



Personal, Social and Emotional Development.

Personal, Social and Emotional Development is one of the Prime Areas of the Early Years Foundation Stage. This is a fundamental part of a child's learning journey which underpins all of the achievements that they make.

We know that children need to feel happy, safe and secure in order for them to learn and reach their full potential. This area of learning is prioritised above all others, and our highly experienced practitioners skilfully tune in to the needs and interests of each unique child as they support them to settle into nursery life and love being here with us! Our children are happy and motivated— many of them run in each morning and ask to come at the weekend!

Strong relationships are an essential part of our loving, nurturing and tuneful approach. We understand the need for strong attachments and our recent Bronze Award for 'Attachment and Trauma Informed Practice' emphasises how well these are established throughout the nursery.

Every child has their own key person who knows them extremely well. They provide 'professional love' which ensures that each child is able to flourish and make progress with their development.

Not only do we establish strong relationships between children and adults, but we also support the development of social skills between the children as we foster respect, care and an understanding that everyone is different and has their own unique being to share.

We ensure that children have high levels of wellbeing and we empower children to accept that all emotions should be felt and accepted. Self help strategies are suggested and modelled by practitioners to support children to become in control of their mental health and to develop an awareness of self-regulation.

High expectations for independence ensure that children are able to understand and attend to their own bodily needs. This promotes confidence, self-assurance and the belief that they can achieve anything and everything!





‘We don’t stop playing because we grow old... we grow old because we stop playing.’

(G.B Shaw Playwright)

Personal, Social & Emotional Development: Building Relationships

	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>.....</p> <p>Vocabulary: Important people- mum, dad, grand- ma, grandad– key persons name, items of importance to them- dummy, blanket, bag– cuddles, love, safe.</p>	<ul style="list-style-type: none"> I have a strong relationship with my key person. I play alongside other children when my key person is close by. I demonstrate spectator/ onlooker behaviour as I watch other children but may not play with them. I can take turns in simple learning experiences with support from my key person. I explore the nursery environment by myself but will check in regularly with my key person. 	<ul style="list-style-type: none"> Small group sizes and learning spaces allow strong relationships to flourish Staggered start dates ensure that key people have dedicated time to new children. Home visits and meet and greets ensure key information is shared with the parent/carer before the child starts with us. A unique and personalised induction for the child and family gathers key information The nursery day allows long, uninterrupted time for key person and child to play together. Following the voice of the child, the key person may be changed if necessary. Practitioners have a deep understanding of attachment and trauma and have received extensive training. Achieved the bronze (Highfield)/silver award (Highfield) for attachment & trauma. 	
<p>“I am active and curious”</p> <p>Rising three end point</p> <p>.....</p> <p>Vocabulary: Other children’s names, other adult names, friend, family, kind,</p>	<ul style="list-style-type: none"> I have a strong relationship with my key person and one other adult. I engage in parallel play as I learn side by side with my peers. I have formed a friendship with at least one other child. 	<ul style="list-style-type: none"> Transitions are carefully managed to ensure when children move groups, this is seamless. Group sizes will increase dependent on need, which offers a new social opportunity. Group teaching provides opportunities for children to unite as one. 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>.....</p> <p>Vocabulary: Relatives, relationships, sociable, friendly, co-operate, interests, collaborative</p>	<ul style="list-style-type: none"> I have a strong relationship with my key person and all other adults. I engage in co-operative play with my peers and interact appropriately. I have many friendships and seek out social experiences. 	<ul style="list-style-type: none"> Practitioners provide for children’s shared interests which supports relationships with each other. Collaborative learning experiences and open ended resources support children to work together. In the moment planning and teaching models and supports the key characteristics of ‘friendships’- children need to ‘feel’ what it is to have a friend. 	





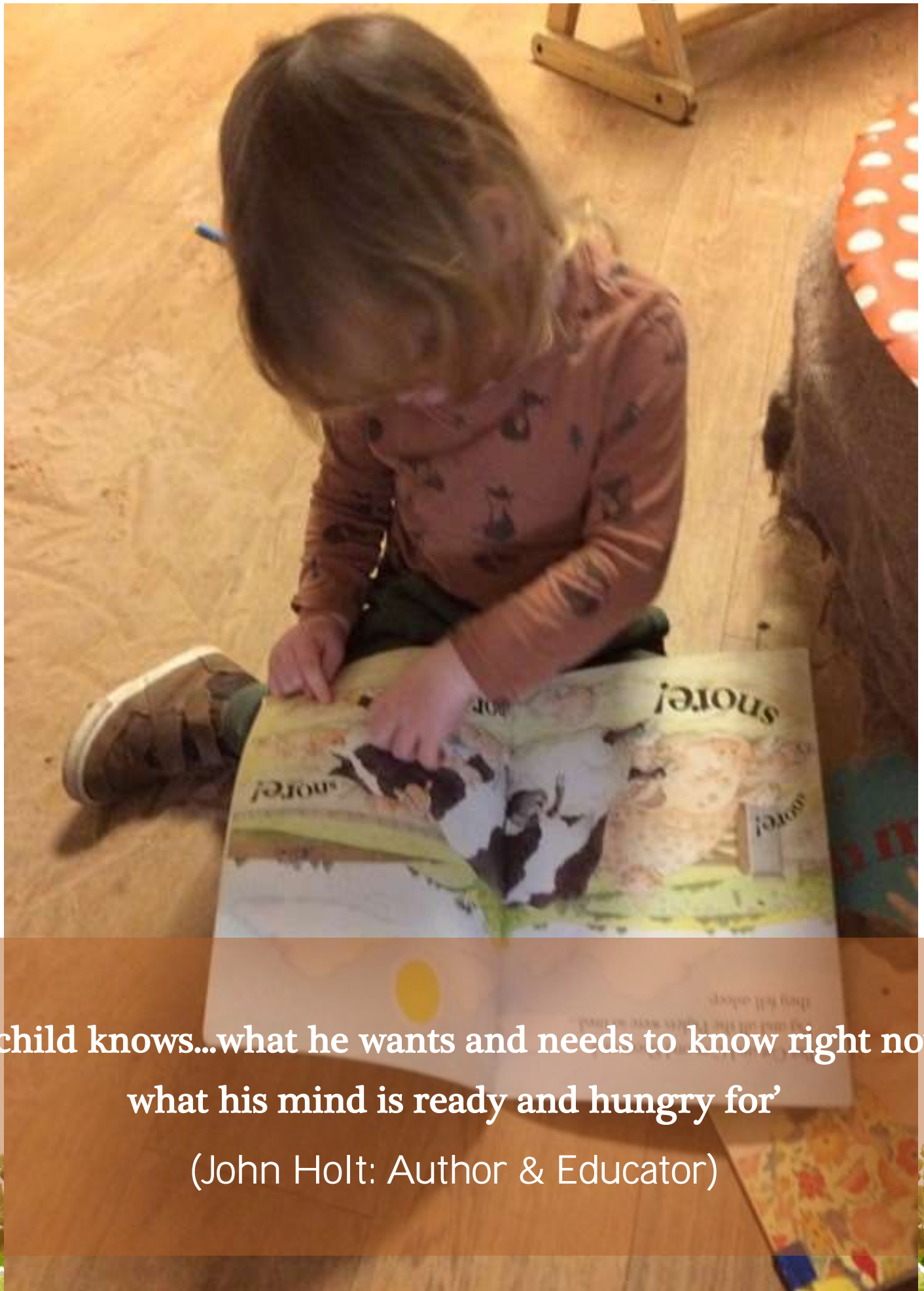
'Peace at last'



Personal, Social & Emotional Development: Manage Self

	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>.....</p> <p>Vocabulary: Me, myself, I like..., belongings– bag, coat, lunch– self care– brush hair, nappy change, my body parts–nose, eyes, body.</p>	<ul style="list-style-type: none"> I like to repeat play experiences and learn through a unique schematic approach I show clear enjoyment when I engage in my favourite learning experiences With support from my key person, I will have a go when a task is difficult. I need support with my self care needs. 	<ul style="list-style-type: none"> Practitioners know when to challenge children and push them out of their comfort zone Barriers to learning are overcome sensitively, for example using a spoon in the gloop instead of hands The environment provides new learning opportunities/ exciting provocations on a weekly basis. 	
<p>“I am active and curious”</p> <p>Rising three end point</p> <p>.....</p> <p>Vocabulary: I like..., I don't like...</p>	<ul style="list-style-type: none"> I will explore new experiences, either by myself or with a key adult. I may need support from an adult to respond appropriately in a situation. I have a growing independence and can manage some self care skills by myself. 	<ul style="list-style-type: none"> Toileting is specific to the needs of each child and practitioners work closely with families to support each approach. In the moment planning and teaching allows practitioners to role model appropriate behaviour and address situations as they arise. 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>.....</p> <p>Vocabulary: Independent, healthy, safe, respect, looking after self-teeth, healthy body, respect, care</p>	<ul style="list-style-type: none"> I am confident to approach new situations and learning experiences independently. I will explore new experiences, sharing interests and ideas with my peers. I have an awareness of what is right and what is wrong. I am aware of the needs of my body and how to keep myself healthy and safe 	<ul style="list-style-type: none"> A focus on promoting oral health supports children to understand the importance of this area. Practitioners have high expectations for children's independence and they carry out their own responsibilities. Healthy snacks are provided every session and children are encouraged to lead this experience Practitioners follow the 6 steps of conflict resolution and children are empowered to put this into practice themselves. Key people know children's individual capabilities through strong relationships to ensure children continually make progress. 	





**'A child knows...what he wants and needs to know right now,
what his mind is ready and hungry for'**

(John Holt: Author & Educator)



Personal, Social & Emotional Development: Self Regulation			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p><i>Two Year Old end point</i></p> <p>.....</p> <p>Vocabulary: sad, happy, crying, smiling, waiting, love</p>	<ul style="list-style-type: none"> I am able overcome emotional outbursts with support from my key person I can wait for a very short time (e.g. seconds) for example when I am waiting for a turn I can follow physical and visual cues from my key person I can follow one simple instruction. 	<ul style="list-style-type: none"> Practitioners label simple feelings and emotions, e.g. happy and sad Practitioners tune into the unique needs of children and ‘Time In’ is always available. Maslow’s Hierarchy of Needs. Freeze, flight, fight or flop approaches. The Window of Tolerance Plans introduced and used consistently when needed. 	
<p>“I am active and curious”</p> <p><i>Rising three end point</i></p> <p>.....</p> <p>Vocabulary: I feel, angry, upset, tears, comfort, hug, kind words</p>	<ul style="list-style-type: none"> With support I am able to understand appropriate behaviour for different situations. I am more in tune with my emotions and can show control over my actions. 	<ul style="list-style-type: none"> Strong relationships allow practitioners to identify children’s emotional wellbeing and use strategies to support them. This includes- <ul style="list-style-type: none"> Mindfulness Yoga Footspas Massage Self- Care 	
<p>“I am capable and confident”</p> <p><i>Pre-School end point</i></p> <p>.....</p> <p>Vocabulary: wide vocabulary of feelings, actions, feelings of others, independent, solve problems, take risks, be brave.</p>	<ul style="list-style-type: none"> I understand my own feelings and can communicate this in my own way to adults With adult support, I can use self help strategies to support my regulation. I can usually behave appropriately in familiar situations. I can respond to 3-4word instructions. I can solve simple conflicts. 	<ul style="list-style-type: none"> Practitioners support children to understand and embrace their emotions, for e.g. it is okay to cry when feeling sad. Practitioners prompt children give them words to use e.g. ‘have you asked for a turn’? Practitioners follow the 6 steps to conflict resolution. ‘Emotion coaching’ is used to support children to regulate their own emotions. Practitioners demonstrate empathy and understanding. 	





Communication and Language.

Communication and Language is one of the Prime Areas of the Early Years Foundation Stage. This area of development provides the foundation for all other areas of learning.

We believe that language unlocks learning!

At Highfield Nursery School we are aware of the 30million word gap for disadvantaged and vulnerable children. Highly skilled practitioners ensure that children are immersed in a language rich environment where the opportunity to speak and share ideas is irresistible.

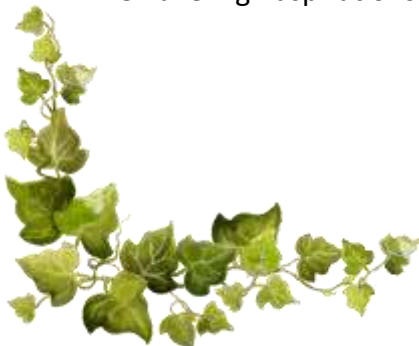
Thousands of high quality interactions between adults and children take place every single day! Senior leaders use the Sustained Shared Thinking and Emotional Wellbeing scales to monitor this on a termly basis.

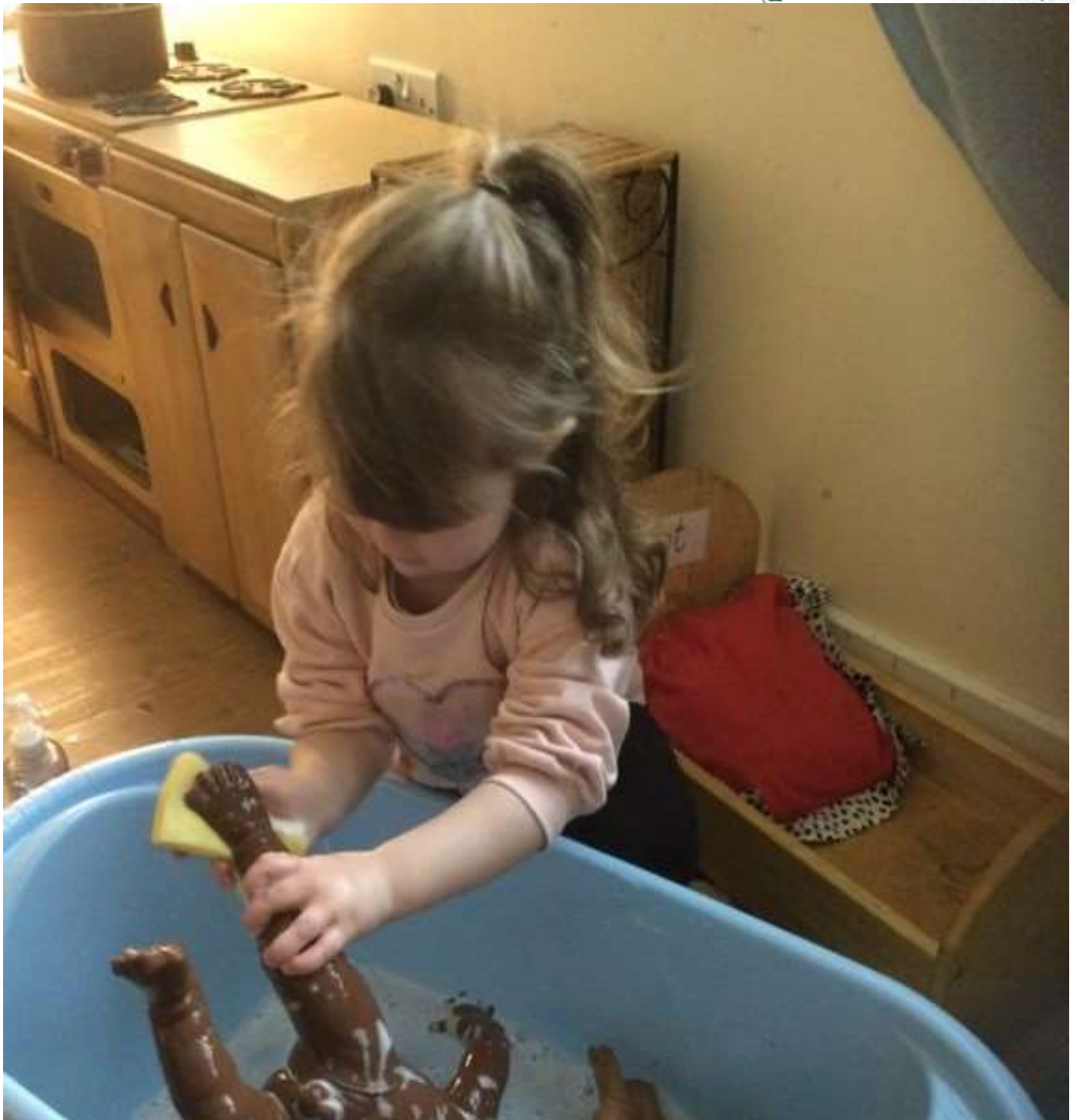
Through 'in the moment teaching and planning', practitioners follow the child's lead for learning and introduce language and vocabulary which is slightly above the child's ability level. This ensures that consistent progress can be made.

Early help is sought quickly and referrals are made to outside agencies when necessary. Our own Speech and Language therapist Vicki Maughan, provides plans and advice when needed which ensures that children get the help that they need as soon as possible, as waiting times for the NHS can be long.

Practitioners are highly trained with a range of communication strategies including Makaton signing, the use of visual aids, and PECS. The use of exciting and multi sensory interventions such as 'Chattering Chimps' and 'Look, Listen and Learn' sessions also supports and develops children's language and communication skills with great success.

We have high aspirations for language and children are introduced to 'big' and exciting grown up words at every opportunity which they love!





**‘Children have never been very good at listening to their elders, but they never fail to imitate them’
(James Baldwin: Novelist)**



Communication & Language: Listening and Attention			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>Vocabulary: listen, listening, ears, eyes, copy me,</p>	<ul style="list-style-type: none"> • I can listen to my key person when I am interested • I have fleeting attention • I can listen to short stories and songs/rhymes which are active and visual • I can wait for a short period when supported with a visual cue. 	<ul style="list-style-type: none"> • Smaller groups encourage children to listen to the key person and sometimes, other children. • Group times are highly interactive and multi-sensory maintain attention • ‘Look, listen and learn’ sessions are used three times week. • Visuals and the use of sign is used to support and extend listening and attention expectations 	
<p>“I am active and curious</p> <p>Rising three end point</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> • I can listen one to one or in a small group when the conversation interests me. 	<ul style="list-style-type: none"> • How to be a good listener is explicitly taught in all group sessions. • • Visual timetable is used alongside behaviour expectation visual aids • Adults model being a good listener throughout the nursery session 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>Vocabulary: good listener, sitting still, not talking, sociable, conversation</p>	<ul style="list-style-type: none"> • I have longer conversations that last three or four turns, listening with interest and responding appropriately with my peers and familiar adults 	<ul style="list-style-type: none"> • The larger pre school groups add a new challenge for listening and attention. • Group time increases in length across the year as listening and attention develops • In the moment teaching enables lots of time spent in conversation, this is when meaningful listening and attention can be modelled and developed. 	





‘Try to be a rainbow in someone else’s cloud’
(Maya Angelou: Poet & Civil Rights Activist)



Communication & Language: Speaking			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> I will use simple words to talk and comment about things that interest me I will ask simple questions, e.g. ‘what’s that.’ My words are clear and understood by adults 	<ul style="list-style-type: none"> Practitioners differentiate effectively and extend vocabulary through conversation. Look, listen and learn sessions are delivered on at least a weekly basis The curious environment promotes learning with an irresistible reason to talk and share ideas. Follow the Hanan Approach Follow ‘Understanding the stages of learning for children with English as an additional language’ 	
<p>“I am active and curious”</p> <p>Rising three end point</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> I am to use simple sentences to talk about things that I am interested in. I will ask more questions, such as ‘who’ and ‘where.’ I participate in conversations with others using appropriate simple sentences that may jump from topic to topic. 	<ul style="list-style-type: none"> Chattering Chimps sessions are used at least twice weekly. High quality interactions allow practitioners to model language and respect and value the unique voice of the child (following the OWL approach) The environment is a treasure chest of authentic, real and multi-sensory resources which makes communication irresistible. 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>Vocabulary: children develop vocabulary based on their own areas of interests– they are encouraged to be ‘experts’ in their field.</p>	<ul style="list-style-type: none"> I will offer my own ideas when in my own key group and when playing with my peers I am able to use complex sentences to talk about things that fascinate me. I will use new vocabulary which I have learnt to discuss and share my thoughts and feelings. 	<ul style="list-style-type: none"> Group time experiences allow for and encourage opportunities to talk. Story times are used to target and introduce new vocabulary and aspirational language Look, Listen and Learn sessions introduces running commentaries and a range of new language The ‘word of the week’ approach is aspirational and teaches children the meaning of words and how these are put into context throughout the nursery day We have our own Speech & Language therapist to identify children who need early help The use of Makaton, PECS and visuals aids communication for all children. Children are encouraged to be ‘experts in their field’, following their interests and extending their language around them. 	





‘One’s mind, stretched to a new idea, never goes back to its original dimensions’

(Oliver Wendell Holmes: Supreme Justice Court)



Communication & Language: Understanding			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>.....</p>	<ul style="list-style-type: none"> I can respond appropriately to a prompt, e.g. ‘ready steady go’! I understand and can follow a simple story with pictures or visual prompts. I can follow a simple instruction. 	<ul style="list-style-type: none"> A range of physical or visual prompts may be used by adults A wide range of communication tools and strategies are used effectively, e.g. visuals, timetables. The use of Makaton signing is incorporated where possible as a further supportive tool 	
<p>“I am active and curious”</p> <p>Rising three end point</p> <p>.....</p>	<ul style="list-style-type: none"> Can follow up to a three step information carrying words. I understand simple concepts such as ‘hot’, ‘cold’, ‘soft.’ I can talk about what has happened in a story. 	<ul style="list-style-type: none"> Stories are shared for two weeks and are explored in lots of different ways to develop a secure understanding. 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>.....</p>	<ul style="list-style-type: none"> I am able to understand a simply story without pictures. I respond to others to ideas expressed by others in group situations and in free play. I give explanations when answering ‘who’, ‘when’ and ‘where’ questions. 	<ul style="list-style-type: none"> The use of Helicopter Stories and Poetry Basket The use of objects, real resources and visual cues support understanding at all levels The language rich environment sparks curiosity, awe and wonder. There is a natural desire to understand and find out more as children play. 	





Physical Development

Physical Development is one of the Prime Areas of the Early Years Foundation Stage. When children are confident with their physical skills they are able to thrive across all areas of development.

This important area of children's learning and development incorporates growth and skill development of the body, brain, muscles and senses. It is also the foundation for mark making and writing and we recognise that the journey to become a confident writer begins at birth, long before a child can physically hold and control a pencil or crayon effectively.

At Highfield Nursery School we offer a wide range of play based learning experiences which support children to develop their muscle strength and control at all stages. We begin with large scale, physical movements such as dancing with ribbon sticks or climbing the big tyre to develop the shoulder and upper body strength, this progresses to smaller arm and hand muscles with lots of fine motor challenges and eventually leads to the progression of emergent writing stages.

We support children to develop independence in their self-help skills and we encourage children to be healthy, take safe risks and be aware of danger. Practitioners provide running commentaries as children explore physical challenges as we adopt a 'hands off' approach which we know can lead to a false sense of security. Instead children are taught to know their own limits and with lots of coaching and encouragement begin to test themselves and achieve new goals.

Our outdoor environment provides a fabulous space for children to move freely and to love the feeling of being physical. The wild garden provides different surfaces and gradients for children to run, roll, climb and explore new equipment.





‘Don’t forget to take a big step. You can’t cross a chasm in two small jumps’ (David Lloyd George, Prime Minister 1916-1922)



Physical Development: Gross Motor Skills			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>.....</p> <p>Vocabulary: parts of the body, basic movements– run, walk, jump</p>	<ul style="list-style-type: none"> I am able to run safely. I can climb on simple structures. I move energetically running and jumping. I am able to walk up and down stairs using two feet at a time. 	<ul style="list-style-type: none"> Small key groups, provide opportunities for children to explore and experiment in a variety of ways. A unique environment both indoor and outdoors that provides lots of space for children to explore and experiment with moving . Access to outdoors everyday, including the wild garden area with various gradients and surfaces to explore Open ended resources provided that can be used in a variety of ways to support Physical development. Key group activities planned to support physical development. 	
<p>“I am active and curious</p> <p>Rising three end point</p> <p>.....</p>	<ul style="list-style-type: none"> I am able to jump safely from a low step. I can move with confidence sideways and backwards. I have good spatial awareness and can navigate safely when objects are fixed. I am able to walk upstairs with one foot on each step. I can ride a tricycle using pedals. 	<ul style="list-style-type: none"> Forest Fun/school activities planned on a regular basis which encourages risk taking and development of physical skills in a safe environment. 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>.....</p> <p>Vocabulary: more intrinsic movements – skip, hop, roll, crawl, speed of movements, more complex body parts, descriptive words– strong, quiet, smooth</p>	<ul style="list-style-type: none"> With confidence I enjoy climbing on a range of things. My spatial awareness is developing and I can navigate round obstacles that aren't fixed, taking into consideration myself as I do. I am able to bend at the waist to pick things up, without falling over. I am able to go up and down stairs using one foot on each step. I am able to ride a balance bike 	<ul style="list-style-type: none"> Learning experiences that build on children's experiences/ physical development are provided both indoors and outdoors. Resources provided are more open ended and challenging for children's physical development. Challenging play is encouraged and children are supported to take risks Practitioners adopt a 'hands off' approach when children are climbing etc as this ensures that the child knows their own limits and allows learning to progress at their own individual pace. Practitioners support children to do their own 'risk assessment' of a learning experience, through coaching them through it with verbal commentaries. 	





'It is not important what children create, but that they do create, that they exercise and implement their creative imagination'

(Lev Vygotsky: Psychologist)



Physical Development: Fine Motor Skills			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>"I am a keen explorer"</p> <p>Two Year Old end point</p> <p>.....</p>	<ul style="list-style-type: none"> I make marks in lots of different ways with large and spontaneous movements; I use a palm grasp to control mark making tools; 	<ul style="list-style-type: none"> Mark making tools are chunky and easy to hold; Mark making is on a large scale and engages the whole body; Play dough is available on a daily basis to support hand and finger muscle development. Outdoor play is explored daily and on a large scale– children are challenged to develop their arms and shoulder muscles. 	
<p>"I am active and curious"</p> <p>Rising three end point</p> <p>.....</p>	<ul style="list-style-type: none"> I use a range of hand grips as my control with mark making tools develops; I can make more specific marks showing increasing control, such as big circles and lines. 	<ul style="list-style-type: none"> Learning experiences require more intricate control, such as threading beads and smaller jigsaws. More challenging outdoor large scale experiences are provided, for e.g. large crates and pulleys to continue to develop upper body strength. 	
<p>"I am capable and confident"</p> <p>Pre-School end point</p> <p>.....</p>	<ul style="list-style-type: none"> I can use a pencil effectively to make deliberate marks which vary in shape and size; I can use the tripod grip with some encouragement from an adult; I can use some small tools to create an effect. When I concentrate, I can achieve small and complex tasks which require precision and control. 	<ul style="list-style-type: none"> There are an abundance of learning opportunities to support fine motor development throughout the learning environment. These opportunities tune in to children's interests to ensure the correct children are targeted Interventions are used flexibly and delivered to the children who need it, for e.g. Drawing The Write Way (Highfield) and Dough Disco (Highfield) 	



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Creativity is contagious, pass it on.

(Albert Einstein)



Physical Development: Toileting			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>.....</p> <p>Vocabulary: basic care and hygiene—using sign and own language</p>	<ul style="list-style-type: none"> I know when I need to go to the toilet, but may not make it there in time; I am aware of when I have wet or soiled and can communicate this in my own way; I need support from an adult to use the toilet; 	<ul style="list-style-type: none"> Toileting is a joint approach with nursery and home and lots of support and advice is given if needed; including home packs. An individual approach is used and children use the toilet or potty in whichever way they find comfortable. 	
<p>“I am active and curious”</p> <p>Rising three end point</p> <p>.....</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> I have some occasional wetting or soiling accidents as I become aware of my body I need reminding to go to the toilet, but my independence is increasing, 	<ul style="list-style-type: none"> The toilets are a relaxed and homely place to support children to feel safe and secure. Children are encouraged to use the toilet no more than once an hour— to allow the sensation of a full bladder. 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>.....</p> <p>Vocabulary: related to personal care and hygiene</p>	<ul style="list-style-type: none"> I am usually dry and clean during the day; I can take myself to the toilet and with encouragement, I can attend to my own needs, such as washing my hands. 	<ul style="list-style-type: none"> Children are encouraged to use the toilet independently with an adult close by if needed. Most, but not all children are reliably dry during the day by the age of 4. It is ‘normal’ for a child to wear a nappy during the night up to the age of 7. Unique approaches ensure that children feel safe and secure in their developing independence, for e.g. some children bring their own potty from home. 	





Reading

Reading is a Specific Area in the Early Years Foundation Stage Curriculum.

We understand that children start Highfield Nursery School with different experiences and starting points on their journey to becoming readers. Our priority is always that our children love to read and the experiences which they have at nursery bring reading to life!

A clear reading scheme ensures that children are able to make progress with their reading development. We begin with a range of simple, interactive and repetitive books which hold the children's attention for a very short period of time. This then progresses to more in depth stories focusing on the elements of reading such as the characters, the structure of the story and predicting what may happen next.

The children experience Phase One phonics experiences as part of their nursery session. This is incorporated throughout the many approaches which the practitioners take. When children are ready we engage them in highly interactive and exciting phonic phase two sessions. This is when we begin to introduce the children to specific letters and the corresponding sounds which they make. This is the start of formal reading and we support parents and carers on this journey with their child.

Reading can be found throughout the environment with a vast range of books and reading materials which children readily engage with. Practitioners model reading at every opportunity.

(please see the extra session on our reading approach on the website)





'I have always imagined that paradise would be a kind of library'

(Jorge Luis Borges: Author)



Literacy: Reading			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>"I am a keen explorer"</p> <p>Two Year Old end point</p> <p>.....</p> <p>Vocabulary: book, picture, page, lift the flap, character names</p>	<ul style="list-style-type: none"> I know and enjoy singing at least six nursery rhymes; I enjoy looking at books with encouragement from my key person; I enjoy a story with my small group 	<ul style="list-style-type: none"> 'Nursery rhymes' of the fortnight with props and music bring nursery rhymes to life. Parents are supported to share and enjoy books with their child. Stories are explored for two weeks to allow for repetition and the progression of vocabulary relating to the story After two weeks the book is available in the environment for children to develop independent reading Stories are explored through lots of different ways– acting out, using props, listening to sounds etc Look, listen and learn sessions effectively incorporate the story which consolidates and deepens children's knowledge and understanding Books are chosen carefully to meet the needs of children and clear differentiation ensures that all children are challenged and love to read 	
<p>"I am "active and curious"</p> <p>Rising three end point</p> <p>.....</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> I choose to look at books which appeal to my interests independently I join in with group story time I remember key parts from a story and join in with repeated refrains showing clear enjoyment 	<ul style="list-style-type: none"> An in-depth reading scheme supports children to enjoy and explore a range of books in detail. Whilst ensuring progress is made. A range of reading material is available such as magazines, leaflets, fact sheets, poetry. Reading material is available which meets the interests of the children 	
<p>"I am capable and confident"</p> <p>Pre-School end point</p> <p>.....</p> <p>Vocabulary: illustration, text, writing, left to right, author, character, setting,</p>	<ul style="list-style-type: none"> I am aware that letters have sounds and am confident with the phonemes 's,a,t,p,l,n' I recognise some letters from my name I can blend and segment orally. I readily join in with poems and rhymes showing an awareness of rhythm and rhyme. I seek out a range of books independently and for enjoyment 	<ul style="list-style-type: none"> Helicopter Stories The Poetry Basket Children have access to a wide range of reading material, including big 'grown up' books which spark curiosity and interest in a new approach The library is well stocked and provides children with lots of opportunities to search for books, discover new ones and learn respect and care. Reading opportunities can be found throughout the whole environment The environment is rich in print through meaningful ways, for example cookery books can be found in the home corner, and construction books in the block area 	





‘Success comes from knowing that you did your best to become the best that you are capable of becoming’

(John Wooden: Basketball Coach)



Literacy: Writing			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>Vocabulary: draw, scribble, fist, paint, crayon,</p>	<ul style="list-style-type: none"> I enjoy the sensation of making uncontrolled marks using a range of tools and materials 	<ul style="list-style-type: none"> Mark making and writing is provided on a big scale both indoors and out. Lots of sensory opportunities are encouraged, for e.g. making marks in shaving foam, corn flour Wake and shake sessions encourage children to physically make large scale movements imitating the action of writing in the air Adults model writing within the environment whenever possible and in meaningful ways 	
<p>“I am “active and curious”</p> <p>Rising three end point</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> I can make more controlled and detailed marks such as circles and lines with encouragement from an adult I can tell an adult what my marks mean 	<ul style="list-style-type: none"> My key person spends time drawing and creating beside me and providing a running commentary. Key people understand the stages of emergent writing and how this relates to their own key children. Differentiation is then used effectively to ensure progress continues to be made. 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> I enjoy mark making for a purpose, such as writing a shopping list or drawing a picture I can copy some letters or write some letters from my name My marks carry a meaning which is clear to me and is often very detailed 	<ul style="list-style-type: none"> Writing opportunities are provided through lots of different experiences, from big writing to tiny. Phonics sessions explore the concept of writing letters and CVC words for some children. Practitioners describe the shapes of letters and teach in fun and interactive, memorable ways Adults model writing for a purpose within provision, for e.g. when taking the register, passing a note to another teacher or supporting a child’s individual learning, Writing is presented in a fun and irresistible way, for e.g. writing in secret ink which lights up with a torch Writing is explored both inside and out and in completely different ways, for e.g. with sticks in mud 	





Mathematics

Mathematics is a Specific Area in the Early Years Foundation Stage Curriculum.

We know that young children follow a natural developmental process when learning mathematical concepts and ideas. Our sequence of learning supports this and ensures that children experience a broad and balanced delivery of mathematical approaches and ideas.

Mathematics is everywhere! We believe mathematics in the early years should be real, hands-on and multisensory. Children develop their mathematical thinking when they can touch, feel and weigh concrete resources. The learning environment is full of awe inspiring, authentic resources, such as sparkling jewels to collect, huge pumpkins to transport and beautiful autumn resources to sort and make patterns with.

We aim to empower our children to believe that maths is fun and that they are able to be capable and confident mathematicians. Likewise we support parents and carers to believe in their own abilities as we support them to understand what maths looks like in the early years.





'A work in progress. And the possibilities are endless'

(Elizabeth Eulberg: Author)



Maths: Number			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>.....</p> <p>Vocabulary: just one/only one, one more, two, three, counting, number, how many?</p>	<ul style="list-style-type: none"> Children say numbers spontaneously through play but without real meaning Children are curious about numbers in the environment Children recognise ‘how many’ instantly when looking at a small group of objects, e.g. ‘one nose’, ‘two eyes’ 	<ul style="list-style-type: none"> There are lots of opportunities to explore objects in a range of different qualities, for e.g. 3 big tyres to roll, a basket of pine cones, 4 seats at the snack table. Adults model counting at every opportunity, e.g. counting the children to see how many there are, counting cups and lunch boxes at lunch time Practitioners give children opportunities to solve problems, e.g. leave two pieces out of a puzzle 	
<p>“I am active and curious”</p> <p>Rising three end point</p> <p>.....</p> <p>Vocabulary: Number names to 5, touch count, all together, one more/less, a few, most, zero</p>	<ul style="list-style-type: none"> Children enjoy joining in with number rhymes, songs and chants Children begin to know the sequence of numbers and can recite numbers with increasing accuracy to ten (rote counting) Children begin to develop understanding of one-to-one correspondence Children begin to recognise numerals which are personal to them, for e.g. ‘3’ because they are ‘3 years old’ 	<ul style="list-style-type: none"> There are lots of opportunities to explore number rhymes and songs and practitioners make this real using puppets and props, including the children themselves Adults model counting actual objects and talk about the skills involved when doing so. Numerals are visible throughout the environment in meaningful contexts, for e.g. on the clock on the wall. Practitioners model writing numbers on a regular basis and for a purpose, for e.g. recording how many children there are today. 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>.....</p> <p>Vocabulary: Number names to 10, Order, number patterns, number sequence, numeral, count forward, count back, share, divide, equal, whole, total</p>	<ul style="list-style-type: none"> Children instantly recognise quantity without object counting (up to 3) Children can count objects to 10 with one to one correspondence Children can confidently say ‘how many’ there are Children begin to show understanding of subitising Children begin to write and make makes to represent numbers 	<ul style="list-style-type: none"> A range of loose parts are available with supporting resources such as counting mats and sorting trays to experiment and support a deep awareness of number Children are encouraged to be confident in their mathematical thinking and to be creative and ‘think outside the box’ with their approach Practitioners model counting, adding up, subitising, and writing numerals at various points throughout the day 	





‘The best advice I ever came across in the subject of concentration is: wherever you are, be there’

(Jim Rohn: Entrepreneur)



Maths:			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>.....</p>	<ul style="list-style-type: none"> I can recognise that two things are the same shape. I am able to fit pieces into an inset puzzle. I enjoy filling and emptying containers and can recognise when these are full and empty 	<ul style="list-style-type: none"> Continuous provision allows children to explore shape, space and measure in lots of different ways Adults play alongside children and point out mathematical elements as this arises in the moment, for e.g. when putting two wellies on, or when building a simple tower 	
<p>“I am “active and curious”</p> <p>Rising three end point</p> <p>.....</p>	<ul style="list-style-type: none"> I am beginning to select shapes for a creating purpose, when constructing, creating or mark making. I am able to name some simple shapes. I can talk about properties that are the same and different with simple objects. I exploring weight through malleable and tactile play, on a small scale and a large scale. 	<ul style="list-style-type: none"> There are an abundance of opportunities to explore mathematical concepts through the exciting and authentic learning environment, from tiny seeds to huge buckets full of sand Children are supported to learn shape through their whole bodies as they learn both indoors and out Teaching in the moment supports learning as and when it happens, for e.g. a lunchbag is labelled ‘heavy’ and running is labelled ‘fast’ 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>.....</p>	<ul style="list-style-type: none"> I am able to combine shapes to create other shapes, when constructing, drawing or creating pictures, I am able to visualise and solve problems as I do. I understand how shapes can fit and balance together as I explore making enclosures, patterns and new ideas 	<ul style="list-style-type: none"> Children are supported to follow their creative ideas and approaches with teachers who engage their mathematical brains through sustained shared thinking– is it long enough? What do you think? How can we extend it? Perseverance and determination in mathematical challenges are encouraged and modelled. Practitioners model the thinking of maths out loud, for e.g. ‘we’ve got 3 square plates and 2 round ones’ 	





Understanding The World

Understanding The World is a Specific Area in the Early Years Foundation Stage Curriculum.

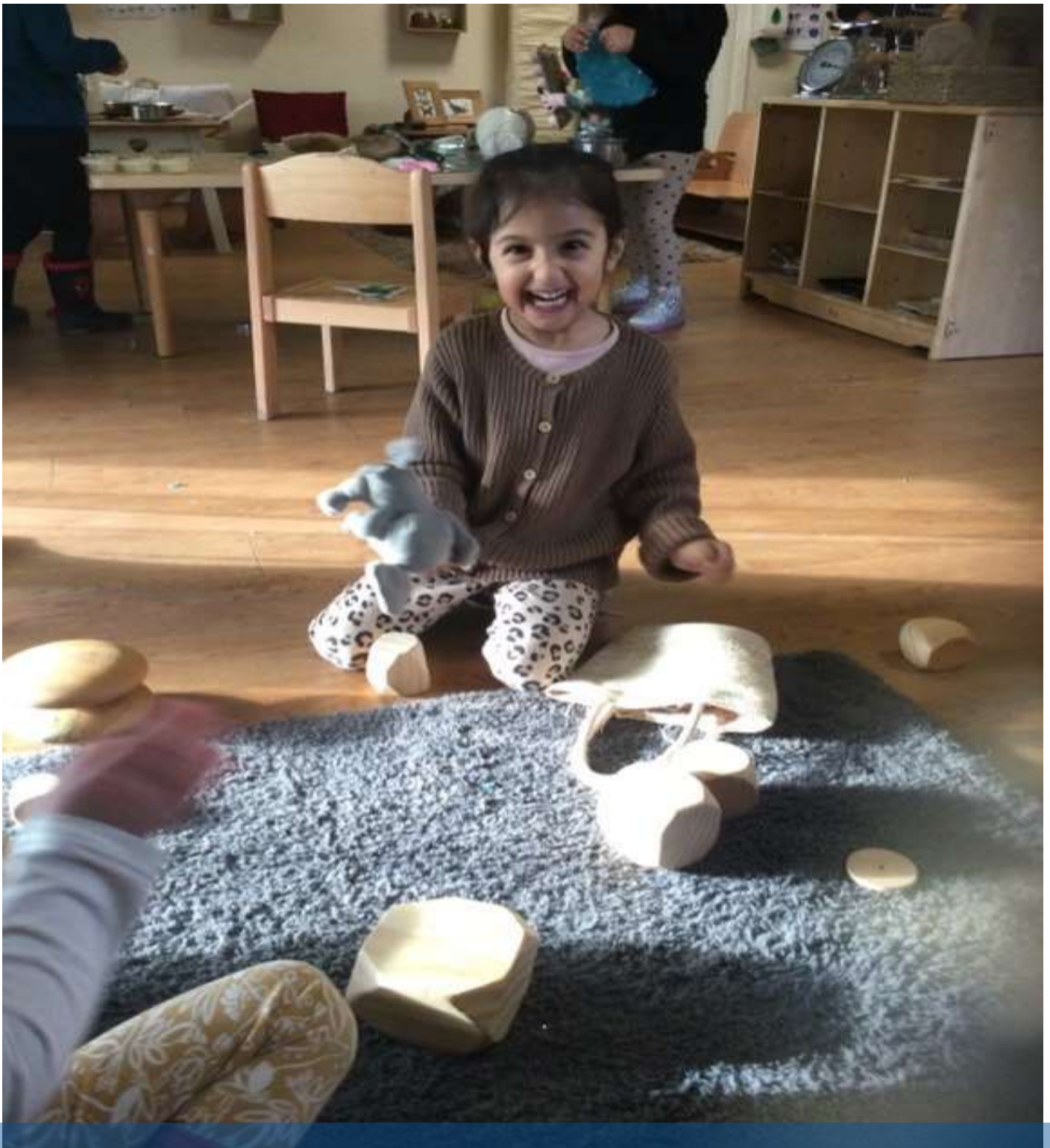
We use the Wanderlust Project to bring this area of learning to life. This covers a range of seasonal suggestions to explore and learn through, for e.g. hibernation, fire, scarecrows, birds and flowers.

We understand that some of our children have limited experiences of the natural world and so we bring this to life through our learning environment in lots of different ways. The exploratory space is a popular area where we bring the outside in, as we explore conkers, pumpkins, sunflowers and fresh herbs.

Children are encouraged to explore with all of their senses using magnifying glasses, tools and equipment as they find out more, ask questions and develop their own theories.

It is important to us that our children respect and value the natural world and the beauty which it beholds. We model showing how to care and love living things as we take pride in our world and our local community.





‘Joy comes to us in moments– ordinary moments. We risk missing out on joy when we get too busy chasing down the extraordinary’ (Brene Brown)



Understanding the World: Past and Present			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> I can use simple words to make comments about the lives of people who are familiar to me. I am using simple words to comment on things in the present or things that have just happened. 		
<p>“I am active and curious”</p> <p>Rising three end point</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> I use simple sentences to comment on things that are the same and different in the moment. I use simple sentences to talk about things that have happened in the past. Through role-play I show an interest in the lives of people around me. 		
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> I show my understanding of past events through the retelling of stories I have heard. I can identify similarities and differences with things in the past and now. I show great interest in the lives of people around me and through play will take on these roles. 	* Helicopter stories.	





“I couldn’t find the sports car of my dreams, so I built it myself”

(Ferninand Porsche)

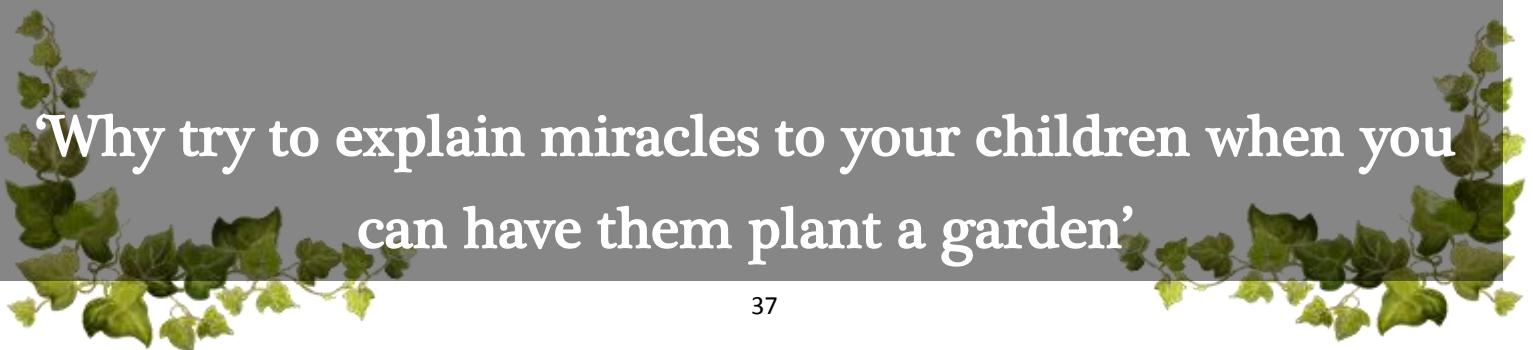


Understanding the World: People, Culture and communities			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>"I am a keen explorer"</p> <p>Two Year Old end point</p> <p>.....</p> <p>Vocabulary: my family, important people, my house, nursery, the places which I visit regularly</p>	<ul style="list-style-type: none"> I make comments using simple words about my immediate environment as I interact with it. I am showing curiosity and interest about people that I am familiar with. I recognise key people in my life. 		
<p>"I am active and curious"</p> <p>Rising three end point</p> <p>.....</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> Using new language and information I have learnt from texts and experiences, I can describe my environment in simple sentences. Using simple sentences I can tell you about the different religious and cultural communities of children within my class. I am recognising the similarities and differences of children within my year group. 		
<p>"I am capable and confident"</p> <p>Pre-School end point</p> <p>.....</p> <p>Vocabulary: places of significance in Chorley and to individual children, families are different, respect</p>	<ul style="list-style-type: none"> Using new language and information I have learnt from texts and experiences, I can describe my environment in complex sentences. I can tell you about similarities and differences between the different religious and cultural communities within the area I live. I am able to explain some similarities and differences between life in this country and life in other 		





‘Why try to explain miracles to your children when you can have them plant a garden?’





Understanding the World: The Natural World

	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>.....</p> <p>Vocabulary: trees, flowers, some animal names, the weather,</p>	<ul style="list-style-type: none"> I show curiosity about the world around me, through play and exploration. I use simple words to make comments about the weather/ seasons/plants and animals. 	<ul style="list-style-type: none"> Continuous access to the outdoor provision., both the small garden and the larger garden space The exploratory tray brings nature to life and is filled with a range of multisensory resources, for e.g. wild garlic or pumpkins and squashes 	
<p>“I am active and curious”</p> <p>Rising three end point</p> <p>.....</p>	<ul style="list-style-type: none"> I use simple sentences to ask questions and make comments about the natural world around me. I have a keen interest in exploring the seasons, through outdoor play and sensory trays. I use a range of media to make marks that represent main details of animals and plants. 	<ul style="list-style-type: none"> Forest Fun/Forest School exposes children to a range of new natural world experiences The Wanderlust project brings nature to life and provides a hands-on, multi sensory approach 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>.....</p> <p>Vocabulary: flowers, plants, names of trees, names of natural objects, e.g. shell, stone,</p>	<ul style="list-style-type: none"> Through play, creativity and questioning I explore the natural world around me. Using my experiences I can talk about the similarities and differences of the world around me and how it changes throughout the year. I can talk about the seasons and the main characteristics of the changes. I use a range of media to make detailed pictures of animals and plants. 	<ul style="list-style-type: none"> The learning environment ‘brings’ the outside in’ to be explored in much more in-depth and intricate ways Objects for talking points are brought in and shared during group time, for example a birds nest Children are taught explicitly how to respect and care for the natural world through work on the allotment and looking after nursery pets. 	





‘That’s been one of my mantras– focus and
simplicity’

(Steve Jobs: Industrial Designer)



Art and Design

Art and Design is a Specific Area in the Early Years Foundation Stage Curriculum.

We highly value creativity and we understand and respect the contribution which creative thinking makes to society. We motivate our children to have their own thoughts, ideas and approaches and to be confident to share these with others, especially when they think differently and 'outside the box.'

Our learning environment provides a vast range of open ended and multi sensory creative experiences. We celebrate curiosity, innovation and the use of imagination. Children are taught to learn from and appreciate the process rather the end product. Practitioners support this process with the use of sustained shared thinking and ongoing reflection.

Each half term explores an artist as we look in detail at their work and discuss the colours, textures and forms which are used. We then use various forms of media to recreate our own versions, adding our own special touches and creating new masterpieces.

Our outdoor art gallery is especially popular as children paint in all weathers, alongside classical music.

Creative work is sometimes collaborative as children bring together a range of ideas and approaches. At other times, this can be individual as children sit with watercolours and small palettes.

Role play areas can be found throughout the environment and are always open ended and exciting. Scarves, cloaks, clogs and bangles turn children into a variety of characters with different roles and personas. The possibilities are endless!





Art and Design: Exploring Media and Materials			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>"I am a keen explorer"</p> <p><i>Two Year Old end point</i></p> <p>.....</p> <p>Vocabulary: draw, paint, make marks</p>	<ul style="list-style-type: none"> I join in with songs and rhymes by showing that I am listening; I explore creative experiences such as painting and gluing with support from my key person. I use chunky paintbrushes, and can print and make marks with blocks, sponges etc 	<ul style="list-style-type: none"> A range of opportunities within the environment support children to enjoy and explore moving to music, for e.g. wake and shake. Lots of large scale opportunities for making marks and being creative can be found throughout the indoor and outdoor environments 	
<p>"I am active and curious"</p> <p><i>Rising three end point</i></p> <p>.....</p> <p>Vocabulary: circles lines, have a go, persevere,</p>	<ul style="list-style-type: none"> I am beginning to spend more time when creating and making showing some attention to detail. I join in with musical experiences with encouragement from my key person. I can manipulate play dough in different ways (e.g. rolls, cuts, squashes, pinches). I can experiment with blocks I use tools with purpose to effect changes and make marks in media and materials 	<ul style="list-style-type: none"> More opportunities for mark making on smaller scales are provided throughout the environment both indoors and outdoors Different resources provide more intricate patterns and marks, such as cotton buds in the painting area 	
<p>"I am capable and confident"</p> <p><i>Pre-School end point</i></p> <p>.....</p> <p>Vocabulary: I am creative, follow own ideas, opinions, discuss, colour, texture, equipment names</p>	<ul style="list-style-type: none"> I am confident to try new techniques and approaches when creating and making designs using a range of tools and materials. I know it is important to follow my own ideas which may be different to others. I enjoy music and have a good awareness of beat, rhythm and rhyme. 	<ul style="list-style-type: none"> Continuous provision supports the skill development for new approaches and techniques., for example, folding, cutting, attaching. The curiosity approach ensures children are exposed to a range of natural and authentic learning materials 	





'Life is about rhythm. We vibrate, our hearts are pumping blood, we are a rhythm machine, that's what we are'

(Mickey Hart: Percussionist)



Art and Design: Being Imaginative			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>.....</p> <p>Vocabulary: Pretend, watch, stories, vocabulary linked to experiences</p>	<ul style="list-style-type: none"> I engage in large scale collaborative creative experiences, I watch my key person closely and may copy what they do, for example rocking baby in the role play area. I play with what I know, I imitate what I have seen and experienced 	<ul style="list-style-type: none"> Role play opportunities are provided on a small and specific scale, with lots of time and space for repetition There is a range of learning experiences which support children to be creative and to explore their ideas in their own unique way. Children’s experiences are shared through Tapestry from key worker-parent, and parent-key worker. 	
<p>“I am active and curious”</p> <p>Rising three end point</p> <p>.....</p>	<ul style="list-style-type: none"> I use my imagination in often repetitive approaches, for example pouring tea in the role play kitchen. I begin to be more specific in my approach to creative tasks. I build stories around the resources which I am playing with I introduce a simple story line to my play 	<ul style="list-style-type: none"> Children are encouraged to enjoy and learn from the process of creativity, rather than the end product. In the moment planning and teaching supports children to explore their own metacognition as they trust and explore their ideas in more depth. Practitioners provide running commentaries for children to hear as they play in the role play areas 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>.....</p> <p>Vocabulary: imagine, imagination, fantasy, make believe</p>	<ul style="list-style-type: none"> I explore using my imagination in a variety of ways as I develop storylines, play with familiar resources and use my own experiences, such as going on a car ride. I participate in small world play which is related to rhymes, stories or television programmes. I learn a range of skills and approaches which I test, revisit and extend as necessary. I play alongside other children who are engaged in the same theme 	<ul style="list-style-type: none"> Practitioners engage with children in sustained shared thinking to extend and consolidate their thinking and creative ideas A wide range of learning experiences are available to challenge and stimulate children's creative ability and understanding. Small pockets of role play can be found throughout the environment to provide variety and curiosity. 	

