematician, using number and shape practically in many aspects of play and experiences.	

Planning and Assessment

Home visits and nursery play visits

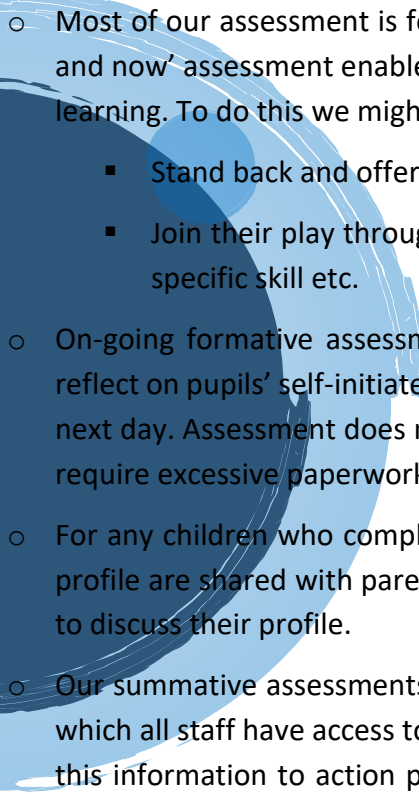

- Every child is offered a home visit prior to them starting nursery. This is the first opportunity for staff to meet with the child and their family to start building a relationship. The visit is conducted by the child's keyworker and another member of staff who works in the room that the child will start in. The key person will use the information collected on the visit to help build the child's interests into the planned provision and to start their baseline assessment.
- Every child is offered at least one play visit before starting nursery. This visit takes place with the child's parent/carer and is an opportunity for them to get to know the room, routine, and spend some time with their keyworker. These visits build upon the home visit.

First Term

- In the child's first term the focus of the planning is based on supporting the development of the prime areas. Key people spend quality time with the children getting to know them and building a trusting relationship.

Planning and assessment overview

- All EYFS planning follows the principles of 'Planning in the Moment' diversity and inclusion are at the heart of planning, ensuring provision is differentiated to allow every pupil access to learning at their stage of development.
- Staff observations are used to inform planning and create a picture of pupils' competencies and interests. When planning activities, the following aspects are taken into consideration:
 - Pupils' individual needs
 - Pupils' learning styles
 - Observable patterns of behaviour
 - The learning environment
 - Necessary resources
 - Provocations
 - The Early Years Statutory Framework including early learning goals
- Staff members develop knowledge of pupils and their families, and use this information to plan learning experiences. To ensure all pupils can reach their full potential, EYFS staff members are alert to the general diversity of each child's interests, needs and inclinations, and reasonable adjustments are made to the assessment procedure, where necessary. Staff members provide pupils with action-specific, concise and positive feedback, allowing pupils to reflect on their own learning experiences.

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- Most of our assessment is formative, so that we can act on it with immediate effect. This 'here and now' assessment enables us to notice something, respond to it and help them to build their learning. To do this we might:
 - Stand back and offer encouragement;
 - Join their play through sustained shared thinking, engaging in conversation, modelling a specific skill etc.
 - On-going formative assessment and daily evaluation meetings also enable staff members to reflect on pupils' self-initiated learning and interests, helping to inform the provision plan for the next day. Assessment does not entail prolonged breaks from interaction with pupils, nor does it require excessive paperwork.
 - For any children who completed their Foundation Stage 2 year with us, the results of the EYFS profile are shared with parents and parents are given the opportunity to meet with the teacher to discuss their profile.
 - Our summative assessments are completed by the staff team and held on an Access Database, which all staff have access to. The Senior Leadership Team work with the whole team to analyse this information to action plan for individuals, small groups and whole cohorts of children, as required.
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Assessment and tracking overview

Activity	When	Key features of the activity	Planned outcomes
All about me	On home visit and during play visit	Two-way discussion between keyworker from nursery and parents/carers. Finding out about home life, worries/concerns and best ways to build and support a partnership for the family's time with us at nursery.	Build a picture of the child's life before they start at nursery. To find out about their likes, dislikes, worries and comforts. It enable the start of a solid partnership between home and nursery
Baseline – Development check and Readiness to learn check	Within first 4 weeks of starting nursery	See development check and Readiness to Learn check on the next page	This enables us to understand each child's starting points and factors influencing their readiness to learn. It supports our delivery and quickly enables us to put targets support in place if required.
Learning Journey	Throughout their time in nursery	Quality observation or series of observations to show a learning sequence. These show the characteristics of effective learning, child's voice, the role of the adult, strengths and areas for further development. Briefer observations will also be added with or without photographs/video clips to show progress, wow moments and new experiences. These can be added by nursery or home	These observations support our knowledge of children to aid planning and to ensure that we are clear about the progress each child is making. It enables us to build a holistic picture of each child. It is also a way for the child to recall and reflect upon their learning over time and to celebrate their successes.
Learning story	Twice a year as part of development check	A series of observations which show progression of learning over a week/ 2 week snapshot in time. They will be added to by all staff working in the room as well as parents (see learning journey for more information).	They support our summative assessments completed as development checks every six months. They support our medium term and short term planning and enable the setting of next steps and IEPs when required

Activity	When	Key features of the activity	Planned outcomes
Development check	Completed as close to their birthday and 6 months after each year	From entry and on their birthday and 6 months later, these checkpoints will be used to support our decision making with regards to whether a child is meeting age related expectations. The checkpoints are focused on the prime areas and play skills	This is part of our statutory duty for two year olds but we also believe it supports our knowledge of the children's progress and development throughout the Early Years Foundation Stage and their journey towards the Early Learning Goals.
Readiness to learn	On entry to nursery and upon transition from 2s to preschool room. This will also be used if progress is seen to be slipping	This looks at the child's use of the three Characteristics of Effective Learning, the Leuven Scales for Wellbeing and Involvement and also looks at the child's home environment. For each of the 6 areas a score is given out of 5.	The child's score will be used as a risk assessment to show their readiness to learn. Most children will be on the 'Universal pathway' – accessing the curriculum with appropriate scaffolding and support. Some children will be on the 'Supported Universal pathway' – they will also access specific support or targeted intervention e.g. Early Help, Welcomm, SALT Some children will be referred to the SENDCo and family worker to see if they have emerging needs requiring our 'Supported plus pathway'.
Summative report	At the end of their time in nursery upon transition to Primary school	This is a summary, one page report which shares learning styles, likes and attainment within the Early Years Foundation Stage.	This is shared with parents/carers and also with the transitioning school. It helps FS2 staff to be ready to continue each child's learning journey.

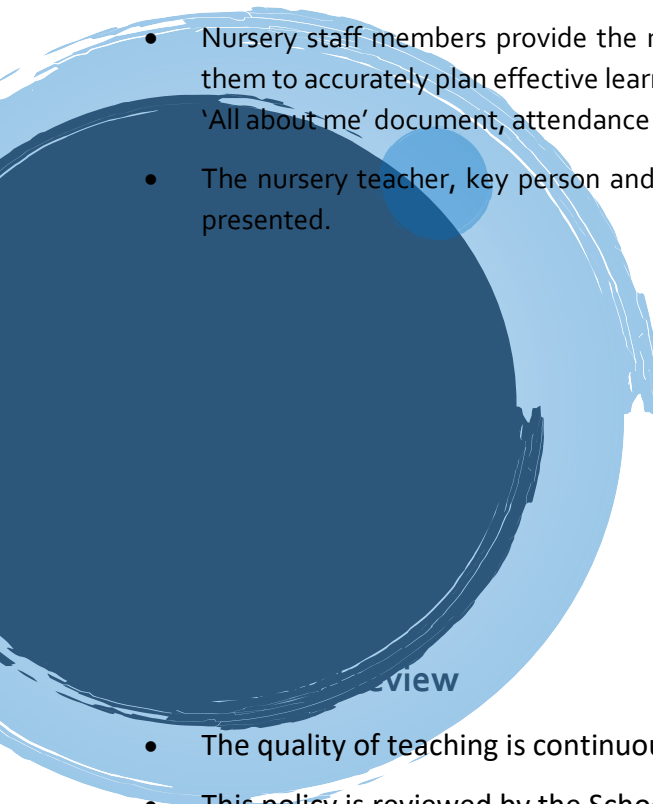


Parental engagement


- The nursery staff team makes the following information available to parents:
 - How the EYFS is being delivered at the school, and where parents can access more information
 - The range and type of activities and experiences provided for pupils, including the setting's daily routines and how parents can share learning at home
 - How the school supports pupils with SEND
 - What types of food and drink the school provides for pupils
 - Details of all the school's policies and procedures and where they can be found
 - Staffing arrangements, including the name of their child's key person and their role, and a telephone number for parents to contact in an emergency
 - How parents can contact Ofsted if they believe the school is not meeting the EYFS requirements
- The school has a Complaints Procedures Policy in place which is shared with parents – written records are kept of all complaints the school receives.
- The school is committed to working closely with parents and creating an ongoing dialogue in order to capitalise on pupils' school and home experiences.
- The school provides support, advice and workshops for parents, with the aim of enriching and underpinning the teaching at the school.
- We provide parents with the opportunity to join pupils in sessions on a regular basis especially during our themed weeks
- Parents are given the opportunity to co-construct learning priorities and record pupils' learning goals and interests through our Tapestry online learning journals.
- Any concerns or lines of enquiry relating to a pupil's development are discussed with parents in person.
- The school works with parents to develop strategies to enhance pupil's learning and chances of progressing well.
- Parents are kept up-to-date through the use of the school website, Tapestry, newsletters, notice boards and teacher consultations.

Transition periods

- Pupils are supported by their key person during transition periods.
- The school understands the importance of the transition process and, therefore, we adapt our practices to support pupils settling into their new learning environment.
- The school offers home visits and play visits in the term prior to pupils starting at nursery. We also support children to take part in any transition visits planned by the receiving primary school in the child's final term with us.
- Internal transition is a carefully planned process that focusses on a pupil's key relationships.
- The school's transition action plan is reviewed collaboratively by staff members on a regular basis.
- Transition meetings between Nursery and Reception staff members are held during the summer term.

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- A large, dark blue circular brushstroke graphic with a lighter blue outer ring, partially overlapping the text area.
- Nursery staff members provide the relevant Reception teachers with information regarding pupils, allowing them to accurately plan effective learning during their Reception year. This will include their summative report, 'All about me' document, attendance figures and data report.
 - The nursery teacher, key person and Reception teacher will meet to discuss and expand on the information presented.

Review

- The quality of teaching is continuously monitored, and any concerns are raised with the lead teacher.
 - This policy is reviewed by the School Leadership Team and governing board on an annual basis.
 - Any changes to this policy are communicated to parents and staff members, who can request a copy of the policy from the school office.
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- A decorative graphic in the bottom right corner consisting of several overlapping blue circles and brushstrokes of varying sizes and shades.

1. Become a confident communicator.

<ul style="list-style-type: none"> • Use behaviour as communication and to request, eg. crying, tantrums, laughing, throwing, hitting. • Child makes choices from two items. • Share attention with another person, eg. one to one with motivating activity or bucket time. • Plays people games- peekaboo, tickling, rocking. • Responds with actions or sounds to a pause in a familiar rhyme. • Respond to objects of reference, eg. bowl for snack time. • Respond to colour photos of objects to show what is next. • Attends to music and singing and enjoys sound making toys. • Understands single words in context and understands more words than they can say/sign. • Likes being with familiar adults and watches them for short periods of time. • Reaches and points to things they want. • Starting to use single words, signs or gestures • Explore mark making using a variety of media • Scribbling marks with no meaning. 	<p>Adults interpret child's behaviour and respond accordingly and positively. Adults add Makaton signs or simple words to the child's actions.</p> <p>Many opportunities to communicate are set up for children daily, offering choices and toys in lidded clear containers which need to be taken to an adult for opening.</p> <p>Adults carry out intensive interaction and strategies from More than Words such as being the keeper of the pieces in an activity – child must request next car or jigsaw piece, playing people games, frequent repetition and intruding in play.</p> <p>Some containers have a photo of the contents on the lid so the child can bring the photo to an adult to request it.</p> <p>As children play, adults comment on or describe simply what they are doing, modifying their language for the level of the child involved.</p> <p>Adults model good quality language to children and use signs and gestures alongside the spoken word.</p> <p>Adults use visuals – objects and photos to support communication.</p> <p>Speech may be at the early stages and there will still be lots of vocalisations. Children may get cross when they cannot be understood.</p>
<ul style="list-style-type: none"> • Listens and responds to simple information/ instructions. • Use photos to request toys or activities. • Beginning to show an interest in learning new vocabulary and making up their own new words. • Understanding of single words develops fast at this stage (between 200-500 are known). • Understands simple phrases like 'put teddy in box'. • Uses up to 50 words, putting 2 or 3 together. • Frequently asks who, what questions e.g. names of people/ objects. • Marks made up and down and side to side as well as in circles. 	<p>Children copy sounds and words from the adults and children around them. Modelling and extending a child's language is always extremely important. Adults will add a word to children's speech to model and extend it, eg. Child says "bus". Adult says "Big bus".</p> <p>Speech sounds are learnt gradually, and it is better to say the whole word back rather than correcting them.</p> <p>Children use short phrases such as 'more juice', 'bye nanny'. They will often miss the ends off words at this stage.</p>
<ul style="list-style-type: none"> • Beginning to listen with interest but can still get easily distracted. • Understands simple 'who', 'what' and 'where' questions, responding with words or sign. • Understands simple stories when supported by pictures. • Uses 300 words including descriptive language • Tries out newly acquired vocabulary but not always used in correct context. • Links 4 or 5 words together. • Uses pronouns, plurals and prepositions. • Able to use PECs symbols independently to request and share information. • Understands that marks carry meaning. • Begins to offer meaning to their marks. • Marks mainly consist of lines and circles with some enclosed shapes. 	<p>At this stage it still helps a child to attend and listen if they are addressed by their name first 'Jenny, put on your boots'. Children are often eager to converse and may not wait for their turn (talking over others) when part of a group.</p> <p>Children continue to ask lots of questions which helps them to build a bigger bank of vocabulary. Playing with other children also supports language acquisition.</p> <p>Many children may shorten longer/trickier words e.g. 'nana' instead of 'banana' or struggle with more difficult sounds like sh, ch, th and r.</p>

<ul style="list-style-type: none"> • Enjoys listening to stories. • Switches attention between speaker and task. • Understands questions or instructions with two parts. • Beginning to understand how and why questions • Awareness of time in relation to past, present and future. • Uses sentences of 4 – 6 words/signs. • Uses future and past tense vocabulary (may still struggle with irregular e.g. ran, swam). • Use talk or sign to recall events, tell longer stories and sing songs. • Beginning to copy some letters from their name. • Strings of wavy scribbles written left to right used to imitate handwriting. • Gives short description of the meaning to their marks. 	<p>Children have a better understanding of my turn, your turn when holding a conversation although adult support and modelling will still be required.</p> <p>As they start to understand jokes they may tell them regularly to try and get a laugh. These will often not make sense but will follow the conventions of a joke e.g. ‘knock, knock’.</p> <p>Children will talk about the past, present and future but may sometimes use the wrong word ‘We runned round the playground.’</p>
<ul style="list-style-type: none"> • Attention is now more flexible (can do and listen at the same time). • Able to follow a simple story without pictures. • Understands sequenced instructions and adjectives. • Aware of more complex humour and laughs at jokes. • Uses well-formed sentences (may still be some grammatical errors). • Easily understood with only a few immaturities in sounds/signs. • Frequently asks the meaning of unfamiliar words. • Uses newly acquired vocabulary in context. • Writes all or most of their name (not always formed correctly) • Communicates a more detailed description of the range of marks created. • Writes strings of letters (upper and lower case) with no/few breaks and assigns meaning to the marks created. • Using marks to write an instruction or message for another person. 	<p>Children will hold lengthier conversations with adults and children. Sentences may start to be linked together, children will start to use/overuse ‘and’ as well as other conjunctions. Many children show increased enjoyment in imaginative play where they will practise using their newly acquired language. They may use ‘big, exciting, new’ words often out of context.</p>
<p>ELG: Children will listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; They will make comments about what they have heard and ask questions to clarify their understanding; Children will hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (Listening, Attention and Understanding)</p> <p>Children will participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - They will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Children will express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.(Speaking) Children write simple phrases and sentences that can be read by others. (Writing)</p>	

2. Form positive relationships and have empathy for others

<ul style="list-style-type: none"> • Home visits and planned transition days take place. Children meet their key workers. • They learn about their nursery teachers and the environment in which they are to learn. • Children meet the animals and begin to learn how to touch gently. • 	<p>Home visits and planned transition days are a prerequisite to all children starting nursery. 'All about me' completed and favourite activities set up to help children settle. Where children need individualised help, this will be offered promptly. Children receive positive behavior management through all stages. Kind hands are explicitly taught.</p>
<ul style="list-style-type: none"> • Children make a strong relationship with an adult in the nursery. • They become increasingly confident to separate from their parents or carers at the start of sessions and become involved in their play. • During the session, children will use their key person/adult as a secure base and check in with them when needed. • Children are happy to play alongside other children and take interest in what others are doing. • They know how to have kind hands. • They are able to listen to and respond to adults and children. 	<p>Children receive support from adults to develop positive play interactions with others e.g. giving a teddy to another child playing near them. Independence in social play is encouraged. Kind hands continues to be explicitly taught and embedded. They accept help from others and copy the actions of other children. Children observe positive interactions and qualities modelled by adults, including listening, waiting, kindness, understanding, calm and problem solving.</p>
<ul style="list-style-type: none"> • Children engage in play with and have fun with others. • They communicate with peers and adults and start to show concern and empathy for others. • Children need support to resolve disputes. • Children are accepting of support from a wider range of adults. • They are aware of basic emotions – happy, sad 	<p>As children become more confident within the sessions, they will offer help to others. They will play alongside others, show more independence and begin to play collaboratively with others. Children become more engaged in their play and have developed more perseverance. They like a challenge and respond positively to adults challenging them. They copy adults and peers and with support they take turns in adult-led games. They show a wide range of feelings. Emotions are names as they occur during play, stories and songs.</p>
<ul style="list-style-type: none"> • Co-operative play begins. • Children recognise a greater range of emotions for themselves and their friends. • Children begin to use assertiveness skills. • Children will turn to a range of adults for support and interaction. • They begin to accept conventions such as saying sorry, making amends. • 	<p>Children learn to play more collaboratively over longer periods of time. They begin to talk about what they are doing and share their ideas with others. They may praise peers for their efforts. They often have one to two special friends. Through adult modelling, children begin to try assertiveness techniques such as how to say no, ways to take turns and how to ask for what they want.</p>
<ul style="list-style-type: none"> • Children can reflect on their interactions (often still needing adult support). • Children use assertiveness skills with each other in a range of situations. • They can negotiate solutions to conflicts. • They name their own and the feelings of others. • They make suggestions around how to help others. • Children enjoy seeing others succeed and give praise to others. 	<p>Children are starting to discuss different interaction and connecting what happens with what they did/said. Children will play cooperatively in their play and negotiate conflicts arising. They prefer to play with others than alone. Friendships deepen through understanding each others emotions and offering praise to support self-esteem.</p>

ELG: Children will work and play cooperatively and take turns with others. They will form positive attachments to adults and friendships with peers. Children will show sensitivity to their own and to others' needs. (Building Relationships)

3. Feel self-confident with high self-esteem and able to communicate needs and wishes.

<ul style="list-style-type: none"> • Children separate from parent/carer and settle into their new environment. • Children are starting to build new relationships with people in nursery. • They enjoy exploring and following own ideas through play. • Children express their feelings through behaviour. • They will accept distraction when becoming emotionally frustrated. • Children express likes and dislikes and may behave impulsively. 	<p>Staff support children to separate from their parents and start to develop their own identity. Children begin to distinguish between 'you' and 'me' and can often be heard using words like 'me', 'mine' and 'no'.</p> <p>Children often communicate through crying, pointing, taking an adult's hand. They develop confidence to give eye-contact. Every opportunity is given to children having a go by themselves and waiting before offering assistance.</p>
<ul style="list-style-type: none"> • Children accept an adult being involved in their play. • They are happy to play alone or alongside others. • Children will practice and persist to master a new skill. • They show pride in their own achievements. • They will accept reasoning and bargaining • Children can take turns with support • Children will become aware of names of simple emotions • They will start to label their own emotions and those of others. • Children show kindness and care to others who are upset. 	<p>Children have the confidence to choose activities in the room and get involved in their chosen activities. They are still struggling to share but are beginning to respond appropriately when an adult asks them to stop and helps them to redirect their attention. Staff enable the building of self-confidence by supporting the child to overcome a challenge.</p>
<ul style="list-style-type: none"> • Children become more independent in their play. • They can reflect on their own learning and achievements. • Children enjoy being silly and sharing a sense of humour. • Children play alongside and start to play with others. • They recognise emotions in others • They begin to understand that others have needs and wishes. 	<p>Children show they are normally balanced in their emotions (normally happy and content). They are beginning to take turns and understand sharing, but reasoning is not yet a skill. Some children show a fear of being abandoned by their parent (especially at night).</p>
<ul style="list-style-type: none"> • Children's play shows a balance between dependence and independence. • They can wait for a short time for a turn. • Children show a willingness to take on a challenge and solve a problem. • They will work with another child independently. • They will work in small groups with support. • Children take pride in their achievements showing intrinsic reward. 	<p>Children enjoy playing with others as well as playing alone or alongside at times. You may see some of the two-year-old stubbornness return and they may choose to do the wrong thing on purpose at times.</p>
<ul style="list-style-type: none"> • Children have friends they play with regularly. • They can reflect on their own learning. • Children work with increased independence and they can get rather serious and realistic about the tasks and activities they take part in. • They show pride in what they do and love to share their work with others. • They show less frustration and anger and have increasing skills/strategies to calm down and help them gain self-control. 	<p>Children can reflect on their learning journey and comment upon what has helped them to learn and persevere through difficulties. They take pride in seeing a task through to completion. They are growing in confidence when working as part of a group to share their ideas with others.</p>

ELG: Children show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (Self-Regulation) Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. (Mangaing Self) They work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers. Children show sensitivity to their own and to others' needs.(Building Relationships)

4. Show love, respect and care for our local community.

<ul style="list-style-type: none"> • Children spend time in all the different areas of nursery. • They listen to and watch what is going on around them. • They start to seek out familiar things and people. • Children start to feel that they belong to nursery community. 	<p>Staff support children to experience the different areas of nursery including our allotment. They show the children how we care for our things including tidying away equipment, feeding and grooming our animals, following our nursery rules.</p>
<ul style="list-style-type: none"> • Children have a range of responsibilities modelled to them and they start to have a go alongside a trusted adult. • They begin to show care for their friends, the environment (inside and outdoors) and our animals. • They know about aspects of the familiar world and make observations and draw pictures 	<p>As children become more confident with the adults and peers in the nursery they start to build solid relationships/friendships. They involve them in their play and look out for them if they are upset (maybe offering a cuddle or telling an adult).</p>
<ul style="list-style-type: none"> • Children begin to engage in a range of tasks related to caring for our nursery environment and animals. • They know why we need to look after things and show love and affection for an increasing number of things. • They can talk about their family including wider members (grandparents, cousins). 	<p>Children become more engaged in tasks which support looking after the nursery environment or our animals. They understand that there are a number of things that we have to do daily to look after our animals and ensure their health and wellbeing.</p>
<ul style="list-style-type: none"> • Children offer to take on a role/responsibility within our nursery/local community. • They show increased pride in the things that they do and talk about caring for people/things/environment. • They like to practise and can be seen to do the same task over and over again to show how much they care for something. • They know some similarities, differences, patterns and change in relation to people. • Experience aspects of different cultures through families at nursery. 	<p>Children start to show more interest in their local community from places they walk to things they see. They begin to make more connections between our Eco schools work and the local community. They understand how we care for our environment and our animals and they enjoy the opportunity to do this regularly. Children show interests in different cultures, religions and festivals and may ask questions about these.</p>
<ul style="list-style-type: none"> • They are beginning to put the feelings of others before their own at times. • They have a clear understanding of right and wrong. • Children will work together as part of a group to achieve a common goal. • They know some similarities and differences in relation to materials e.g. sorting rubbish. • Children use vocabulary linked to different religions, cultures and festivals. 	<p>Children like to work alone or as part of a group to see a task through to completion. They show a good understanding of the Eco-Schools themes and apply them when looking after our nursery environment and the local environment too. Children show respect for different cultures, religions and festivals and ask questions to find out more..</p>

ELG: Children explain the reasons for rules, know right from wrong and try to behave accordingly. (Managing self) They show sensitivity to their own and others' needs. (Building relationships) Children can talk about the lives of the people around them and their roles in society. (Past and Present) Children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps. (People, Culture and Communities)

5. Have favourite songs, rhymes and stories

<ul style="list-style-type: none"> • Children show an interest in books, rhymes, pictures. • They respond to books in their environment by carrying them around and handing them to adults to read. • They notice and may attempt to join in with familiar songs or rhymes. • Children begin to turn pages and look at pictures in books. 	<p>They may recognise books by certain covers and be excited to share. Children will answer questions such as 'Where is the?' by pointing. Children begin to recognize when a book is upside down. Children may sing spontaneously and show that they recognise familiar songs or rhymes by moving their body or singing snippets of learned songs.</p>
<ul style="list-style-type: none"> • Children engage with books in their environment by looking at them independently. • They will join in with familiar rhymes and songs with actions or words. • Children will repeat parts of/phrases from well-known stories and begin to tell stories to others 	<p>Children will turn the pages on their own. They may turn a few pages at a time. Children will answer questions such as 'What's that?' by naming familiar pictures., such as dolls or stuffed toys. Their attention span may be variable, but they will begin to listen to simple stories shared by adults. Children will be able to imitate songs and rhymes.</p>
<ul style="list-style-type: none"> • Children will begin to engage more with stories and rhymes. • They will start to make up their own books with adult support. • Children will begin to make up their own rhymes and songs. 	<p>Children will retell familiar books to self and recite whole phrases, sometimes whole books. They may turn the pages back and forth to find favourite pictures. Children may protest when adults get words wrong in stories or rhymes and insist that they are told correctly. Children begin to tell the difference between singing voices and speaking voices. Children start to engage in our nursery library.</p>
<ul style="list-style-type: none"> • Children are confident book handlers. • They can share some of their favourite stories and rhyme titles showing greater attention. • Children will make their own books and share them with others. • They will make up their own stories and share them with others. • Children will retell familiar stories and join in with rhymes and songs learned. 	<p>Children will now listen to longer stories, often to the end. They enjoy listening to them and talking about them. They understand what print/text is and that it carries meaning and may move their fingers along text as if reading. They will identify familiar signs and labels in the environment and talk about them. Children will look at books independently and with peers turning pages one at a time. Children can vote for their favourite story to read through democratic votes. Children are actively choosing library books to share at home.</p>
<ul style="list-style-type: none"> • Children have a good understanding of stories, they can talk about characters and settings. • They use props to act out and retell their favourites stories or rhymes. • Children will independently sing songs to others. • Children make attempts to read and write and may use known letters/symbols to represent written language. 	<p>Children take part in interactive reading and show good comprehension of stories and rhymes told. They remember stories, songs and rhymes in their head with more fluency. They may identify some letters and match sounds to letters. Children begin to read and write letters for their name or meaningful phrases. Children can talk about their favourite stories and rhymes, explaining to others why they like or dislike them. They may have developed a good understanding of what an author is and begin to have some favourites.</p>

ELG: Children will demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Children will anticipate key events in stories. Children will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (Comprehension) Children say a sound for each letter of the alphabet and at least 10 digraphs. Children read words consistent with their phonic knowledge by sound blending. Read aloud simple sentence and books consistent with their phonic knowledge including some common exception words. (Word Reading) Spell words by identifying sounds in them and representing the sounds with a letter or letters. (Writing) Children invent, adapt and recount narratives and stories with peers and their teachers. They sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and when appropriate – try to move in time with music. (Being Imaginative and Expressive) Understand the past through settings, characters and events encountered in books read in class and storytelling (Past and Present).

6. Develop independence in self-care

<ul style="list-style-type: none"> • Children will tolerate nappy changes. • They will remove clothing such as shoes and socks with support and cooperate with dressing and undressing. • Children will explore and begin to have an understanding of what is edible and inedible. • They will often eat finger foods. • Children begin to understand language and visuals associated with self-care. 	<p>Children will be more willing to have their nappies changed. Children may still explore objects with their mouths and have difficulty with some food textures.</p>
<ul style="list-style-type: none"> • Children will toilet train with assistance and have more bladder control throughout the day. They are learning a toileting routine. • They will take clothing off and attempt to put clothing on with some assistance. • Children will begin to try different foods. • Children are beginning to be aware of danger. 	<p>Children will be proud of their toileting achievements and may understand when they have had an accident. They may not always inform an adult of accidents. Children will explore foods by using their 5 senses. They will start taking off their shoes to put in wellies or getting their coat to go outside.</p>
<ul style="list-style-type: none"> • Children will use the toilet with assistance. • They can take clothes off and have a go at dressing themselves. • They are more willing to try different foods. • They will be more aware of cutlery they need to use to help them eat. • Children have an understanding of common dangers such as hot fires. 	<p>Children may still have some toileting accidents, but make adult aware that they need to get changed. Children may enjoy the process of getting dressed and undressed and want to get changed unnecessarily so they can practice getting dressed.</p>
<ul style="list-style-type: none"> • Children will be mostly independent with toileting. • They are more independent with dressing and undressing. • They will be able to feed themselves with a fork and a spoon. • Children develop independence at snack time collecting/tidying up own plate/cup. • Children will try a range of foods and talk about their likes and dislikes. • They have a general awareness of danger and start to risk assess activities with adult support e.g. climbing, using tools. 	<p>Children will follow the correct toileting routine but may still need support from an adult to wipe bottom. They may have the occasional toileting accident. Children will begin to fasten using a range of fasteners, zips, buttons, toggles, but may need assistance from adults to help.</p>
<ul style="list-style-type: none"> • Children will be independent with toileting. • They will dress themselves independently and begin to choose weather appropriate clothing. • They will tolerate different clothing textures, seams, tags etc. • Children will feed themselves without difficulty and have a good awareness of healthy and unhealthy foods. • Children will have a good awareness of how to keep themselves safe and report dangers to adults. 	<p>Children will choose dressing up clothes and may attempt to put them on independently. They may need some assistance. They will try to dress appropriately for the weather e.g. hat or waterproofs. With adults, children will start to discuss how to keep themselves safe when accessing the internet e.g. alerting an adult to a scary/worrying image.</p>

ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (Managing Self) Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions (Self-Regulation)

7. Care for our animals and learn to plant and grow to take food from farm to plate.

<ul style="list-style-type: none"> • Children spend time in the garden with an adult looking at what is growing and living there. • Children begin to communicate what they see and experience. 	<p>They may recognise some things that are growing in the garden and start to label them or copy the labels that adults use. They may try eating some of the things that they have picked. They will use their senses to explore what they find.</p>
<ul style="list-style-type: none"> • Children begin to co-operate with looking after our plants and animals • With adult support they dig, water and pick, provide food and water for the animals and collect eggs. • With encouragement, children begin to try eating our produce at snack time. 	<p>Children will watch an adult working in the garden and copy, having a go at watering or digging. They may label objects used in gardening or answer questions such as 'What's that?' Children will look at gardening books, pictures and signs and start to make connections with what they have been doing.</p>
<ul style="list-style-type: none"> • As part of a small group, children will take a more active part in planting seeds and other gardening activities, which help the plants to grow. • Children work as part of a small group to care for our animals. • Children are encouraged to notice stages in a life cycle. • They will understand the beginning, middle and end of a plant lifecycle. • Children start to pick and prepare produce for snack and lunch. • Children know how to ask questions about the world using their senses. 	<p>Children will become more involved in gardening activities and will ask if they can visit the garden or complete a gardening activity. They will use the mud kitchen resource to develop their understanding of food growing, preparation and cooking. They will understand the beginning, middle and end of the plant life cycle. Children will show care when picking produce and will understand that they sometimes need to be washed before eating.</p>
<ul style="list-style-type: none"> • Children are beginning to understand how things are grown on a larger scale so we all have enough food to eat. • They are more able to use a variety of tools in the garden. • Children understand hygiene in terms of having clean hands, handling eggs and washing and preparing food. • Children begin to use specific tools when preparing food for eating. 	<p>Children will work with adult support to use a variety of tools in the garden and when preparing food. They will collect information about and make connections between our gardening activities (including the allotment) and farming on a bigger scale. They will begin to reflect on the process of planting, growing and picking produce before we can eat it. They will observe and share food preparation with our chef.</p>
<ul style="list-style-type: none"> • Children work with increased independence when growing, picking and preparing the produce. • Children understand why crops thrive or fail and how they can help. • They know that some food comes from other countries. • Children know how to wash and prepare the produce and are more confident to try new foods, both raw and cooked. • Children look for answers to questions about the world. • Children know some important changes in the natural world around them, including the seasons and changing states of matter. 	<p>Children work with more independence in the garden/allotment. They remember how to look after the plants and are becoming more knowledgeable about which parts of the plant we eat. They have some knowledge about plants that we struggle to grow in Derby/Britain.</p>

ELG: Children explore the natural world around them, making observations and drawing pictures of plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (The Natural World) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (Managing Self) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Past and Present)

8. Develop good core strength to use a range of tools and equipment for a purpose.

<ul style="list-style-type: none"> Children explore using one- or two-handed tools to make gross motor/whole body movements They move around the indoor and outdoor space in a variety of ways as well as up and down stairs. 	<p>Children need opportunity to have a go with and learn how to use e.g. a spade to dig, a paint brush to paint the wall, a ribbon to dance. Large movements should be encouraged and modelled.</p>
<ul style="list-style-type: none"> Children explore using one handed tools e.g. spoons, scissors, trowel, hole punch, hairbrush, hammer and mark making tools. They explore malleable materials to strengthen their fingers and hands. Children begin to build with large construction materials. Children climb on outdoor equipment and attempt new physical challenges. 	<p>Children need adults to model how to use one handed tools, this may include hand over hand support. Many children will seek out messy activities and they should be encouraged to squeeze and squash. They need opportunities to use their whole body to build strength in their shoulders, arms, hands and core strength.</p>
<ul style="list-style-type: none"> With adult support the children use tools with increased precision e.g. peeler for whittling, hoe for weeding, hammer for pegs/nails, pens/pencils for mark making. Children take account of things in the environment to move around safely. Children explore joining and fastening construction kits and other materials. They continue to develop their range of movements, balancing, riding (scooters, trikes and bikes) and ball skills. 	<p>Children develop their fine motor skills (hand, wrist and finger dexterity) alongside their gross motor skills, both are extremely important.</p> <p>Available equipment should allow for challenge and for children to build their strength and endurance. Support children to build their own obstacle courses, climbing apparatus or have a go with different construction kits. Forest school activities enable children to tackle uneven ground and work with others on a common goal.</p>
<ul style="list-style-type: none"> Children play with balls, hoops, bikes and climbing equipment to develop strength, control, balance and co-ordination. They choose the correct tool for the job using it for a clear purpose. They collaborate with others to manage large items, such as moving a long plank, carrying large hollow blocks. Children develop their understanding of the importance of safety. 	<p>Practicing again and again helps to build strength and endurance so that children can complete a longer/more challenging task. They become more confident in a range of physical challenges, ones requiring hand-eye co-ordination and core strength. They become more confident in Forest school sessions and the skills they are learning are being transferred to other activities. Adults model tool use and safety and talk about why they are using a certain tool for the job.</p>
<ul style="list-style-type: none"> Children choose the task and the tools required to carry it out. They hold the tools correctly and observe safety rules for themselves and others. Develop greater overall body strength, co-ordination, balance and agility needed to engage successfully in a range of physical challenges. Children know about forces that they can feel. Children show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils. 	<p>Children work with more independence when using a range of tools e.g. in the garden, when baking, for construction and when writing. They remember how to use them safely and are showing increased strength and dexterity to use them purposefully and accurately. They pursue more challenging activities independently.</p>

ELG: Children negotiate space and obstacles safely, with consideration for themselves and others. Children demonstrate strength, balance and co-ordination when playing. Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing (Gross Motor Skills) Children will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Children will use a range of small tools, including scissors, paint brushes and cutlery. Children will begin to show accuracy and care when drawing. (Fine Motor Skills) Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Creating with Materials) Write recognisable letters most of which are correctly formed (Writing)

9. Develop creativity so connections are made between areas of learning to extend their understanding.

<ul style="list-style-type: none"> • Children respond to what they see, hear, touch, taste and smell. • They enjoy sensory experiences making marks with different materials or sounds with their voices and a range of instruments. 	<p>Children love the opportunity to use their whole body to explore. They follow the lead of a trusted adult to have a go at making music, dancing or exploring malleable materials.</p>
<ul style="list-style-type: none"> • Children start to create things through experimentation e.g. block to build, pens and paints to make marks or small world toys to develop imaginative play. • Children listen and respond to a variety of music and instruments. 	<p>Children will watch an adult during imaginative play to learn how one thing can be used to represent another. At this stage children like to do the same thing over and over, in different places with different materials. For example: making lunch in the sandpit, in the mud kitchen and with the play dough.</p>
<ul style="list-style-type: none"> • Children start to explore the properties of different media and materials, thinking about their use for different purposes. • They work creatively on a large or small scale and start to involve their friends too. 	<p>Children will become more involved in creative activities independently or as part of a group. There will be lots of experimentation going on with support from adults who introduce different media and help them to explore the properties of them.</p>
<ul style="list-style-type: none"> • Children enjoy exploring mixing media e.g. music and dance, junk modelling and paint. • They are beginning to represent things more accurately. • Children are now starting to plan a project first and then find media to suit their intention. 	<p>Children will work with adults to talk about their ideas and the materials they want to use. They like to mix things e.g. colour paint and they are observing and creating pictures/storylines/shows/ models with more detail, this is directly linked to their improving fine motor skills.</p>
<ul style="list-style-type: none"> • Children are choosing the media they feel suits their task best. • They plan, do and with support start to evaluate the end product. • They are starting to adapt as they go, reacting to challenges like finding the right fixing material. 	<p>Children work with more independence in their creative work, manipulating materials/media with a purpose. They see projects through to a suitable end and can share what they have been creating and what decisions they made along the way.</p>

ELG - Children use a range of small tools, including scissors, paint brushes and cutlery. They begin to show accuracy and care when drawing. (Fine Motor Skills) Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used Children will make use of props and materials when role playing characters in narratives and stories.(Creating with Materials) Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (Being Imaginative and Expressive)



10. Become a cheerful mathematician, using number and shape practically in many aspects of play and experiences.

<ul style="list-style-type: none"> • Children predict/ anticipate sequence of events and routines like snack time. • They engage with and understand cause and effect toys. • Children begin to understand relative size and amounts • They begin to match basic shapes • Children like to empty and fill containers. 	<p>Children are inquisitive and explore the environment and the resources within. They use mathematical thinking and exploration more than mathematical language.</p> <p>Children use language such as baby is small, parents are big for size and more or all gone for amounts.</p> <p>Children can match triangle to triangle, circle to circle for example when completing an inset jigsaw or using a shape sorter.</p>
<ul style="list-style-type: none"> • Children will spend time in their environment combining objects like stacking cups and blocks. • They will build with a variety of resources and complete inset puzzles. • Children will use language to compare sizes and amounts. • Children begin to use number names and count in everyday contexts. • Children may explore patterns by making arrangements or lining objects up. • Children begin to understand positional language with visual prompts. 	<p>As children move through their day, they may use language/signs such as more, lots, big, heavy.</p> <p>Children will begin to use numbers in their play. When they count, they may skip numbers.</p> <p>They begin to join in with number rhymes and react to changes in amount, up to 3.</p>
<ul style="list-style-type: none"> • Children recognize and use language to compare size, amounts and weight. • Children will explore 2d and 3d shapes matching them, naming them and building with them. • Children will talk about and begin to identify simple patterns. • Children understand numbers one and two and begin to use fingers to represent numbers. • They use number language in their play. • Children begin to understand positional language through words alone. 	<p>Children use language such as bigger, smaller, heavier.</p> <p>Children may name simple shapes such as circle, triangle, square. Rectangle, but may still mix up.</p> <p>Children may notice patterns on clothing or rugs and use some language to describe them such as spotty, stripey.</p> <p>Children can select up to 2 items out of a group when asked and make comments when they see 2 of something.</p> <p>Children will look under, on top, behind without prompts.</p>
<ul style="list-style-type: none"> • Children begin to use more mathematical language to describe shape. • Children can match and extend simple ABAB patterns • Children develop a fast recognition of numbers up to 3, without having to count them individually (subitizing). • Children will solve simple number problems with numbers to 5. • They link some numerals and amounts. • Children can rote count to 10. • Children pretend to write numbers in their play. 	<p>Children use language such as; round, sides, straight and use</p> <p>ABAB patterns such as, big bear, little bear, big bear, little bear. Children are beginning to understand cardinal principle (Total number of objects) when counting.</p> <p>Children will act out number rhymes and answer questions such as 'How many left?' 'How many have gone?'</p> <p>Children will use number language in their role play.</p>
<ul style="list-style-type: none"> • Children use mathematical language correctly to describe shape properties and selects shape appropriately when building. • Children can match, extend and create ABAB patterns and begin to show understanding of more complex patterns. • Children may begin to use and understand ordinal numbers and use words to describe a sequence of events. • Children compare and quantities and understand language such as more than, less than, fewer. • Children make comparisons between objects relating to size, length, weight and capacity. • They use the language of time and money in their play. • Children have a deep understanding of 5 and show finger numbers up to 5 showing some understanding of bonds to 5. • Children can rote count to 10 or higher. • Children make marks for number purposefully. 	<p>Language such as 2d shape names, some 3d shape names, round, sides, corners, straight, flat. Children may choose flat surfaces for building or a triangular prism for a roof.</p> <p>They may combine shapes to make new ones, such as an arch or a bigger triangle.</p> <p>Children may notice and correct an error in a repeating pattern.</p> <p>Children use language to describe events such as first, then, after.</p> <p>Children begin to use language such as fewer, more than, less than.</p> <p>Children use fingers/objects to show different ways to make 2,3,4,5 e.g. $1+1+1=3$ $2+1+3$</p>

ELG: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. (Number). Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (Numerical Patterns)

