



Curriculum and Pedagogy

“Play is the highest expression of human development in childhood for it alone is the free expression of what is in a child’s soul.”

Friedrich Froebel

Article 3: All adults should do what is best for you, the children. When adults make decisions they should think about how their decisions affect children.

Article 28: You have the right to a good quality education

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

(UN CONVENTION ON THE RIGHTS OF THE CHILD, CHILD FRIENDLY LANGUAGE. UNICEF, 1990)

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"To make a lovable school, industrious, inventive, liveable, documentable and communicable, a place of research, learning, re-cognition and reflection, where children, teachers and families feel well – is our point of arrival."

~ Loris Malaguzzi

At Marsh Hill Nursery School we are dedicated to providing all children with high quality learning experiences in their early education. We utilise **high quality teaching and interactions** from skilled and experienced practitioners, a **stimulating and well-planned learning environment** alongside **nurturing relationships** to give all children the best start to life.

Our vision is inspiring independence, confidence and curiosity.

Values

"To take children seriously is to value them for who they are right now, rather than adults-in-the-making."

~ Alfie Kohn

Our core values underpin our practice. In addition to the British Values of **democracy, rule of law, individual liberty and mutual respect & tolerance**, the values we embed through our practice, relationships and wider community are:

INCLUSION & EQUITY – Children are entitled to the same opportunities regardless of educational need, background or characteristics.

CREATIVITY – Children use their imagination to create ideas, possibilities and express themselves.

INDEPENDENCE – Children are capable, competent and act as architects of their own learning journeys.

SELF-ESTEEM – Children are safe, worthy, celebrated, valued and know that their contributions are important.

The UN Convention on the Rights of the Child supports these values. We are actively working towards promoting children's rights. We actively seek opportunities to teach children about their rights, and reinforce the following principles:

Rights are **UNIVERSAL** – They are for ALL children.

Rights are **INHERENT**- They are there from when you are born.

Rights are **INALIENABLE** – They cannot be taken away.

Rights are **UNCONDITIONAL** – They do not have to be earned.

Rights are **INDIVISIBLE** – They are all equally important.

Curriculum Rationale

"Curriculum should help children make deeper and fuller understanding of their own experience."

~ Lilian Katz

When children first start at Marsh Hill Nursery School, the majority of them have not been to another setting or left their carers before and we are their first experience of mixing with other adults and children outside of their home and family. This is one of the reasons there is such an emphasis on PSED throughout our curriculum, as forming early relationships with others and learning to manage their emotions is of vital importance if they are to access the range and breadth of opportunities offered in Nursery.

Marsh Hill Nursery School is located in the Oscott Ward of North Birmingham. Erdington is ranked 53th in terms of deprivation, out of the 69 wards in Birmingham with an IMD decile of 3, putting it within the 30% of most deprived areas nationally. We know that within our immediate locality there are neighbourhoods with a much higher level of deprivation, and neighbourhoods with lower levels. Many of our families have no access to gardens or secure outdoor spaces, so we make sure that there are always opportunities for physical and gross motor development and time outdoors.

21% of children at Marsh Hill Nursery School have Special Educational Needs and/or Disabilities (SEND). We have been mindful of this when sculpting our curriculum to provide rich speech, language and social development opportunities.

It is important to us that children are aspirational in their outlook, and we look to provide a range of opportunities to give them the best possible start in life. Part of this entails giving opportunities to take part in activities they may not previously have experienced such as theatre visits and farm trips, but 'cultural capital' is primarily delivered through a sense of 'awe and wonder' in the exciting and stimulating activities children take part in every day.

We have begun to consult with local Primary Schools around the knowledge and skills they would expect from our children who join them in Reception, to make sure we do as much as possible to ensure 'school readiness'. The intention is the feedback from Primary Schools will be triangulated with staff and parent input and guidance from the Development Matters document, and will sit alongside the EYFS to create a bespoke set of curriculum goals that cater for the needs and progression of the children.

Curriculum Intent

"Our task is to help children communicate with the world using all their potential, strengths and languages, and to overcome any obstacle presented by our culture."

~ Loris Malaguzzi

Our curriculum will provide children with a range of opportunities for learning at all times throughout the school day.

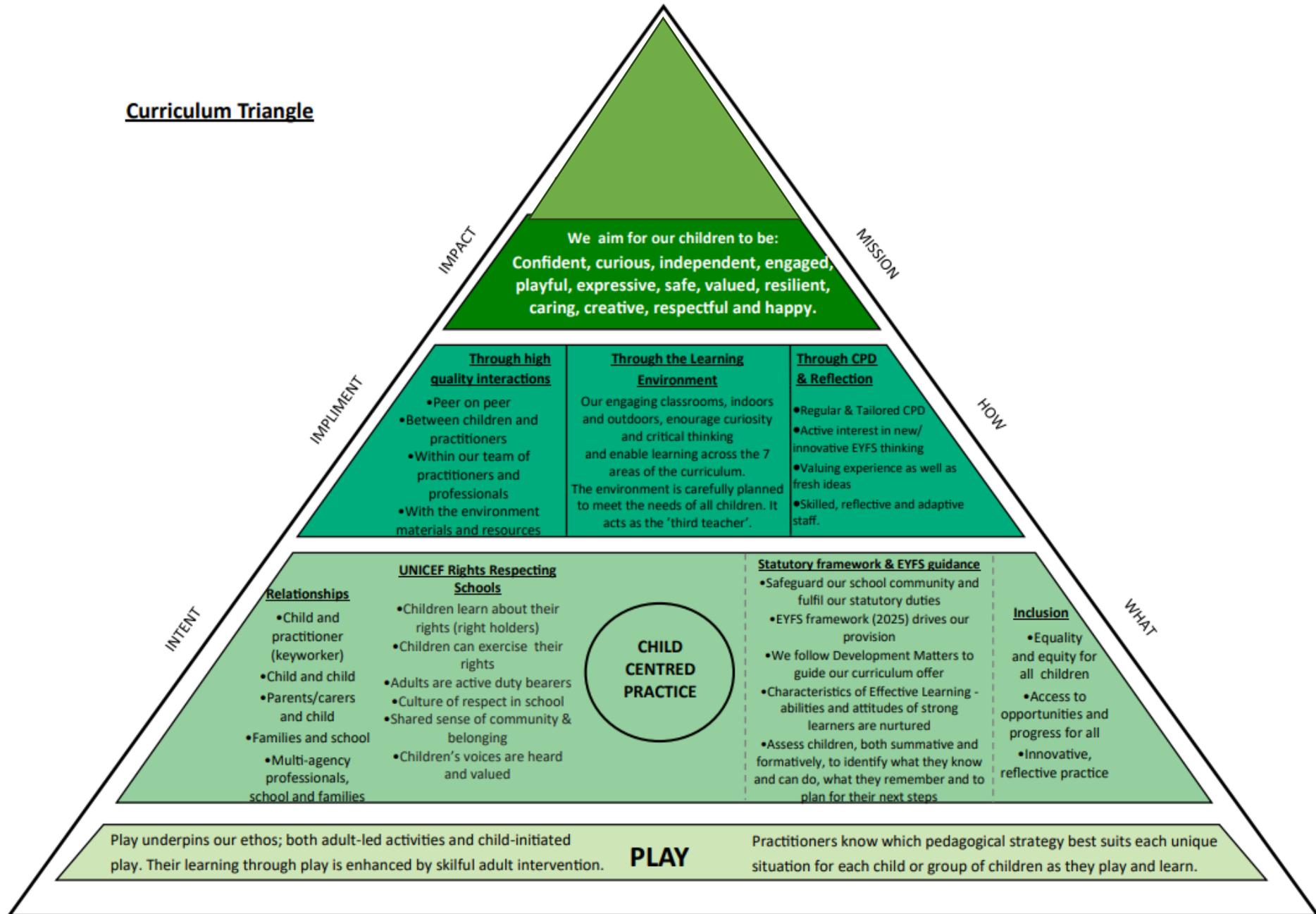
We engage children in learning from the first day they start with us, and encourage them to build skills, knowledge and confidence which will equip them for the next phase in their academic journey. We aim to instil a love of learning and a curiosity in every child.

We know our school and our community, and understand that children only achieve their full potential when their basic physical and emotional needs are met first. We aim to provide a safe, happy space where children can physically and emotionally thrive as the first step of their learning journey. We believe all children are entitled to an inclusive, high quality Early Years education regardless of background and work closely with parents to achieve this, valuing the input from our families and community. We celebrate difference and aim for equity for all our learners and families.

Our curriculum illustrates the value we place on each child as an individual. We know that one size does not 'fit all' and use a range of vehicles to deliver meaningful learning experiences for all children to access, engage with and develop at their own pace. Skilled practitioners scaffold learning and move learning on through high quality interactions and personal knowledge of each child. Our learning is led and crafted by qualified teachers and well-trained, effective Early Years practitioners. The learning environment provides a stimulating, safe and challenging base for children to explore and to spark interest and imagination.

Our aim is that all our children develop strong foundations in the Prime Areas of **Communication and Language**, **Physical Development** and **Personal, Social and Emotional Development**. These areas are fundamental as a basis to their learning and future development. After these areas are embedded, children build on this firm foundation by extending their knowledge, skills and understanding into the Specific Areas of **Literacy**, **Maths**, **Understanding the World** and **Expressive Arts and Design**.

Curriculum Triangle

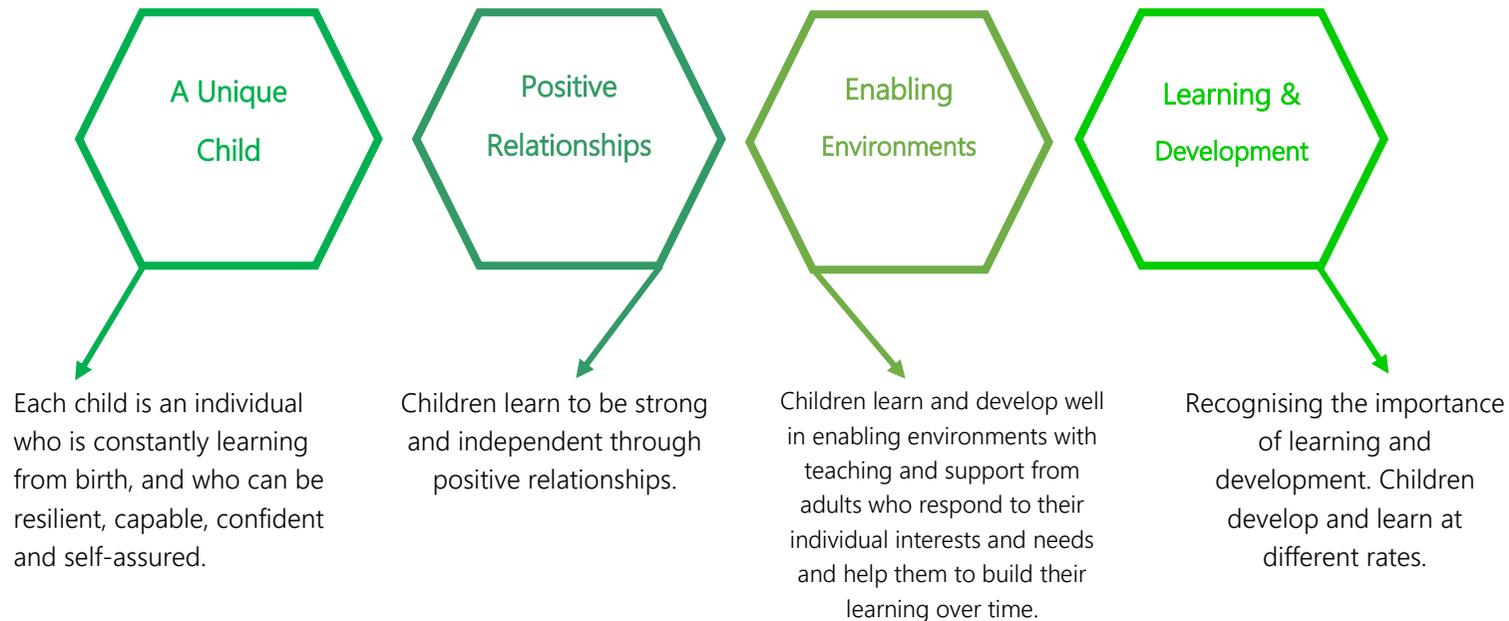


The Early Years Foundation Stage (EYFS)

"Creativity becomes more visible when adults try to be more attentive to the cognitive processes of children than to the results they achieve in various fields of doing and understanding."

~ Loris Malaguzzi

The Early Years Foundation Stage (EYFS) is a statutory framework which informs practice and principles for all Early Years providers. The EYFS has 4 overarching principles. They are:



~ EYFS Framework, 2025

We use these 4 principles as building blocks upon which we shape our curriculum, values and practice in order that every child is given the best possible start.

Intent

What do we want our children to know and achieve?

Curricular Threads

"Nature uses only the longest threads to weave her patterns, so that each small piece of her fabric reveals the organisation of the entire tapestry." ~ Richard. P. Feynman

We know that knowledge does not "sit in isolated 'information' in children's minds" (Ofsted), so we plan our learning experiences to include lots of different opportunities to apply what children have learned in different contexts. These threads run through our curricular design and contribute to many curriculum areas. They provide vehicles and real-life contexts for children's learning and are an important part of our identity as a school.



Our school gained the Health for Life accreditation in 2019 through a focus on healthy food, exercise and growing our own produce. This is now an integral part of our curriculum and a real 'hook' in to outdoor learning for many of our children. We are now also part of the Daily Mile initiative to help promote health for all our children and families.

Mud Kitchen Exploration

Our Forest School area in Nursery is eternally popular. Forest School leaders teach children about respect for the natural world and allow them to explore their environment and take planned risks that facilitate learning.



We know how important children's health is. Startwell is a programme working to create a healthier environment for children. It aims to support Early Years' settings, parents and health professionals to create a healthier environment for our children and families. This is threaded through our curriculum.



The Wellcomm toolkit enables early identification of any speech and language difficulties for children who join us, allowing us to give early intervention and the best possible support. Interventions are carried out 'in flow' so children are not stigmatised, and the structured approach facilitates collaborative working between parents and professionals for joined up support.

We are a Silver Level Rights Respecting School. Our provision is rooted in Article 31: The Right to Play & Article 28: The Right to a Good Education. Our curriculum teaches children about their Rights under the UN Convention on the Rights of the Child, and the role of the adults as Duty Bearers. Rights links run throughout all curriculum areas and give children assurance.



Safeguarding Through the Curriculum

"If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings and grow."

~ Alfie Kohn

Safeguarding underpins everything we do. We know that when children feel safe and secure it enables them to take risks, gain confidence and achieve more. We ensure the safety and wellbeing of our children and families in the following broad and focused ways:

School-Wide Provision

Policies and Procedures: Our policies are being updated to better reflect the current context of our school. Staff sign to say they have read, understood and agree to abide by key policies.

Designated Safeguarding Leads: Names and pictures in Reception foyer and names/current policy on the website.

Staff Training: Annual KCSIE updates in September and regular safeguarding training to ensure up to date knowledge.

Induction: Comprehensive induction given to new staff. New parents sign and discuss personal care plans/consent, consent forms and given Early Help information.

Key Person Model: Each child assigned a Key Person who will get to know them, build relationships and offer support to them and their family however needed.

Contextual Safeguarding: Files on My Concern reviewed regularly by DSLs, and contextual information shared with relevant staff on a 'need to know' basis. E.g. family dynamics, financial risks, food poverty, mental health, homelessness etc.

Specific Areas and Objectives

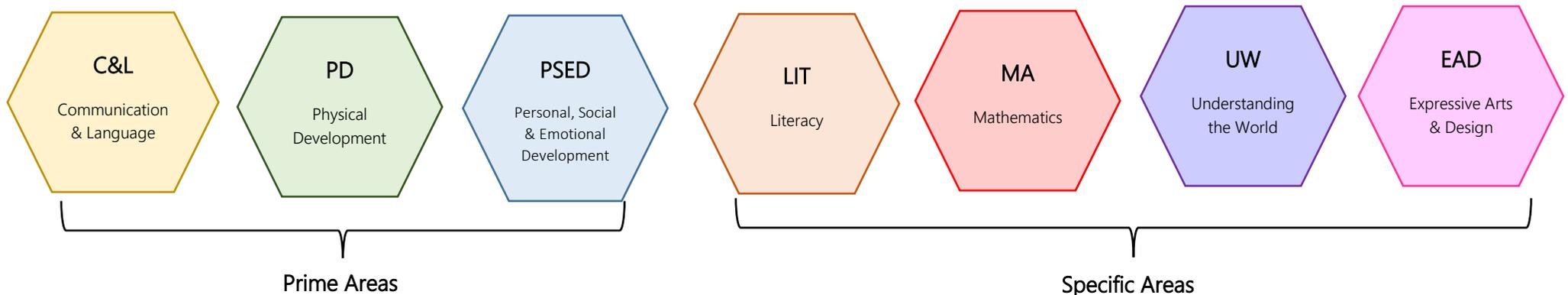
Safeguarding Element	Approaches/Strategies
Online Safety (e-safety), including social media	Websites accessed by staff on behalf of children, monitoring software in place throughout school. Small group time discussion and regular in-activity discussions highlight how we stay safe online. E-safety information offered to parents with a focus on monitoring and parental controls. Where social media use is implied by children, staff reiterate age restrictions and speak directly with parents.
Consent & Safe Touch/Relationships	Consent is reinforced in a variety of ways – Sensory Circuit, Privates are Private (NSPCC), the right to be safe (RRSA), and specific discussion in small, adult led group times. Children encouraged to say NO if they do not feel safe or do not want to be touched/hugged/hand held by another person. Children taught who to approach or talk to if they feel unsafe in school or at home, or if something is happening which makes them feel uncomfortable.
Conflict Resolution	Supported through use of small group times, adult led discussion and role play activities. Turn taking is modelled and discussed). The concept of making choices is supported, with children encouraged to think about their choices and behaviours, and how these may impact others.
Concept of Safety or Safe Play	Discussions with children about feeling safe and being safe in different contexts. Reinforced via nurture groups and group times as appropriate, and in context during their play. Children are encouraged to label their feelings through story work and relationship building, so they feel confident to express when they are uncomfortable, scared or unhappy. Physical safety visited through adult interactions in play, and encouragement to assess risk.
Appropriate Clothing and Weather Safety	Daily free-flow outdoors is used to reinforce appropriate dressing for the weather. Visual prompts by outdoor access. Appropriate clothing linked to the Right to be Safe and Right to Shelter (RRSA), both in hot and cold or wet weather. Staff model sun safe behaviours, all children have access to sun screen and hats, water and waterproof clothing, depending on the weather. Effects of not dressing appropriately discussed with children in adult led sessions.
Taking Risks	Children taught the concept of ‘calculated risks’ by encouraging them to assess/evaluate situations and thinking how they could be made safer, if needed. Risk taking is encouraged in a safe way and well supervised (e.g. climbing low trees up to set heights, etc).

Knowledge and Skills Progression

"In differentiated classrooms the teachers begin where the students are, not at the front of a curriculum guide."

~ Carol Ann Tomlinson

The 7 curricular areas of the EYFS are:



In consultation with staff, we have constructed a set of goals for each area and a learning progression which will help children achieve these. There are goals/intentions for the end of N2 (the academic year children turn 4) Practitioners use skill and judgement to assess previous learning in order to understand the next steps for each child.

A range of activities, interventions, schemes and strategies are used to support learning in each area, and these are detailed under Multi Layered Provision, in the Implementation section of this document.

Communication & Language

By the time children start with us baseline assessment is undertaken to ascertain whether children are able to:

Turn and listen when they hear their name	Express their basic needs	Use words to begin to express their feelings, given processing time & visual cues	Have an awareness of manners through the use of 'please' and 'thank you'.	Join in with songs and simple rhymes	Use 2 or more questioning words	Begin to make up their own songs
Follow simple 1 term instructions term (e.g. get your bag)	Take turns in a conversation	Show restraint when asked not to touch/speak	Begin to use the language of location	Wait for their turn with up to 2 others	Use Makaton for some simple day to day words or phrases	Use home language if and when needed

Intended progression for children who have attended for three terms:

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children are settling in to Nursery and beginning to make their basic needs, such as hunger/thirst, hot/cold, known through verbal or non-verbal methods. They recognise their own name and respond when they hear it, usually turning in curiosity. They follow simple instructions that support their daily routines e.g. 'Sit', or 'Coat off'.	Children show enjoyment when attempting to join in with songs and rhymes, even if only for a few words. They show an awareness of simple manners, such as saying please and thank you, although may need prompting for consistency. When asked not to touch or to listen they can maintain the required behaviour for a short period. Talk may be in their home language, if not English, when needed. Children express preferences using simple language of position or location, such as 'on the floor', 'outside' or 'in the box'.	Children interact confidently with known adults and peers, taking turns in short conversations and asking simple questions such as where a toy might be or what someone's name is. With support they are starting to express their feelings using simple terms such as 'sad', 'happy' or 'tired'. Children know and use a few simple Makaton signs to support their communication where needed. In their play they can be heard singing tunes or songs using sounds or nonsense words, or adaptations of known rhymes.

Triangulation with Birth to 5

Listening and Attention

Range 2 - Pays attention to dominant stimulus, easily distracted by noises or other people talking

Range 2 - Enjoys being playful, moving whole body to sounds they enjoy- paying attention to dominant stimulus

Concentrates intently on an object or activity for short periods

Understanding

Range 2 - Understanding of single words in context is developing, e.g. cup, milk, daddy

Speaking

Range 2- Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye)

Range 2- Creates personal words as they begin to develop language

Listening and Attention

Range 3 - Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations

Range 2- Enjoys laughing and being playful with others

Understanding

Range 2 - Responds to simple questions when in a familiar context with a special person (e.g. Where's Mummy?, Where's your nose?)

Range 3 - Understands simple sentences (e.g. Throw the ball)

Speaking

Range 2- Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye)

Range 3- Beginning to put two words together (e.g. Want ball, More juice)

Listening and Attention

Range 3 - Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations

Range 3- Uses instruments to take turns

Understanding

Range 3 - Understands simple sentences (e.g. Throw the ball)

Range 3 - Understands different situations- able to follow routine events and activities using nonverbal cues

Speaking

Range 3 - Beginning to ask simple questions

Range 3 - Beginning to talk about people and things that are not present

Range 4 - Uses language to share feelings, experiences and thoughts

By the end of the nursery year we expect that most children will independently be able to:

Maintain focus in a small group situation and know that this is an expectation	Know their full name and recognise it when they hear it	Simply express their own thoughts and views	Use simple English phrases / sentences to get their wants and needs met (3-6 words)	Talk confidently in home language, if not English	Know and use appropriate manners & encourage others to do so	Retell past experiences to a friend or adult
Know a range of simple songs and rhymes by heart	Follow a range of 2 phase instructions Eg. Get your coat and sit on the carpet	Can hold a short 'serve and return' conversation with adults or children	Does not usually talk over their friends or adults	Uses a range of Makaton signs for everyday activities and phrases	Uses a range of positional words in the correct context within their daily talk	

Intended progression

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children know, recognise and respond to their full name, and use verbal or non-verbal communication to express their wants and needs. They enjoy the use of language through songs and rhymes, and can simply express their views. They are beginning to gain an awareness that some vocalisations (e.g. shouting) are not appropriate in all situations.	Children demonstrate a love for stories, songs and rhymes, and begin to use vocabulary linked to these. They can sit and maintain focus in a small group situation for a short time, and know this is part of their routine. Children use some positional language accurately in their play and talk, and talk happily about experiences from their daily life. They know some Makaton signs and can use these in context.	Children follow instructions with 2 parts, and are developing a repertoire of favourite songs and rhymes. They have confidence in using language to express themselves in longer sentences and can maintain a turn taking conversation. Children understand the importance of social behaviours such as good manners and waiting for their turn to speak, and generally use these consistently.
Triangulation with Birth to 5 and Development Matters	Listening and Attention Range 3 - <i>'Pays attention to own choice of activity, but may move quickly from one to another...'</i> Range 2- Enjoys being playful, moving whole body to sounds they enjoy- paying attention to dominant stimulus	Listening and Attention Range 4- <i>'Single channelled attention; can shift to a different task if attention obtained- using child's name to focus...'</i> Range 5- Listens to familiar stories with increasing attention and recall	Listening and Attention Range 5; <i>'Focusing attention- can still listen or do, but can change their focus of attention...'</i> Range 5- Listens to others in one-to-one or small groups, when conversations interest them.

Concentrates intently on an object or activity for short periods
 Range 3- Enjoys rhymes and shows listening by trying to join in with actions or vocalisations
 Pays attention to own choice of activity, may move quickly from activity to activity
 Range 4- Listens and pays attention to the speaker, by engaging and enjoying rhythmic patterns in stories and Nursery Rhymes, and joins in with repeated refrains.
 Listen and do for short times
 Begins to Follow simple directions (if not intently focused)

Understanding

Range 3-Understands different situations- able to follow routine events and activities using nonverbal cues
 Range 4- Shows understanding of prepositions such as under, on top, behind by carrying out an action.
 Identifies action words by following simple instructions e.g. Show me jumping...
 Beginning to understand more complex sentences- 'put your shoes in the basket and put your wellies on'.
 Understands simple concepts- fast/slow, good/bad.
 Selects familiar objects by name, knowing the names of resources e.g: A 'rolling pin' for the play dough.
 Learns and uses names of friends and key worker.
 Understands simple sentences e.g. "Snack time now". (with use of symbols)

Focusing attention- can still listen or do, but can change their own focus of attention
 Listens to familiar stories and can recall, joins in with repeated refrains and anticipates key events.

Understanding

Range 5- Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box...
 Beginning to understand 'how' and 'why' questions
 Range 6 Understanding- questions such as 'who, why, when, where and how...'
 Understands use of objects e.g. what do we cut with?
 Prepositions- 'on top', 'in', 'behind and in front'

Dev. Matters-

Understands a two-part question

Speaking

Range 5- Beginning to use more complex sentences to link thoughts
 Questions why things happen and gives explanations...
 Asks who what when and how?
 Builds up vocabulary that reflects the breadth of their experiences.
 Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle'.
 Range 6 - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
 Speaking in more complex sentences, using 'and' and 'because'

Range 6- Shows variability in listening behaviour, may move around and fiddle but still be listening and sit still but not absorbed by activity.

May indicate abilities with 2 channelled attention, paying attention for short, or longer periods of time.

Understanding

Range 5- understands 'how' and 'why' questions
 Listens and responds to ideas expressed by others in conversation or discussion.
 Range 6- Able to follow a storyline without pictures or props.
 Understands questions such as 'who; why; when; where and how'
 Beginning to follow a story without pictures or props.
 Understands a range of more complex sentence structures including negatives, plurals and tense markers.

Speaking

Range 5- Continues to make 'sensible' errors- e.g. 'runned' for 'ran'
 Will absorb and use language they hear around them in their community and culture.
 Uses intonation, rhythm and phrasing to make meaning clear to others
 Talks extensively about things that are important to them
 Range 6 -Extends vocabulary- grouping and naming exploring new words
 Able to use language to recall past experiences,

	<p>Speaking</p> <p>Range 3 Copies expressions (oh dear) and is beginning to put 2 words together. Talks about people not present (e.g. mum and dad)</p> <p>Range 4: Copies and uses familiar expressions e.g. "Tidy up time" Puts two words together e.g. "want juice" to express needs, feelings and opinions. Uses different types of everyday words (nouns, verbs and adjectives) e.g. banana, go, sleep, hot. Beginning to ask simple questions e.g. "Where's J?" Beginning to talk about people and things that are not present- use family photos on family group board as stimulus, Tapestry observations from home. Uses language to share feelings, experiences and thoughts Uses longer sentences Uses a variety of questions</p> <p>Range 5: Extends vocabulary. Talks more extensively about things of importance to them.</p>	<p>Use talk to explain what is happening and anticipate what might happen next.</p> <p>Development Matters Using a wider range of vocabulary and longer sentences of four to six words Uses talk to organise themselves and their play e.g. 'Let's go on a bus... I'll be the driver'</p>	<p>Uses the past tense, present tense and future tense Uses talk to imagine, make up a storyline, recreate roles, organise, sequence, clarify thinking, ideas, feelings and events</p> <p>Development Matters Start a conversation with an adult or friend and continue it for many turns</p>
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Physical Development

By the time children start with us baseline assessment is undertaken to ascertain whether children are able to:

Use different ways of moving	To make large movements with hands and arms (e.g. brushing teeth, wiping windows, waving)	Roll up own sleeves and wash hands	Start to communicate toileting needs.	Begin to use the toilet independently	Put own coat on	Put own shoes on, even if not on the right feet or fully fastened.
Recognise own things (coat, shoes, bag)	Sit down to eat and begin to use cutlery	Drink from an open cup, using 2 hands	To know how to move in different situations (eg. inside or outside, run or walk)	Jump from equipment and land safely on 2 feet	Start to use tools safely, with support (eg. scissors)	Can navigate stairs or steps independently

Intended progression for children who have attended for three terms:

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children move around the nursery in different ways, including crawling, walking, running or jumping. They make large movements with their hands and arms and enjoy joining in with activities which foster this skill. They know they are required to walk indoors, although this may not yet be consistent. Children know how to wash their hands, although they may need help with rolling up sleeves. They drink from an open cup with either 1 or 2 hands supporting.	Children are beginning to communicate their toileting needs through simple words or gestures, including answering an adult when they ask if they need to be changed. They recognise their own belongings and are beginning to attempt putting their coat on. Children jump down from low steps using both feet, and sometimes hands, to land safely.	Children show increasing confidence using simple tools such as scissors to cut paper or a spoon/fork to eat their lunch. They put their shoes or wellies on and know how to climb up a small flight of stairs on their own, using rails or objects for support where needed. Children are starting to take themselves to the toilet independently, although this may not be consistent at this point.

Triangulation with Birth to 5

Moving and Handling

Range 2 - Starts to throw and release objects overarm.

Range 2- Starts walking independently on firm surfaces and later on uneven surfaces

Range 2- Climbs inside, underneath, into corners and between objects

Health and Self Care

Range 2- Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support

Range 3 - Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling

Range 3- Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning

Moving and Handling

Range 3 - Uses gesture and body language to convey needs and interests and to support emerging verbal language use

Range 4- Jumps up into the air with both feet leaving the floor and can jump forward a small distance

Health and Self Care

Range 2 - Starts to communicate regarding urination and bowel movement

Range 3 - Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges

Range 3- Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning

Moving and Handling

Range 3- Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time

Range 3 - Mealtimes as an opportunity to help children to use fingers, spoon and cup to feed themselves

Range 4 - Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools

Health and Self Care

Range 3- Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning

Range 3- Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges

Range 4- Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet

By the end of N2 we expect that most children will independently be able to:

Understands their physical and personal hygiene needs	Uses the toilet independently & wipes/ clean themselves then washes hands	Put on and fasten up a coat with a zip or buttons.	Put on wellies and shoes independently	Use a knife, fork and spoon to cut and eat food	Use a pincer/tripod grip to hold their pen or paintbrush when mark making	Safely use scissors independently
Has a range of fine and gross motor skills	Understands hopping, skipping, jumping etc & is able to do these	Remember and perform a sequence or pattern of movements	Goes up stairs using alternate feet	Have some ball skills	Move with control and balance	Take planned risks, e.g. climbing on different levels.

Intended progression in the N2 year, for children who attend 3 terms:

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children move independently around Nursery, in a controlled manner. They are familiar with other forms of travelling, such as running and jumping, and will do this outdoors. Children know when they are hungry or thirsty, and are starting to communicate this. They enjoy climbing but may need adult support.	Children enjoy throwing and kicking balls, and do so with increasing accuracy. They understand the importance of hygiene, including dental hygiene, and can simply explain why we take care of ourselves. Children use simple tools safely, such as scissors and hole punches, and are exhibiting more control in their gross and fine motor skills.	Children use the toilet independently, including cleaning themselves and washing their hands. They can put on their own coats and shoes, and can generally fasten them themselves. When mark making, children usually use a pincer/tripod grip and exhibit increasing control over their marks. They know how to use cutlery at mealtimes, although may still require support.
Triangulation with Birth to 5 and Development Matters	FINE MOTOR CONTROL Pre-Writing Skills Moving and Handling 0-5 Range 3 and 4 Preference for dominant hand, hand, leg/foot Show increasing control in holding, using and manipulating a range of tools and objects such	FINE MOTOR CONTROL Pre-Writing Skills Moving and Handling 0-5 Range 5 Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.	FINE MOTOR CONTROL Writing Skills Moving and Handling: Range 6 Begins to form recognisable letters independently Shows a preference for a dominant hand

as tambourine, jugs, hammers and mark-making tools

Participates in finger and action rhymes, songs games, imitating the movements and anticipating actions

Develop their small motor skills so that they can use a range of tools safely, competently and confidently.

GROSS MOTOR CONTROL

Range 4-Begins to walk, run and climb on different levels

Uses wheeled toys with increasing skill such as pedalling, balancing, holding handle bars and sitting astride.

Moves in response to music, or rhythms played on instruments such as drums or shakers

Chooses different ways of moving

Range 5- Manipulates scarves and ribbons

Development Matters 0-3

Children learning how to fit themselves into different sized spaces,

Move in a variety of different ways.

Health and Self Care

Range 4- Can hold a cup with two hands and drink well without spilling

Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.

Observes and can describe in words or actions the effects of physical activity on their bodies.

3 & 4 year olds Development Matters

Use a comfortable grip with good control when holding pens and pencils (model and encourage the 'tripod' grip where possible as it's most comfortable).

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Development Matters 0-3 Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks.

GROSS MOTOR CONTROL

Range 5- Can balance on one foot or in a squat momentarily, shifting body weight to improve stability

Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles

Can grasp and release with two hands to throw and catch a large ball, beanbag or object

Creates lines and circles pivoting from the shoulder and elbow

Range 6- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance

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

Shows a preference for a dominant hand

Begins to use anticlockwise movement and retrace vertical lines

Uses a pencil and holds it effectively to form recognisable letters independently, most of which are correctly formed

Uses simple tools to effect changes to materials

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

GROSS MOTOR CONTROL

Range 6- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles

Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Travels with confidence and skill around, under, over and through balancing and climbing equipment

Development Matters 3 & 4 yrs

Start to take part in some group activities which they make up themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Range 5- Can wash and dry hands effectively and understand why this is important.

Development Matters 3 &4- Use large-muscle movements to wave flags and streamers, paint and make marks

Health and Self- Care

Development Matters 3-4

Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

Start eating independently, develop skills in using knives and forks (if culturally appropriate).
Can name and identify different parts of the body

Range 5

Observes and controls breath, able to take deep breaths, scrunching and releasing the breath
Eats a healthy range of foodstuffs and understands need for variety in food
Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Health and Self Care

Range 6- Eats a healthy range of foodstuffs and understands need for variety in food

Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot or cold temperatures.

Understand how to transport and store equipment safely.

- Can initiate and describe playful actions or movements for other children to mirror and follow
- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day

Personal, Social & Emotional Development

By the time children start with us baseline assessment is undertaken to ascertain whether children are able to:

Begin to self soothe	Form strong relationship with KW	Plays alongside others	Begin to play collaboratively with others	Form friendships	Take part in activities with low/no risk	Make a conscious choice between 2 given options
Show an understanding of simple rules and routines in nursery	Free-flow between classrooms	Find a way of expressing their needs	Begin to show an interest in planned risks	Interact with others in small groups or 1:1 situations	Begin to use the language of emotions	Begin to come into nursery confidently/positively

Intended progression for children who have attended for three terms::

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children recognise their key worker and have a trusting relationship with them. They are beginning to self soothe via distraction, physical sensation or contemplation, and will immerse themselves in familiar no/low risk activities for short periods. Children allow others to play alongside them within the same space, and interact with children or adults in small scale situations using verbal or non-verbal communication.	Children play collaboratively with their peers, even if this is fleeting or irregular. They find verbal and/or non-verbal ways to express their needs, such as leading an adult to the milk jug, or asking for particular toy. When given a direct choice between 2 options, children choose their preferred one with awareness (e.g. Do you want apple or banana? Would you like to play with the cars or the paints?)	Children come into nursery confidently and usually detach from carers in a positive way. They are familiar with the routines and rules of nursery and show an understanding of these e.g. hanging up their coat. Children have early friendships and are starting to show an interest in activities with planned risk, such as jumping off a block or using the climbing frame. They freely explore all the nursery environment, including other rooms and the outdoors, and can simply express how they feel ('I sad today', 'I'm so excited')
Triangulation with Birth to 5	Making Relationships Range 2- Displays attachment behaviours such as wanting to stay near to their close carers,	Making Relationships Range 2- Is fascinated by other children, watching them and interacting with them	Making Relationships Range 3- Asserts their own ideas and preferences and takes notice of other people's responses

<p>checking where they are and protesting when separated</p> <p>Range 2- Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations</p> <p>Range 3- Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy</p> <p>Range 3- Enjoys playing alone and alongside others and is also interested in being together and playing with other children</p> <p>Sense of Self</p> <p>Range 2- Shows separation anxiety as they become more aware of themselves as separate individuals</p> <p>Range 2- Shows growing self-confidence through playing freely and with involvement</p> <p>Understanding Emotions</p> <p>Range 2- Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs</p> <p>Range 2- Uses familiar adult to share feelings such as excitement and for “emotional refuelling” when feeling tired or anxious</p>	<p>through offering toys, food etc, and by reaching for objects that another has</p> <p>Range 3- 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</p> <p>Sense of Self</p> <p>Range 3- 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</p> <p>Understanding Emotions</p> <p>Range 2- Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy</p> <p>Range 3- Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words</p>	<p>Range 4- Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</p> <p>Range 4 (C&L)- Uses language to share feelings, experiences and thoughts</p> <p>Sense of Self</p> <p>Range 3- Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability</p> <p>Range 4- Is developing an understanding of and interest in differences of gender, ethnicity and ability</p> <p>Understanding Emotions</p> <p>Range 3- Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words</p> <p>Range 4- Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</p>	
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	Range 2- Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer		
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By the end of N2 we expect that most children will independently be able to:

Form friendships and show friendly behaviour	Form good relationships with all adults	Purposefully choose their own play from a range of choices	Join in the games of others & invite others into their play or let them play alongside	Understand how to stay safe when taking a planned risk	Free-flow & explore the nursery environment with confidence	Understand and follow all nursery rules and routines
Name and talk about emotions/ feelings	Have an awareness of the feelings of others	Have an awareness of the difference between wants and needs	Say no in an appropriate context	Begin to have an awareness of their own identity (cultural, personal, religious)	Understands that some tasks are more challenging and is beginning to show perseverance and resilience	Comes in to nursery confidently and positively

Typical progression in the N2 year, for children who attend 3 terms:

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children have made a strong relationship with their key worker and are increasingly happy to separate from their parent or carer. They allow other children to play alongside them, and begin to explore different areas of the nursery environment. Children primarily use their key worker for help, comfort and advice. They begin to form friendships with other children and show friendly behaviour.	Children come in to nursery confidently and choose the direction of their play with purpose. They are beginning to recognise their feelings and can usually name their emotions when prompted. They invite or allow others into their play and show awareness of the feelings of other children. They effectively communicate their needs and preferences, and are beginning to understand that they can express their own	Children are happy, confident and have begun to be more adventurous in their play, taking appropriate risks. They are increasingly independent, persevering when they face difficulties can work collaboratively. They have a sense of self, and can talk about their family, their culture and their positive attributes. Children are confident to approach any adult within the nursery for help, and are showing a developing empathy for others.

		<p>choices. Children follow nursery routines and rules.</p>	
<p>Triangulation with Birth to 5 and Development Matters</p>	<p>Making Relationships</p> <p>Range 3 - Interact with others- exploring the environment confidently with special person close by. Enjoys playing alone and alongside others and is also interested in being with other children.</p> <p><u>Range 4-</u> To separate from their close carers and explore new situations with support from familiar adults. Builds relationships with special people but may show anxiety in the presence of strangers. Cooperates in favourable situations, such as with familiar people and environments</p> <p>Sense of Self</p> <p>Range 3- Is aware of and interested in own and others physical characteristics, pointing to and naming features such as eyes, nose, hair.</p> <p>Range 4- To begin to understand how they fit into a community- be able to cooperate, and share experiences with others. Children to know their own name and uniqueness, and differences to others</p> <p>Understands differences of gender, ethnicity and ability.</p> <p>Growing sense of self- confidence and self-esteem, sense of similarities and differences</p> <p>Understanding Emotions</p>	<p>Making Relationships</p> <p>Range 5- Practices skills of assertion, negotiation, and compromise and looks for a supportive adult for help in resolving conflicts with peers</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions. E.g. giving up a toy</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas Uses experiences of adult behaviours to guide their social relationships and interactions Recognises that they belong to different groups in society and communicates freely about home.</p> <p>Returns to secure base of a familiar adult to recharge and gain emotional support</p> <p>Sense of Self</p> <p>Range 4-Practises skills of assertion Range 5- Building on confidence and self-esteem, becoming 'outgoing'</p> <p>More confidence developing in new social situations. Able to try new things, take risks, express needs and ask adults for help</p>	<p>Making Relationships</p> <p>Range 6- Understand different points of view, challenge each-others' thinking</p> <p>Represents and recreates what they have learnt about social interactions in play and relationships with others.</p> <p>Increasingly socially skilled- can take steps to resolve conflicts with other children by negotiating and finding a compromise- sometimes independently, sometimes with an adult.</p> <p>Sense of Self</p> <p>Has a clear idea of what they want to do in their play- and confidence in choosing resources. Talk about what they do well, and what they are getting better at. Shows confidence in speaking to others about their own needs, wants, interests and opinions</p> <p>Development Matters</p> <p>Play with one or more children, extending and elaborating play ideas Awareness of different social groups and sensitive to prejudice and discrimination</p> <p>Understanding Emotions</p> <p>Understanding other's feelings</p> <p>Understanding of their own feelings</p>

	<p>Range 3- Beginning to be aware of their own feelings, and the feelings of others, expressing a range of different feelings.</p> <p>Range 4_ To begin to seek comfort and offer comfort to others.</p> <p>Growing an understanding of boundaries</p> <p>Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, angry anxious or over stimulated.</p> <p>Co-regulation (skill building):</p> <ul style="list-style-type: none"> -Understand visual timetables/structures of the day - Communicate feelings through gestures, signs, Makaton, words -Be supported to manage transitions, for example from their parent to their key person 	<p>Understanding Emotions</p> <p>Range 5- Expresses a wide range of emotions, e.g. excitement anxiety, guilt, self- doubt</p> <p>Talks about the feelings of others</p> <p>Understands what it means to feel fear, or be afraid of something</p> <p>Expresses a wider range of feelings when interacting with others- through play and behaviour. Emotions include excitement, anxiety, guilt and self-doubt. May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares.</p> <p>Co-regulation (skill building)</p> <p>Range 5-6 -Through one- to one 'thinking time' help children to understand the impact of their choices/behaviour/actions and the feelings of themselves and others</p> <ul style="list-style-type: none"> -More able to use tools/strategies to 'manage' feelings and 'tolerate' situations with adult help -Use adults for emotional 'refuelling' 	<p>Can offer empathy and comfort</p> <p>Aware of behavioural expectations shows sensitivity to fairness and justice.</p> <p>Find solutions to conflicts and rivalries</p> <p>Co-regulation (skill building)</p> <p>Range 6- Shows sensitivity to fairness and justice</p> <p>Seeks ways to manage conflict, e.g. through sharing, negotiation and compromise</p> <p>Development Matters</p> <p>Know some healthy foods and that our body needs a range of food types</p> <p>Know the dangers of roads and cars</p> <p>Know the importance of oral hygiene, make healthy choices about food, drink, activity and toothbrushing</p>
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By the time children start with us baseline assessment is undertaken to ascertain whether children are able to:

Holds books the right way round and turns the pages one at a time	Listens to short stories with attention	Joins in with repeated refrains in stories	Can recall simple stories and use them in their play	Beginning to recall simple rhymes and use them in their play	Can use the pictures in a book as a prompt to tell a story	Uses different media to mark make
		Makes a range of marks, including lines and circles	Gives meaning to the marks they make	Can differentiate between sounds in the environment		

Intended progression for children who have attended for three terms::

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children use paint, messy play, pencils or natural materials to make marks. They will sometimes listen to nursery rhymes sung by an adult.	Children join in with familiar nursery rhymes and can sometimes be heard repeating parts of these in their play. They look at books for pleasure, handling them correctly, and use the pictures to make up their own narrative, or remind them of a known story.	Children show increasing control over the marks they make, forming circles or lines, and can ascribe meaning to these marks. They listen to short stories in an individual or small group context, and will join in with repeated refrains. They can recall parts of familiar stories in conversation.
Triangulation with Birth to 5	Reading Range 2- Handles books, printed and digital reading material with interest	Reading Range 2- Handles books, printed and digital reading material with interest Range 3- Is interested in and anticipates books and rhymes and may have favourites	Reading Range 3 - Is interested in and anticipates books and rhymes and may have favourites Range 3- Begins to join in with actions and sounds in familiar song and book sharing experience

Writing

Range 2- *What is often referred to as "early mark-making" is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency.*

Range 3- Begins to join in with actions and sounds in familiar song and book sharing experience

Writing

Range 2- *What is often referred to as "early mark-making" is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency.*

Range 3- Begins to understand the cause and effect of their actions in mark making. Enjoys the sensory experience of making marks.

Range 4- Has some favourite stories, rhymes, songs, poems or jingles

Range 4- Repeats and uses actions, words or phrases from familiar stories

Range 4- Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps

Writing

Range 3- Begins to understand the cause and effect of their actions in mark making. Knows that the marks they make are of value

Range 4- Distinguishes between the different marks they make.

By the end of N2 we expect that most children will independently be able to:

Understand that print has meaning	Can talk about books they enjoy from home or school	Can tell their own story	Knows what an author and illustrator are	Shows an awareness of fiction and non-fiction	Knows that a story has a beginning, middle and end	Predict what might come next in a story
Sound knowledge of Phase 1 phonics	Recognises the initial sounds in words	Recognises own first name when written down	Begin to write their own name	Emergent writing	Begin to form letters within their mark making	Spot and say rhyming words

Typical skill progression in the N2 year, for children who attend 3 terms:

	Milestone 1	Milestone	Milestone 3
Milestone	Children have increasing focus during story time and will on occasion choose to look at books within the classroom, retelling some of their favourite stories during continuous provision. Children can use muscles in their hands and arms to make large scale movements and bring together hand and eye movements to fix on and make contact with objects.	Children take part in shared reading, and use characters from stories in play and retelling activities. They join in with repeated refrains and make predictions about what will happen next. Children are familiar with a range of Nursery rhymes and props, and join in with actions. They mark make in a purposeful manner and ascribe meaning to the marks they have made in a range of media. Children are beginning to know what an author and illustrator are, and that books can be true 'facts' or stories.	Children use literacy as a form of communication and expression throughout their play. They use props to re-tell stories and demonstrate a love of reading. Mark making is more controlled, enabling them to draw lines and circles. Children can find their name card and use it to attempt to write their name. Most children will be able to form some recognisable letters. Children are usually able to identify the initial sounds of words and are beginning to orally segment. They take an interest in rhyming words and can often spot pairs of words which rhyme.
Triangulation with Birth to 5 and	Reading Development Matters 0-3: Handles books, printed and digital reading material with	Reading Range 5- Begins to develop phonological and phonemic awareness	Reading Range 5- Continuing to develop phonological and phonemic awareness

<p>Development Matters</p>	<p>interest. Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences.</p> <p>Range 3- Begins to join in with actions and sounds in familiar songs and book sharing experiences</p> <p>Range 4- Has some favourite stories, rhymes, songs, poems or jingles Repeats and uses actions, words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</p> <p>Range 5- Knows that print carries meaning. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Writing</p> <p>Range 3- Enjoys the sensory experience of mark making</p> <p>Range 4: Distinguishes between the different marks they make</p>	<p>-Recognises rhythm in spoken words, songs, poems and rhymes</p> <p>-Claps or taps the syllables in words, songs, poems and rhymes -Awareness of the initial sounds in words. -shows awareness of rhyme and alliteration</p> <p>Begins to be aware of how stories are structured and to tell own stories. Talks about events and principal characters in stories and suggests how the story might end</p> <p>Range 6- Describes main story settings events and principal characters in increasing detail</p> <p>Writing</p> <p>Range 5- Includes mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Sometimes gives meanings to their marks and drawings</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p> <p>Begins to make letter type shapes to represent the initial sound of their name and other familiar words.</p>	<p>-Hears and says the initial sounds in words. -Continues a rhyming string and identifies alliteration</p> <p>-Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them -starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons. Handles books with growing competence</p> <p>Range 6- Enjoys an increasing range of print and digital books, both fiction and non-fiction Uses vocabulary and forms of speech that are influenced by their experiences of reading Re-enacts and reinvents stories they have heard in their play Begins to recognise some written names of peers, siblings or "Mummy/ Daddy"</p> <p>Writing</p> <p>Range 5- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words Range 6- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p>
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Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.

Range 5: Sometimes gives meaning to their stories.

Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves

Includes mark making and early writing in their play

Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes

Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology
Able to use some of their developing knowledge of phonemes and graphemes to write some recognisable letters in sequence, such as the letters in their name.

Mathematics

By the time children start with us baseline assessment is undertaken to ascertain whether children are able to:

Joins in with number rhymes	Uses the language of numbers in their play	Shows an interest in how shapes fit together	Knows the names 1 or 2 basic shapes (e.g. square, triangle, circle etc)
Shows an interest in filling and emptying, and an awareness of when something is full or empty	Uses the language of size or quantity (bigger and smaller, less or more) in the correct context	Uses simple positional language	Has an awareness of the passing and measurement of time through routine

Intended progression for children who have attended for three terms:

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children show an interest in filling, emptying, pouring and tipping various containers. They indicate an awareness of when something is empty or full (e.g. stopping pouring milk into a full cup, or looking for more sand to fill an empty bucket), but may not know these words.	Children are beginning to understand the passing of time by using routine markers from the school day (e.g. Mummy comes after lunch). They join in with simple number and counting rhymes, and may repeat parts of them in their play using random number names. Children explore shape toys and puzzles and show interest in fitting them together.	Children use number language in their play, although this is usually random ('I'm building it a hundred tall'; 'That pasta's ten pounds.' Etc), and can correctly use the language of size/quantity comparison when comparing two objects. They know and use the positional language of 'on' and 'under'.
Triangulation with Birth to 5	Number Range 2- Looks for things which have moved out of sight	Number Range 2- May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers	Number Range 3- Says some counting words Range 3- May engage in counting-like behaviour, making sounds and pointing or saying some numbers

	<p>Spatial Awareness</p> <p>Range 2- Explores space around them and engages with position and direction, such as pointing to where they would like to go</p> <p>Range - Enjoys filling and emptying containers</p> <p>Shape</p> <p>Range 2- Stacks objects using flat surfaces</p> <p>Range 2- Responds to changes of shape</p> <p>Measures</p> <p>Range 2- Shows an interest in objects of contrasting sizes in meaningful contexts</p> <p>Range 2- Shows an interest in emptying containers</p>	<p>Spatial Awareness</p> <p>Range 2- Explores space around them and engages with position and direction, such as pointing to where they would like to go</p> <p>Shape</p> <p>Range 2- Attempts, sometimes successfully, to match shapes with spaces on inset puzzles</p> <p>Range 3- Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles</p> <p>Pattern</p> <p>Range 2- Joins in with repeated actions in songs and stories</p> <p>Range 3- Becoming familiar with patterns in daily routines</p> <p>Measures</p> <p>Range 2- Gets to know and enjoys daily routine</p> <p>Range 3- Beginning to understand that things might happen now or at another time, in routines</p>	<p>Spatial Awareness</p> <p>Range 3- Investigates fitting themselves inside and moving through spaces</p> <p>Shape</p> <p>Range 3- Beginning to select a shape for a specific space</p> <p>Range 3- Enjoys using blocks to create their own simple structures and arrangements</p> <p>Pattern</p> <p>Range 3- Joins in with and predicts what comes next in a story or rhyme</p> <p>Measures</p> <p>Range 3- Shows an interest in size and weight</p> <p>Range 4- Explores differences in size, length, weight and capacity</p> <p>Range 4- Beginning to anticipate times of the day such as mealtimes or home time</p>
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By the end of N2 we expect that most children will independently be able to:

Knows the order of numbers 1-5	Can recognise numerals 1-5	Can count with one-to-one correspondence	Can count out a specified number of objects	Can accurately use the language of less and more	Uses the language of heavier and lighter	Knows the names of most regular 2D shapes
Knows the name of some 3D solids	Uses positional language in context	Knows the days of the week	Can identify and continue AB repeating patterns	Has an awareness of addition and subtraction and what they mean	Has a concept of time and how we measure it	Can make 'maths marks'

Typical skill progression in the N2 year, for children who attend 3 terms:

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children engage with mathematical concepts through everyday play and routines such as snack time, story time etc They follow the rhythm of the day, understanding now and next, and the sequence of the Nursery day. Children explore building with medium sized blocks and materials, and begin to use the vocabulary of quantity (e.g. more/less). Children listen to and begin to join in with the actions and words of simple number songs	Children count incidentally, and begin to notice and comment on amounts and numerals in the environment. Children show an understanding of some positional language. They are comparing size, weight, shape, composition, groups, and know the terms 'more than' 'fewer than'. Children recognise ABABAB patterns and are beginning to subitise with numbers up to 2. They know the names of some days and use them in context.	Children build with a range of shapes and select them appropriately, combining shapes to make new ones- e.g. an arch. They make comparisons between objects size, length, weight and capacity. They can extend ABAB patterns and recognise and subitise up to 3 objects. Children understand number concepts to at least 5 (reciting, counting objects, cardinality, show finger numbers, link numerals, identify Numicon).
Triangulation with Birth to 5 and Development Matters	Comparison Range 3 - Responds to words like lots or more Range 4 -Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'	Comparison Range 5-Compares two groups of up to five objects, saying when there are the same number of objects in each group- e.g. you've got two, I've got two- same!	Comparison Range 6 - Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size Estimates numbers of things, showing understanding of relative size

Counting

Range 3 - Says some counting words
Range 4 - Begins to say numbers in order, some of which are in the right order (ordinality)
Range 5 - Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2,3,4,5.
Begin to recognise numerals 0 to 10

Cardinality

Range 3 -Uses number words, like one or two and sometimes responds accurately when asked to give one or two things
Range 5 - Explores using a range of their own marks and signs to which they ascribe mathematical meanings

Composition

Range 5- Beginning to use understanding of number to solve practical problems in play and meaningful activities

Spatial Awareness

Range 3 – Enjoys filling and emptying containers
Range 4- Begins to remember their way around familiar environments
Responds to some spatial and positional language
Range 5- Responds to and uses language of position and direction

Measures

Range 4- Explores differences in size, length, weight and capacity

Counting

Range 5- Uses some number names and number language within play, and may show fascination with large numbers
Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2,3,4,5.

Cardinality

Links numerals with amounts up to 5 and maybe beyond
Subitises one, two and three objects
Explores using a range of their own marks and signs to which they ascribe mathematical meanings.

Composition

Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers

Spatial Awareness

Range 5- Responds to and uses language of position and direction
Predicts, moves and rotates objects to fit the space or create the shape they would like

Measures

Range 5- In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
Range 6 Beginning to experience measuring time with timers and calendars. Sing songs about the days of the week, and months of the year, referring to the calendar and countdown to events...

Counting

Range 6 - Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0
Increasingly confident at putting numerals in order 0 to 10 (ordinality)

Cardinality

Range 6 - Engages in subitising numbers to four and maybe five
Matches the numeral with a group of items to show how many there are (up to 10)
Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints

Composition

Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of object

Spatial Awareness

Range 6 - Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoint

Measures

Range 6- Enjoys tackling problems and making predictions involving length, weight, or capacity- paying attention to fairness and accuracy
Range 6 - Becomes familiar with measuring tools in everyday experiences and play

Shape

Range 3- Enjoys using blocks to create their own simple structures and arrangements

Range 4- Chooses puzzle pieces and tries to fit them in

Makes simple constructions

Pattern

Range 3- Becoming familiar with patterns in daily routines

Range 4 - Is interested in what happens next using the pattern of everyday routines

Shape

Range 5 -Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.

Attempts to create arches and enclosures when building, using trial and improvement to select blocks

Pattern

Range 5 - Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next

Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)

Shape

Range 6- Uses own idea to make more complex models selecting blocks needed, solving problems and visualising what they want to build (Block area)

-Uses a mixture of mathematical terms, and informal language to describe shapes, e.g. 'heart shaped'

-Learning which shapes can be combined to make other shapes.

Pattern

Range 6- Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.

Understanding The World

By the time children start with us baseline assessment is undertaken to ascertain whether children are able to:

Can identify people who help us	Can recognise differences and similarities between people/experiences.	Begin to have an awareness of customs and celebrations	Starting to show an interest in nature and our environment
Beginning to understand about seasons and changes in the environment	Show an interest in how things grow and/or decay	Shows an awareness and interest in technology and what it is used for	

Intended progression for children who have attended for three terms:

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children are aware, often from their home lives, of technology and how it is used. They show interest in the outdoors (e.g. leaves, creatures, flowers) for short periods.	Children have an awareness of the seasons in the context of changing weather. They participate in planting activities and can express what they hope will happen (e.g. "It grow.")	Children can identify adults who can help them e.g. teacher, police officer, parent, nurse. They can indicate whether or not their family takes part in key celebrations, such as Eid or Christmas, and accept differences between themselves and others. They are curious about how things work.
Triangulation with Birth to 5	<p>People & Communities</p> <p>Range 2 - Develops a sense of belonging to their family and their key carer</p> <p>Range 2- Recognises key people in their own lives</p>	<p>People & Communities</p> <p>Range 2 - Develops a sense of belonging to their family and their key carer</p> <p>Range 2- Recognises key people in their own lives</p>	<p>People & Communities</p> <p>Range 3- Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p>

The World

Range 2- Closely observes what animals, people and vehicles do

Technology

The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave

Range 3- Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them

Range 3- Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them

Range 3- Enjoys stories about people and nature

The World

Range 3- Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life

Technology

Range 3- Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them

Range 4- In pretend play, imitates everyday actions and events from own family and cultural background,

Range 4- Learns that they have similarities and differences that connect them to, and distinguish them from, others

The World

Range 3- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking

Range 4- Can talk about some of the things they have observed such as plants, animals, natural and found objects

Technology

Range 4- Seeks to acquire basic skills in turning on and operating some digital equipment

By the end of N2 we expect that most children will independently be able to:

Shows an interest in the world around them	Has an awareness of their own life story	Shows an interest in different occupations	Recognises and positively accepts differences between themselves and others	Is able to talk about what they can see, hear, smell, feel etc...	Has an awareness of environmental issues and steps we can take to help	Knows that there are different countries in the world
Knows how we can use technology to find things out	Is aware of different jobs and roles and can act these out where appropriate	Has a simple understanding of life cycles	Explores how things work	Talks about similarities and differences in materials and their uses	Recognises different seasons, weather and natural phenomena	Talks about what they notice with a confident and increasing vocabulary

Typical skill progression in the N2 year, for children who attend 3 terms:

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children settle into nursery, recognising that they have a key group. They learn the names of friends and keyworkers, and begin to participate in start of day routines. Children have a strong sense of belonging and recognise/celebrate family photos which can be accessed to promote well-being and security. They begin to make connections between home and nursery through role play, real objects and experiences, e.g. Eid, Christmas and Diwali.	Children will confidently explore the indoor and outdoor learning environment and are curious about how things work or what they do. Children begin to learn how we are alike or different, through cultural celebrations linked to their own experiences. They understand that the natural world changes around us and notice this. Children are aware of life-cycles of animals and plants, and growth and decay through first hand experiences. They understand the importance of looking after our environment and begin to take steps to do so.	Children understand life beyond home and nursery, and make sense of their physical world and community. Children's knowledge is increasing due to personal experience and information obtained through books, and technology, developing their understanding of diversity and the wider world. They know a range of occupations and are beginning to show an interest or aspiration to these. Children know that there are different countries in the world and show respect and tolerance towards other cultures. Children proudly talk about their own uniqueness and what makes them special.

<p>Triangulation with Birth to 5 and Development Matters</p>	<p>People & Communities</p> <p>Range 3- Is interested in photographs of themselves and other familiar people and objects Range 4 - Has a sense of own immediate family and relations and pets 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 Range 5 - Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines</p> <p>The World</p> <p>Range 4 - Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake Range 5- Talks about where they live- recognises their home Talks about why things happen and how things work</p> <p>Development Matters</p> <p>Explore materials with different properties (0-3)</p>	<p>People & Communities</p> <p>Range 5- Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>The World</p> <p>Range 5- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Shows care and concern for living things and the environment Talks more extensively about why things happen and how things work Range 6- Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Development Matter</p> <p>Talk about the differences between materials and changes they notice- e.g. cooking and changing states (3-4) Developing an understanding of growth, decay and changes over time Uses all if their senses in 'hands on' exploration of natural materials</p>	<p>People and Communities</p> <p>Range 6- Enjoys joining in with family customs and routines</p> <p>Development Matters-</p> <p>Begins to make sense of their own life-story and family history (3-4 yrs) Talks about past and present events in their own life and in the lives of family members Knows that other children do not always enjoy the same things, and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities, cultures and tradition Model positive attitudes towards race, gender, disability, religious diversity= confront stereotypes.</p> <p>The World</p> <p>Range 5- Begin to understand the effect their behaviour can have on the environment Range 6- Makes observations of animals and plants and explains why some things occur, and talks about changes Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>Development Matters</p> <p>Talk about what they see, using a wide vocabulary Discuss different countries of the world</p>
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Technology

Range 4- Seeks to acquire basic skills in turning on and operating some digital equipment
Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car
Uses pipes, funnels and other tools to carry/transport water from one place to another
Plays with water to investigate 'low technology' such as washing and cleaning
Range 5- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support

Technology

Range 5 - Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
Knows that information can be retrieved from digital devices and the internet
Uses ICT hardware to interact with age-appropriate computer software
Can create content such as a video recording, stories, and/or draw a picture on screen
Range 6 - Completes a simple program on electronic devices

Explore and talk about different forces they can feel- pushing pulling, magnetic attraction, stretching elastic and snapping twigs
Explore materials that float and sink
Explore materials which create shadows, and that light can be shone through
Plant seeds and care for growing plants

Technology

Range 6- Uses ICT hardware to interact with age-appropriate computer software
Develops digital literacy skills- being able to access, understand and interact with a range of technologies

Expressive Arts and Design

By the time children start with us baseline assessment is undertaken to ascertain whether children are able to:

Takes an interest in singing and dancing	Has an awareness of different colours and can name their favourite colour	Can use scissors and glue in their own creations, with support	Has an interest in using a range of materials
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Intended progression for children who have attended for three terms:

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children show an interest in creative play and materials, although this may be fleeting.	Children are increasingly interested in joining in with music activities such as singing, dancing and using instruments. They enjoy different noises that are made, and are beginning to experiment with ways to move their body.	Children know the purpose of simple tools such as scissors and glue sticks and can use these in their creative play, with support. They know the names of one or more colours (for example, their favourite colour) and can pick this out.
Triangulation with Birth to 5	<p>Creating with Materials</p> <p>Range 2- Experiments with a range of media – tools, materials, sound and whole-body movement through multi-sensory exploration</p> <p>Being Imaginative and Expressive</p> <p>Range 2- <i>Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)</i></p>	<p>Creating with Materials</p> <p>Range 3- Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p>Being Imaginative and Expressive</p> <p>Range 3- Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</p>	<p>Creating with Materials</p> <p>Range 3- Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>Range 4- Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Being Imaginative and Expressive</p> <p>Range 3- Expresses self through physical actions and sound</p>

		Range 3- Expresses self through physical actions and sound	Range 4- Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations
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By the end of N2 we expect that most children will independently be able to:

Explores a range of materials, including clay, recycled materials, paint, collage etc.	Explores musical instruments and moves to music	Knows a range of songs, rhymes and poems	Knows the names of the primary and secondary colours
Beginning to make recognisable representations of people and objects	Takes part in role play activities	Uses a variety of tools confidently (scissors, stapler, hole punch etc)	Can participate in small world play using their own narrative

Typical skill progression in the N2 year, for children who attend 3 terms:

	Milestone 1	Milestone 2	Milestone 3
Milestone	Children show an interest in the way objects and instruments sound and begin to join in with singing songs, showing some enjoyment. They begin to show an emerging preference for a dominant hand, and are interested in colour mixing and exploration. They explore materials using their senses and begin to use imaginative play by pretending.	Children explore different materials freely, and develop their ideas about how to use them and what to make. They represent ideas through drawing (creating closed shapes with continuous lines), through movement and music, gaining increasing control over rhythmic instruments. They take part in pretend play using objects or loose parts to represent a familiar item.	Children use resources to create props which support role play. They use drawing to represent ideas with increasing complexity and detail, such as representing an enclosed face with features. They use own ideas to choose materials and explore colour and textures, using tools for purpose. They can create music, rhythm, rhyme and song, exploring how sound and movement can be changed.
Triangulation with Birth to 5 and Development Matters	Musical knowledge Range 4- show interest in sound makers and instruments and experiments with different ways of playing them.	Musical knowledge Range 5- Explores and learns how sounds and movements can be changed Taps out repeated rhythms	Musical Knowledge Range 6- Makes music in a range of ways, e.g. plays with sounds creatively, plays along

Development Matters

Enjoy and take part in actions songs, encouraging children to accompany by own movements or by playing instruments. Explore their own voices.

Colour Knowledge

Range 4- learning that when you combine colours- they make new and different colours. (Children to enjoy and respond to playing with colour in a variety of ways, e.g. colour mixing).

Creating with Materials:

Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects

Uses 3D and 2D structures to explore materials and/or to express ideas.

Development Matters

Explore different materials using all their senses to investigate them. Manipulate and play with different materials.

Music and Dance**Development Matters-**

Respond emotionally and physically to music when it changes. Move and Dance to music.

Being Imaginative and Expressive

Range 4- Using everyday materials to explore, understand and represent their world- their ideas, interests and fascinations.

Uses movement and sounds to express experiences, expertise, ideas and feelings

Develops an understanding of how to create and use sounds intentionally.

Sing familiar songs, e.g. pop songs, songs from tv, rhymes, songs from home

Development Matters

Play and perform music with different dynamics (loud/quiet) tempo (fast/slow) pitch (high/low) and rhythms (pattern of sound).

Colour Knowledge

Range 5- Continues to explore colour and how colours can be changed- providing a range of colour mixing resources

Development Matters

Talk to the children about the differences between colours. Help them to explore and refine their colour mixing- for example: 'How does blue become green?'

Creating with Materials:

Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
Uses tools for a purpose

Music and Dance

Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns

Enjoys joining in with music, dancing and ring games

Being Imaginative and Expressive

Range 5- Engages in imaginative play based on own ideas or first hand or peer experiences

to the beat of the song they are singing or music they are listening to

Development Matters

Play instruments with increasing control to express their feelings and ideas
Show creativity in song- beginning to improvise and increase skill in matching pitch and singing a the melodic shape of familiar songs.
Children can remember entire songs.

Colour Knowledge**Development. Matters**

Explore and refine artistic effects to express feelings and ideas- mix colours to match what they want to represent- e.g. trying to reach the right shade of blue for their sea side picture.

Creating with Materials

Range 6- Children confident to explore their interests, theories, ideas through experimentation with diverse materials e.g. light, projected image, loose parts, watercolours, powder paint- to communicate their knowledge and understanding.

Development.Matters

Create enclosed shapes to represent objects- begin to add details, e.g. of a face
Return to and build on previous learning.
Create collaboratively- e.g. through project work

Music and Dance**Development Matters**

Watch and talk about dance and performance art, expressing feelings and responses.

Begins to 'make-believe' by pretending, using sounds, movements, words, objects and begins to describe sounds and music imaginatively (e.g. scary).

Range 5- Uses movement and sounds to express experiences, expertise, ideas and feelings
Experiments and creates movement in response to music, stories and ideas

Development Matters

Start to develop pretend play, pretending that one object represents another. E.g. holding a wooden block to her ear and pretending it's a phone... (0-3)

Plays alongside children who are engaged in the same theme.
'Story telling'- children can create sounds, movements, drawings to accompany stories

Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.

Development Matters

Use their imagination to consider what they can do with different materials
Take part in simple pretend play, using an object to represent something else even though they are not similar.
(3-4)

Being Imaginative and Expressive

Range 5- Uses available resources to create props or create imaginary ones to support play.

Range 6- Creates representations of both imaginary and real-life ideas, events, people and objects

Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this (child physically demonstrates) that peg looks like a mouth...

Introduces a storyline or narrative into their play- playing as part of a group

Development Matters

Develops complex stories using small world equipment, and creates 'small worlds' with blocks and construction toys. (3-4)

Reading, Writing & Maths

"Certainly, young children can begin to practice making letters and numbers and solving problems, but this should be done without workbooks. Young children need to learn initiative, autonomy, industry, and competence before they learn that answers can be right or wrong."

~ David Elkind

Children join us at a wide range of stages of development in early reading, writing and maths, and with greatly differing levels of exposure. The range of need and prior learning is so great that to produce a concrete plan, ahead of time, of exactly how we will develop those early reading, writing and maths skills would be a disservice to many of our children. Practitioners use their professional knowledge assessment to glean the starting points of each child, then employ a range of strategies and approaches to build on these and move the child's learning forward. Some of these strategies and approaches are listed in the table on the following page.

We firmly believe that in order for children to flourish and have the best possible start to their early reading and writing they must develop a passion and enthusiasm for them through a deep love of books, story, words and rhymes. We have built a language rich environment where children are aware that print carries meaning and has a range of purposes. There are many opportunities for children to engage with books and stories in all aspects of their play, and a lending library allows them to carry this enthusiasm through to their home setting. Children experience and explore mark making in a variety of real-life and imaginative contexts, building on opportunities to develop their gross and fine motor skills and build the required muscles and grip in their fingers, hands and arms to prepare them for writing.

Early maths takes a very practical form at Marsh Hill Nursery School. We provide a wealth of opportunities for children to explore problem solving, spatial awareness, counting, shape, pattern and measure activities with no expectation that they document or record their mathematical thinking. It is important that children engage with and understand mathematical thinking before the constraints of written maths are introduced, however independent mathematical mark making is facilitated and encouraged in their free-flow and self-directed play. Many of the opportunities for children to develop their maths skills are framed in real-life contexts, so that maths has a purpose and relevance to their everyday lives, rather than becoming just 'something you do in school'. These role-play and creative opportunities sit hand in hand with discrete adult-led, small group teaching of specific concepts and unpicking misconceptions.

	Provision	Strategies & Approaches
Early Reading	<ul style="list-style-type: none"> *Access to a range of books and reading materials both indoors and outdoors. *Books linked to children's interests. *Lending library to foster a love of story at home. *Regular rhymes and rhythm play *Dedicated reading area with comfortable seating and resources to help re-telling. *Early phonics opportunities for listening, discriminating between and talking about sounds. 	<ul style="list-style-type: none"> *Adults as reading role models *Reading aloud done in an engaging, exciting way. *Ensure active child participation in story sessions. *Encourage books to be chosen/used as a natural part of the day. *Use questioning to develop text comprehension *Consider the interests of the group when choosing a text *Plan purposeful free-flow activities with a reading focus. *Instil an ethos of 'having a go' in the children to build confidence. *Model attentive listening and engagement. *Observe, Wait, Listen... to ensure adult input is purposeful and does not interrupt. *Use a good standard of spoken English language and grammar when interacting with children.
Early Writing	<ul style="list-style-type: none"> *Access to a range of mark making materials during free-flow play. *Activities to develop pre-writing skills and build both gross and fine motor skills in the arms and hands. *Continuous provision that encourages mark making for a range of purposes. *Text in the environment to model writing for purpose. *Range of pre-writing/mark making activities including sensory play (sand/foam/gloop) to mark make with fingers and tools. 	<ul style="list-style-type: none"> *Model writing regularly and for a range of purposes. *Show a genuine interest in what and how all children communicate, regardless of attainment level. *Notice marks that children make and talk about them, giving them value. *Provide innovative ways to practise making marks *Allow children to see adults writing for pleasure. *Facilitate shared writing activities. *Celebrate children's mark making via sharing or display. * Instil an ethos of 'having a go' in the children to build mark making confidence. *Plan free-flow and adult-led activities with a mark making focus.
Early Maths	<ul style="list-style-type: none"> *Access to a range of mathematical resources, models and images. *Resources that lend themselves to mathematical exploration, problem solving and embedding of skills. *Continuous provision indoors and outdoors that is linked to children's interests and accounts for their needs and levels of mathematical skill development. *Adult-led small group sessions where mathematical skills and concepts are explicitly taught and developed. 	<ul style="list-style-type: none"> *Support and develop mathematical development in free-flow play by observing, assessing then moving learning on. *Sing a range of counting songs and rhymes, and encourage children to learn and enjoy these. * Plan free-flow and adult-led activities with a developmentally appropriate maths focus. *'Think out loud' to model mathematical thinking processes to children. *Use open ended questions to allow children to 'muse' on possible solutions and reveal any misconceptions. * Allow children to see adults using maths for real-life activities, such as counting children on the register, cups, or weighing ingredients. *Regularly re-assess continuous provision so a range of maths skills can be facilitated. *Model maths as an integral part of daily life, not a discrete concept.

Phonics

"Children need to listen and respond to a wide range of sounds prior to being introduced to letters."

~ Sally Neaum

We know that phonic awareness and understanding is key if children are to flourish in reading and writing. Our intention is that our children build a sound understanding of Phase One phonics while they are with us, and find it an enjoyable, so that they may build on this in their Literacy journey in Reception.

On the advice of DFE and Ofsted we do not follow a direct phonics teaching programme. We teach and support listening and attention skills essential for phonics learning in the future and support a child's interest in phonemes and graphemes when appropriate through their play. We primarily use songs, rhymes and musical instruments to engage children and develop these attention and listening skills, alongside Attention Birmingham 'Bucket Time'.

We base our practice around a 'pre-phonics' approach by Anima Phonics for Letters and Sounds. We cover all aspects of Phase One every half term, so that the children build confidence and familiarity with the sounds and skills needed for Early Literacy in an enjoyable way.

Core Texts

"Reading aloud to children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read."

~ Marilyn Jager Adams

We have chosen a range of Core Texts for our children to become familiar with over the course of their journey with us. These texts intend to foster a love of story, help children build a bank of tales they can re-tell, and have a range of cross-curricular links.

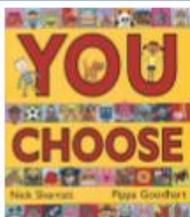
Each half term we will introduce children to 3 key, age and stage appropriate books, and explore them together in a variety of ways. We know that our children don't always have a knowledge or familiarity with 'traditional tales', so we have incorporated some of these classic stories each term. The sharing of books and stories fosters a love of reading, but can also support children's learning across other areas of the curriculum, and we have planned in a range of books which support mathematical concepts. Maths is an area of development for us as a school and by fostering early Maths skills in a variety of contexts, children begin to learn that Mathematics is not simply a discrete skill to be used in isolation. Of course, we have also made sure that we include other story books that the children and staff love!

Many of the stories in our Core Texts have our Curricular Threads woven through them, and help children to understand their Rights, their emotions, their development and everyday routines in an enjoyable context.

Staff and children will share a huge range of books throughout their time at Marsh Hill Nursery School, and these books are certain to vary from group to group and child to child. By having a set of Core Texts running through our books we know that there is consistency in the stories they are familiar with; the texts below are not a limit, they are simply a starting point.

The list below may be subject to change dependant on the needs of each cohort following our assessments.

Autumn term 1



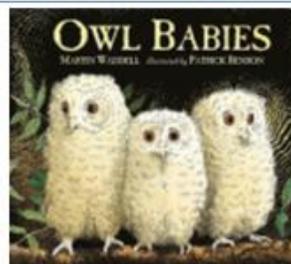
Appealing, highly interactive and packed with details, this gem of a book can support speech and language development, encourage independent thinking and make decision-making fun.

UNCRC: Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Maths focus: exploring size

Phonics focus: Sounds different things make. Initial sounds.

Autumn term1



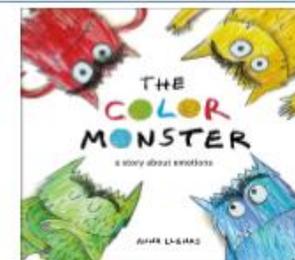
Deals with separation; emotions such as fear/anxiety; repetition of language; children can relate to having older and younger siblings; memory skills

UNCRC: Article 5 The Government should respect the right of my family to help me know about my rights

Maths focus: exploring size

Phonics focus: Body percussion

Autumn term 1



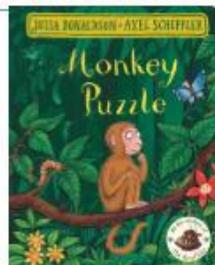
Deals with emotions and the different ways in which you may react when displaying certain emotions.

UNCRC: Article 12 says that every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Maths focus: Different colours of the colour monster

Phonics focus: listening and attention skills

Autumn term 1



A lively interactive introduction to basic body parts and movements

UNCRC Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met

Maths focus: Body parts

Phonics focus: Rhythm and rhyme

Autumn term 1



Monkey is lost in the jungle, so he asks Butterfly to help him find his mum.

UNCRC: You have the right to choose your own friends and join or set up groups, a

Maths focus: Positional language

Phonics focus: Listening and attention skills

Autumn term 2



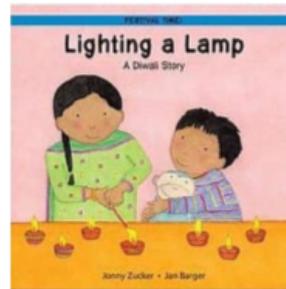
A hilarious tale of family life.

UNCRC: Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Maths focus: Size

Phonics focus: Voice sounds

Autumn term 2



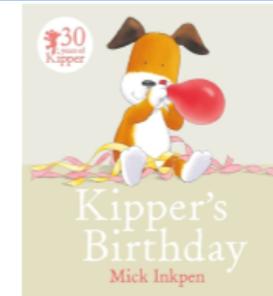
This book is perfect as an introduction to Diwali for younger children.

UNCRC: Article 14 You have the right to choose your own religion and beliefs

Maths focus: 3D Shapes

Phonics focus: Alliteration

Autumn term 2



A classic Kipper picture book, perfect for teaching children about today, tomorrow and yesterday.

UNCRC: Article 31 You have the right to play and rest.

Maths focus: Days of the week

Phonics focus: Rhythm and Rhyme

Autumn term 2



Imagination; creativity; different places and environments; Christmas (recall); rhythm and rhyme;

UNCRC Article 8 - I have a right to an Identity

Maths focus: number and shape

Phonics focus: Rhythm and rhyme

Autumn term 2



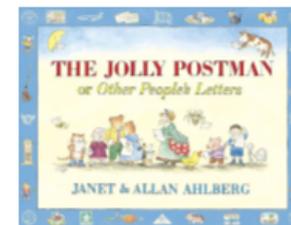
Retelling of the story behind Christmas.

UNCRC: Article 14 You have the right to choose your own religion and beliefs. Y

Maths focus: Size and directions

Phonics focus: Listening and attention

Autumn term 2

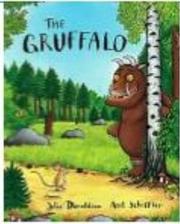
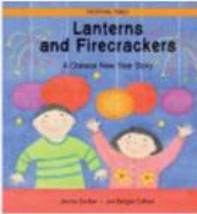
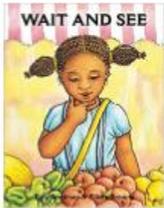
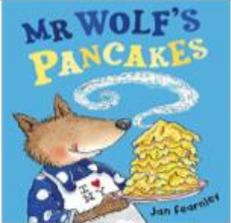
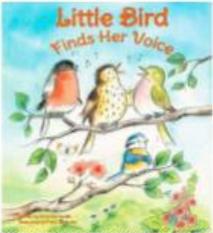
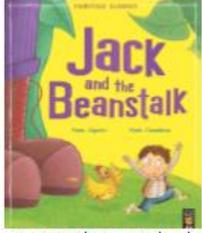
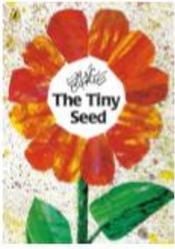


Join the Jolly Postman as he delivers letters in fairy-tale land!

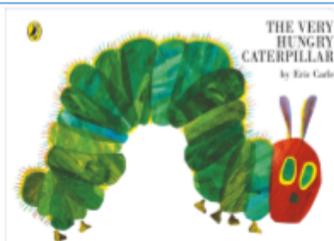
UNCRC: Article 13 You have the right to find out things and share what you think with others

Maths focus: Size and positional language

Phonics focus: Listening and attention

<p>Spring term 1</p>  <p>Sense of imagination; animal habitats; memory; descriptive language UNCRC Article 34 Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad Maths focus: size— small and tall Phonics focus: rhythm and rhyme</p>	<p>Spring term 1</p>  <p>How families and children celebrate Luna New Year; simple images to illustrate events. UNCRC: Article 14 I have the right to have my own thoughts and beliefs; to choose my religion with my parents guidance Maths focus: descriptive language for shape Phonics focus: rhythm and rhyme: syllables in words.</p>	<p>Spring term 1</p>  <p>Diversity; stereotypes; names of different food shops; understanding money; community; healthy foods UNCRC: Article 24 I have the right to food Maths focus: shape and measure Phonics focus: alliteration</p>	<p>Spring term 1</p>  <p>Stranger danger; sharing; imagination; food; places we eat; feelings UNCRC: Article 19 I have the right to being protected from being hurt or treated badly Maths focus: comparing number Phonics: Alliteration ■ To develop understanding of alliteration (same initial word sounds)</p>
<p>Spring term 2</p>  <p>As tory about working hard even when no one can help; friendships; helping other people; repetition; farm animals; process of making bread; planting and growing UNCRC Article 15 I have the right to meet with friends and other groups. Maths focus: measuring Phonics focus: voice sounds—segmenting words</p>	<p>Spring term 2</p>  <p>A story about persevering and simply having a go as you never know what might happen. UNRC Article 29—education develops my personality and confidence Maths focus: sorting and creating patterns Phonics focus: environmental sounds, visual discernment</p>	<p>Spring term 2</p>  <p>Imagination; sounds; morals; rhythm and rhyme; planting and growth; UNCRC Article 26— my family should get the money they need to help bring me up Maths focus: recognising and counting to 5; more/less Phonics focus: listening and remembering voice sounds</p>	<p>Spring term 2</p>  <p>Seasons; growth.; Life cycle; weather ; nature; UNCRC: Article 29—education develops my personality and respect the environment Maths: size and shape of seeds Phonics focus: Oral blending and segmenting</p>

Summer term 1



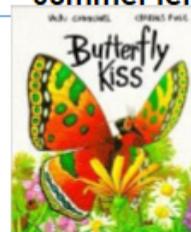
Sequencing; days of the week; maths; healthy and non healthy food; growth cycle of a caterpillar; pattern;

UNCRC: Article 24 I have the right to clean water and good food.

Maths focus: size— long and short

Phonics focus: alliteration— listen to the sounds at the beginning of words noticing the difference

Summer term1



Growth; change; names and characteristics of different insects and creatures

UNCRC: Article 29 I have the right to an education which develops my personality, respect for others' rights and the environment

Maths focus: number— Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers

Phonics focus: To distinguish between the differences in vocal sounds, including oral blending and segmenting

Summer term 1



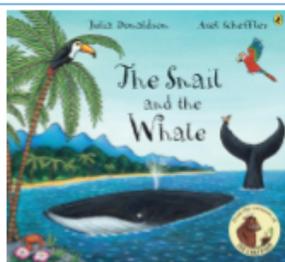
Feelings/emotions; how to deal with conflict; time; names of insects and creatures;

UNCRC: Article 12 I have the right to be listened to and taken seriously

Maths focus: Counting and adding the spots on the ladybirds wings

Phonics focus: Anticipating key phrases and sounds.

Summer term 2

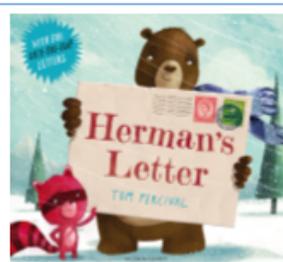


UNCRC: Article 36 to be kept safe from things that could harm my development

Maths focus: comparing size of the animals

Phonics focus: rhyming words

Summer term 2



PSED 2 best friends who move away from each other, but still remain friends even though they don't see each other every day!

UNCRC: Article 12: I have the right to be listened to and taken seriously

Maths focus: • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same

Phonics focus: Initial letter sound of H for Henry and Herman

Summer term 2



Rhythm; repetition; memory; emotions; environmental sounds; adventure; journey; order; sequencing; prepositional language—over/under.

UNCRC: Article 12: I have the right to be listened to and taken seriously

Maths focus: • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same

Phonics focus: To develop oral blending and segmenting of sounds in words

Maths

"Early math is cognitively fundamental. It's not just about numbers and shapes. There's reasoning and thinking embedded in what we do in early mathematics that forms a foundation for years to come."

~ Doug Clements

Understanding of Number

The EYFS (2025) tells us that a strong grounding in number is essential in order for children to develop the building blocks needed to 'excel mathematically'. We ensure that children hear 'maths talk' as part of their everyday routines and activities, and give them opportunities to explore, experiment, discover and embed early mathematical knowledge and skills. We are introducing to enhance our teaching of maths throughout the setting.

Key Counting Principles

One to One Correspondence: Children need to name/label object that they count, and realise that there are two sets – a group that has been counted and a group that has not yet been counted.

Stable Order Principle: The next step is for children to know how to count with the numbers in the correct order.

Cardinal Principle: Children now realise that the last number in the set is the total amount.

Counting Anything: Children begin to realise that anything can be counted, not just objects that can be touched (e.g. jumps, claps, breaths)

Counting Order: The final stage of counting is when children realise that the order that they count the objects in the set doesn't matter, and will still lead to the same total.

We support the development of number & counting awareness and spatial reasoning in a range of ways across our continuous and discrete provision. It is challenging to group these precisely as many activities and resources support learning across more than one area of counting or spatial awareness. These include, but are not limited to:

Counting Area	Activities, Opportunities and Enhancements	Focused Small-Group Teaching (adult led)
Verbal Counting	Counting things of different sizes (to support focus on the numerosity of the count) Counting things that cannot be seen/touched such as sounds, actions, words etc.	Use of number lines and daily access to number language e.g. counting children in the group or how many altogether
Object Counting	Counting things that cannot be moved, such as pictures on a screen, birds in the trees, faces on a 3D solid.	Snack time – measurements, counting, sharing.
Counting for Cardinality	Number lines. Natural resources for counting e.g. conkers, pine cones, sticks, flowers. Mathematical mark making e.g. tally charts, number representation	Adult-led games – dice games, songs and rhymes. Physical games outdoors, including hopscotch, skittles, beanbags, Mr Wolf etc.
Number Conservation	Counting resources in indoor and outdoor environments, both adult and child directed. Dice with different models and images of numbers	Group time teaching activities and daily routines
Subitising	Tape measures to measure height, length etc Measuring jugs and scales Dice	Group time teaching activities and daily routines

Spatial Reasoning	Activities, Opportunities and Enhancements	Adult Input
Spatial Awareness	<p>Spatial language to support and explore spatial concepts</p> <p>Small world play – positioning and language of direction</p> <p>Maps- create own and follow simple given maps</p> <p>Block play – Tessellation, building structures, awareness of shape surfaces</p> <p>Free-flow indoor/outdoor access to support physical exploration- fitting in, climbing, balancing, being underneath etc</p> <p>Obstacle courses</p>	High quality interaction during free-flow, and small group activities as needed to address misconceptions or move learning on.
Shape	<p>Block play and construction</p> <p>Multi-purpose creative resources</p> <p>Garden areas – shape walks, raised beds, paths and patterns</p> <p>Books and puzzles</p> <p>Shadow and light play</p> <p>Malleable and loose part materials- Placing and arranging</p>	High quality interaction during free-flow, and small group activities as needed to address misconceptions or move learning on.
Pattern	<p>Sensory play – paints and printing</p> <p>Mirrors for symmetry and reflection</p> <p>Sand and water, multi-media mark making</p>	High quality interaction during free-flow, and small group activities as needed to address misconceptions or move learning on.

Measure	Blocks Tape measures Height measuring Growth - planting and measuring plants Mud kitchen Role play Cooking	High quality interaction during free-flow, and small group activities as needed to address misconceptions or move learning on.

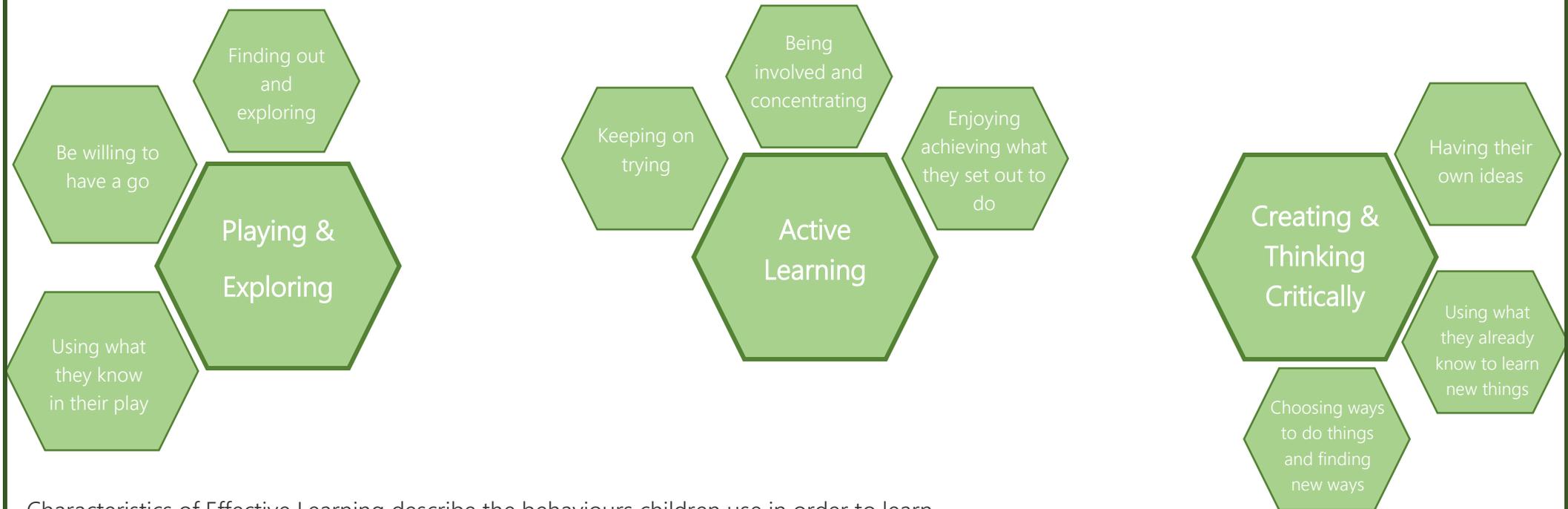
Implementation

How do we teach and deliver our intentions?

Characteristics of Effective Learning

"Children must be taught how to think, not what to think."

~ Margaret Mead



Characteristics of Effective Learning describe the behaviours children use in order to learn.

A characteristic of effective learning is not necessarily something a practitioner must do, but an understanding of how children learn and develop. At times, adults working in the EYFS focus on *what* a child is learning, whereas it is vital for practitioners to take a step back, reflect, and think about *how* learning is taking place. Practitioner awareness of these characteristics will ultimately lead to improved teaching and learning outcomes.

Our curriculum intent is implemented through skilled teaching input, purposeful and stimulating environments, and a broad range of opportunities and experiences. 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 approach supports this.

Play Based Approach

"It is paradoxical that many educators and parents still differentiate between a time for learning and a time for play without seeing the vital connection between them."

~ Leo Buscaglia

Our approach to learning is rooted in play, it is the foundation of our teaching approach upon which all other elements are built (see Curriculum Triangle, p.7)

The EYFS tells us that "Play is essential for children's development" and builds their confidence and ability to make relationships and relate to others. We know that children learn best when they are engaged and interested, and by giving them the opportunity to access self-directed experiences and activities they are able to lead their own learning in an enjoyable and appealing way. Because play is flexible and open-ended children can take risks and challenge themselves in a way they feel comfortable, without fear of failure. They become absorbed in tasks, and use things they already know in new and exciting contexts, deepening their understanding.

Children's learning is progressed through play by applying skills and knowledge in new contexts, using open ended resources or by the input of a skilled and engaging adult. Play is at the heart of our practice; it is our belief that children should remain playful for as long as possible.

Small Group Times

Sharing News and Celebrations

Song and Rhymes

Turn Taking

Makaton

PECS—Picture Exchange Communication System

O.W.Ling—Observe, Wait, Listen

Serve and Return Conversations

WellComm Assessments and Interventions

Attention Birmingham (Bucket)

Speech and Language Therapy

Sustained Shared Thinking and Emotional Wellbeing

Objects of Reference

SHREC Share attention, Respond, Expand, and develop
Conversation

Communication and Language

Physical Development

Parachute Play

Pre-writing/Fine Motor

Calculated Climbing

Toilet Routines and Training

Scissor Use

Gardening

Dancing

Sports Equipment Outdoors

Dressing Up and Undressing

Pre-Writing and Gross Motor

Mud Kitchen

Music

Walking/ Scooting to school

Transition Meetings

Keyworker groups

Rights Respecting Schools

Mindfulness

Family Photos displayed

Tapestry

Planning in the moment

Parents Workshops

ECERS

Sustained Shared Thinking and Emotional Wellbeing

Attention Birmingham (Bucket)

Personal, Social, Emotional Development

Literacy

Prompts

Pre-Phonics Attention and Listening

Phonics

Pre Writing and Motor Skills

Name writing

Role Play

Group times

Core Text Sessions

Story Sacks

Lending Library

Scribing child voice

Mud Kitchen

Parent Workshops

World Book Day

Small Group sessions

Morning routines

Cooking

Music

Songs and Rhymes

Building and Measuring

Continuous Provision indoor/outdoor

Mud Kitchen

Maths areas in continuous provision (places for counting/ space shape and measure)

Repeating Patterns

Parent Workshops

Maths

Understanding of the World

Sensory Play

Faith based Celebrations

Recycling

Trips

Cooking

Celebrating Me

Gardening

Mud Kitchen

Investigation areas in continuous provision

Animal and Life Cycle Focus

Rights Respecting Schools

Emergency Service Visitors

Recycled Materials Modelling

Observational Drawing

Songs and Performances

Role Play Areas

Artists and Illustrators

Colour mixing

Self-Access Art Area

Drama Games

Mixed Media Resources

Parent Workshop

Puppets

Small World Play

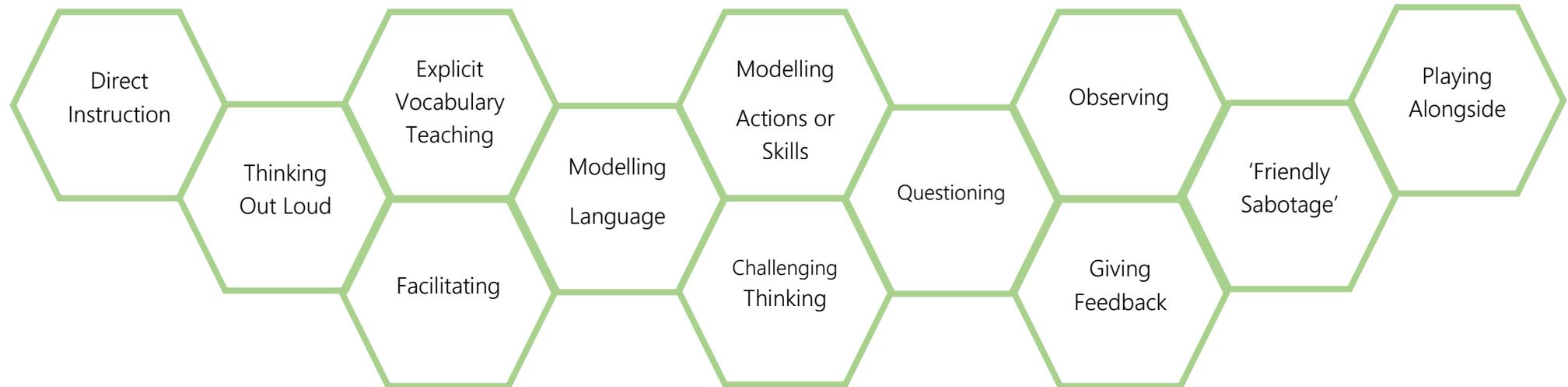
Expressive Arts and Design

Teaching Strategies & Questioning

"The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences."

~ Maria Montessori

There is learning to be done at every moment of the school day, and the approaches taken by staff to utilise these moments are dependent on the context and the individual. Skilled staff know the child's stage of development and select the most appropriate strategy to move learning forward for that child or group of children. Teaching strategies include, but are not limited to:



When using questioning as a teaching tool, practitioners will try as far as possible to avoid closed questions requiring a simple, one-word answer and avoid 'firing' questions at children or quizzing them. Children's understanding and thinking skills will be developed using open ended questions which require the children to give detail or reasoning in their responses. These questions will often take the form of staff pondering out loud, for example 'I wonder what will happen if I put this on the tower?', 'How else could we do that?' or 'What do you notice about these insects?'

Parent Partnership

"A child educated only at school is an uneducated child."

~ George Santayana

Marsh Hill Nursery School actively seeks out meaningful partnerships with parents to support and take forward children's learning and development. Parents are a child's first teacher and we recognise the importance of their input and knowledge. Children spend only 15 – 30 hours per week with us, and we encourage families to embed and support what their child has learned at Nursery when they are at home. Research* tells us that what happens at home makes the biggest difference to a child's early learning and development.

Throughout the year we hold a range of workshops for where parents work with their children on activities or projects linked to different curriculum areas. Parents/carers are invited on our school trips.

It is vital to us that parents feel supported and informed both in terms of their child's learning and development and also their own role in helping to extend this. Staff use Tapestry online journals to keep parents up to date with what their child is doing in Nursery and encourage family members to upload their own photographs and observations of what their child enjoys and experiences at home. In addition, we have Parent Consultation meetings each term.

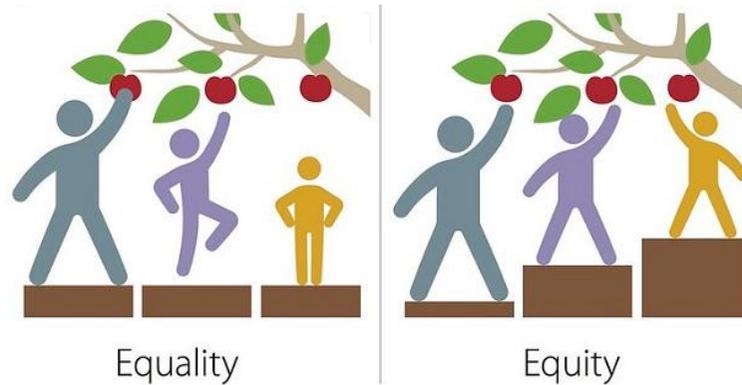
* Sammons *et al.* (2015) *Pre-School and early home learning effects on A Level outcomes*, University of Oxford (DfE)

SEND & Inclusion

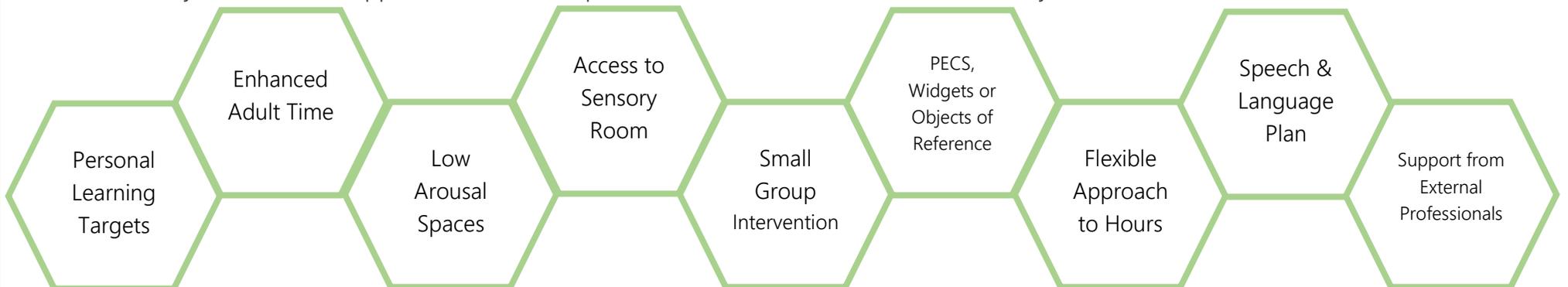
"Inclusion is based on the belief that children of all abilities have the right to an education that is meaningful, appropriate, and equivalent to that of their peers."

~ Nicole Eredics

Marsh Hill Nursery School is an inclusive setting and believes that all children have the right to high quality educational input regardless of any special/additional needs or disabilities. We aim for equity for our children, knowing that giving all children *equal provision* is not always the best way, as they require provision that will enable *them* to access engaging and meaningful learning experiences from their starting points.



While at Nursery, some of the support children with Special Education Needs and Disabilities may receive include (but are not limited to):



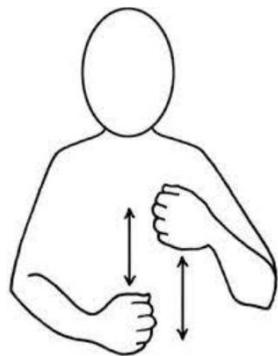
Makaton

"I can remember the frustration of not being able to talk. I knew what I wanted to say, but I could not get the words out, so I would just scream."

~ Temple Grandin

Makaton is a unique communication tool that uses speech, signs and symbols to help people of all ages to communicate. Makaton differs from British Sign Language in that speech is always used alongside Makaton signs. In Nursery it is an important tool for children who have limited or no spoken language, as it enables them to express their preferences and get their needs met. It also helps speech development as spoken language is always used with the signs. Makaton is used to enhance communication universally throughout the Nursery, not as an indication of any Special Educational Need.

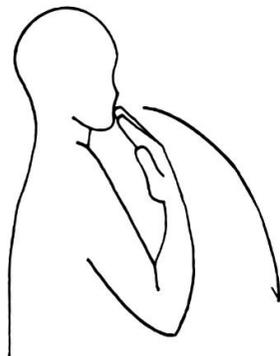
Examples of some common Makaton signs and symbols used around the Nursery, which you may see children using, are:



Milk



Drink of Water



Please



Thank You



Good Morning

+



Staff Training & CPD

"Invest in early childhood education. Invest in our teachers and our children will succeed."

~ Barack Obama

The educational landscape is constantly evolving and, as lifelong learners, it is important for Nursery staff to keep up to date with current initiatives, traditional approaches, statutory requirements, safeguarding protocols and a range of other knowledge that allows them to provide the most sound holistic education for the children in their care.

Our commitment to Continuing Professional Development (CPD) recognises the impact that confident, knowledgeable and skilled staff have on children's learning and development.

Training and CPD will usually centre around either Knowledge & Skills (*what* we teach and/or are required to do) or Pedagogy (*how* we teach or present things). In the past 2 years staff have engaged with training and CPD on, but not limited to:



Impact

How do we know and measure the progress of our children?

Assessment Cycle

"The child wants to be observed, but she doesn't want to be judged. Even when we do judge, things escape us, we do not see things, so we are not able to evaluate in a wide way."

~ Loris Malaguzzi

START HERE!

Observe children as they play and interact, take part in everyday activities and apply what they already know to different situations.

Gather information from parents about what children do at home.

and consult with other practitioners about what they have observed in Nursery.

Observation

Assessment

Reflect on what has been observed and understood about the child or children and decide:

How are they approaching their learning?

What have they learned or understood?

What does this tell us about the child?

Planning

Decide the best way to support, extend and teach the child or children.

How can you move their learning on?

Does the environment support with this? If not, how can it be changed to do so?

Does a specific skill or piece of knowledge need to be taught?

The impact of our curriculum and pedagogy on a child's learning is measured through a constant cycle of assessment. At this stage of a child's development it is not appropriate for them to be tested and quizzed, therefore all assessment is made through observation and interaction by trained educational staff in the nursery. Observation is the starting point of our assessment and planning. Staff know each child well and carefully observe what they can do in order to identify their next steps and plan how these can be implemented.

There are a number of different forms of assessment which help to inform us about each child and *the impact our teaching and curriculum has had on progressing their learning*. The key types used at Marsh Hill Nursery School are:

Formative Assessment

This is our most regular form of assessment. We observe children throughout the day and form positive relationships with them so that we know what knowledge and skills they already have and what they will need next to move this on. Sometimes this assessment leads to a next step or learning opportunity taking place immediately 'in the moment', sometimes the following day or week, or even a little further into the future. Using our long-term key milestones (see Knowledge & Skills Progression by Area, in Intent section) as a guide, staff engage with children to bring their learning forward. There is very little recording and documenting at this stage, to allow staff the time to interact and gain an in-depth knowledge of each child.

Summative Assessment

Within their first few weeks at Marsh Hill Nursery School children will be given a baseline assessment by staff. Staff work together to pool their knowledge and observations of the child and decide whether, at that point in time, they are meeting age related expectations and appear to be on track to achieve their milestones at appropriate times. Following this baseline, children's progress against curriculum goals and milestones (see Knowledge & Skills Progression by Area) are reviewed approximately termly. From these assessments, careful analysis is carried out to look at trends in achievement or barriers to progress. These summative assessments also allow staff and leadership to see what may not be working as well, or put in additional support for children or groups of children who may not yet be meeting their age-related expectations.

Wellcomm Assessment

Wellcomm is a toolkit which enables us to identify children which may benefit from additional speech and language support. Children take part in a series of activities with a trusted staff member, and their responses are logged. Following this, staff use this record to assess the level of a child's comprehension of different elements of spoken language. If there is an area in which a child appears not to be functioning within an age-appropriate level, we can intervene early with tailored activities and interventions.

Additional Assessments

There may be occasions when we use other established assessment tools to help us assess a child's stage of development and understanding. This is particularly true when a child is identified as having SEND, as these specific assessment tools focus on their unique needs, strengths and challenges as an individual.

Moderation

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."

~ Robert John Meehan

The majority of our pupil progress moderation focuses on our summative assessments. As children form relationships with a range of staff it is important that all observations and experiences are put forward to form a true representation of the 'actuality' of a child's progress and attainment. Moderation is also planned between Marsh Hill and Marsh Hill Nursery Schools. At these sessions there is an intention to agree a curriculum focus (e.g. PSED) and both schools bring anonymised examples of children's learning and how they have assessed it in relation to age related expectations. These forms of moderation make sure that not only do all staff agree on what attainment at each stage looks like. *How* a child meets a milestone may not be the same in each school, but the *level* of knowledge and skill required to meet the goal should be the same in all settings.

Internal moderation will feature regularly as part of our assessment cycle. Each staff member will bring a different element of knowledge about a child, and by pooling these sources of information we are able to get a full and accurate picture of the child as an individual and their learning and achievements.

Moderation of teaching and learning will also take place via the Peer Review process. During this process, members of SLT from Marsh Hill visit Perry Beaches Nursery School will observe practice, with an agreed focus. Feedback will be given to Senior Leaders and staff, and any points for development will be addressed in a workshop facilitated by trained staff from other schools. Moderating our practice in this way will ensure that the picture of the standard of teaching and learning that is held by the Head Teacher/SLT is not insular. Rather than existing in a vacuum, practice at Marsh Hill Nursery School will be observed and enhanced by external professionals – this makes sure practice is kept current, relevant and of a high standard to promote children's progress.

Feedback

"Feedback is a free education to excellence. Seek it with sincerity and receive it with grace."

~ Ann Marie Houghtailing

Feedback, both formal and informal, is a crucial part of how we measure our impact on children's learning and progress. Examples of some of the feedback models we use are:

Staff to child feedback: Feedback is part of learning, and practitioners feed back to children in a wide variety of ways. They may prompt or remind, question, praise, warn, instruct, gesture, celebrate their work or ponder out loud. How the child reacts to, dismisses or takes this feedback on board gives staff a good indication of the child's level of development and what their next steps will be. Feeding back to children can also take the form of provision in the learning environment which enables them to develop prior learning.

Child to staff feedback: Children feed back to staff in a range of ways, both verbal and non-verbal. They may talk about their feelings, answer a question, celebrate achievements, ask for help, re-enact learning in their play, make their needs known via gesture or facial expression, or feed back in any number of other ways. This feedback is important so that staff know how to meet the child's learning and developmental needs, and can tailor their provision.

Parent to staff feedback: The importance of an open and honest relationship between staff and parents cannot be underestimated. Parents feedback to staff both verbally, via Tapestry and at Parents Consultations. They discuss their child's learning, their likes and dislikes, behaviour, worries or achievements. They also complete an annual questionnaire about their child's experience at Nursery.

Staff to parent feedback: As mentioned, it is important that practitioners can approach parents about any aspect of their child's learning, development and behaviour. See Parent Partnership for further details about how staff and parents work together to support children.

Staff to staff feedback: At Marsh Hill Nursery School staff work as a team. Staff reflect on and discuss their practice on a daily basis, and support one another's development in handling new learning situations or skills. **External professional to staff feedback:** We work with a range of external professionals, and there is always an opportunity for them to feed back to staff in order to recognise good practice and highlight points for development in order to further progress children's learning and development. Sometimes this can take the form of a training day, watching a video of practice, a professional discussion or a resource that can be used.

Governance (Interim Executive Board)

"Never doubt that a group of thoughtful, concerned citizens can change the world. Indeed it is the only thing that ever has."

~ Margaret Mead

The governors at the Federation of Marsh Hill and Marsh Hill Nursery Schools utilise their connection to support and challenge thinking and practice. This ensures the children get the best possible education, and that nothing is allowed to happen in a 'bubble'. Governors hold the Executive Head teacher to account and are rigorous in making sure they are making the best decisions for the school community and taking action on anything which needs development.

As part of the governing board, there are link governors for Safeguarding, Teaching and Learning and SEND. The Safeguarding link governor checks the Single Central Record during Safeguarding visit throughout the year. The SEND link governor visits at least termly, as does the Teaching and Learning link. During these visits the governors meet with the Executive Head teacher and/or area leads, spend time observing practice in the classrooms, and discuss successes and challenges. These visits are designed to ensure that practice and procedure in the school is delivered effectively and is compliant.

Other than these small snapshots of school life, governors primarily see only the **impact** of the curriculum, rather than the day-to-day implementation. This impact is gauged via data reporting at FGB/IEB meetings, Headteacher's report monthly, LA reports, feedback from staff and observations during governor visits.

The impact of our curriculum intentions and implementation is that children are happy, enjoy their learning and are well equipped with the knowledge and skills to enable them to succeed in the next phase of their education.