



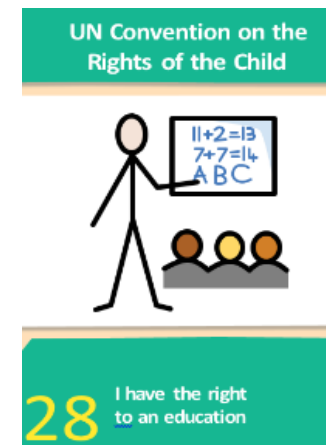
Goodway Nursery School

Our Curriculum Intent

2025 - 26



"Every child deserves the best possible start in life..."



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Our Curriculum & Pedagogy

At Goodway Nursery School the curriculum is designed to recognise children's prior learning and to provide first hand learning experiences. We have used contextual knowledge and data, research, the revised EYFS, supporting non statutory documents including Development matters and Birth to Five, along with observations and parental consultations, to design an evolving curriculum that is bespoke to our children and their differing needs. We will continue to review and reflect to ensure our curriculum consistently meets and reflects the needs of all children.

We have designed a curriculum that is aspirational. We have high expectations and we are committed to ensuring the children who access Goodway Nursery School will make excellent progress and be ready to embark upon their next of learning once they leave us.

We believe that quality early years care and education is about developing strong, curious, confident children. It is about extending their joy, fascination and wonder at the world around them, about developing concentration, commitment and deep involvement.

Our curriculum strives to treat everyone with **equity**, celebrating difference and yet, sensitively acknowledging any barriers children may encounter in accessing early education, and the unique situations that families find themselves in.

Therefore, our curriculum is unique to our setting, reflecting and celebrating our own children and families in the opportunities we offer and experiences we share together.

We have **high aspirations** for our children and are committed to ensuring all children make excellent progress.

At the heart of all learning are relationships. At Goodway we are committed to working together to ensure that everyone feels **welcome, safe, respected, included and valued**.

Our Pedagogy

The implementation of our curriculum is based on a clear pedagogy which recognises the following key principles:

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured

Children learn to be strong and independent through **positive relationships**

Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

The importance **of learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities (SEND).

(DFE, Statutory Framework the Early Years Foundation stage, 2020).



Principles of Children's Rights

We adopt the 'Rights of the Child' at the heart of all we do and all that we are, so that our children are healthy, can learn, are protected, treated fairly and their views are listened to. **We are proud to have been reaccredited as a Gold Rights Respecting School in June 2023.**

Article 28 states that: '**Every child has the right to an education**', and Article 29 states that '**Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment**'.

Other examples of rights that we adhere to and promote include; Non-discrimination (article 2) Best interest of the child (article 3) Right to be heard (article 12) Right to play (article 31) Right to freedom of expression (article 13) Right to freedom of thought, belief and religion (article 14) Right for children with a disability to live a full and decent life (article 23) Right to learn and use the language, customs and religion of their family (article 30)

Our Statement of School Values –

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

Our provision is non-discriminatory, accessible and sensitive to race, gender, religion, culture, language, disability, sexuality and differing patterns of family life.

Our Values;

Respect - Respecting children's rights, treating each other with dignity and valuing each person's individual identity

Security - Creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments

Relationships - Encouraging kindness and developing relationships where children and families are listened to and feel valued

Inclusion - Creating an enabling environment, where children and families feel a sense of belonging and ensuring equality of opportunity for everyone

Learning – Reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration

Empowerment – Encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflicts and make positive choices

At a recent Staff Development Day, our team of Educators reflected on our vision/intention. We considered our whole school community. (Autumn 2022- reviewed Autumn 2023/ Autumn 24)

Our Vision

We provide a welcoming, stimulating and secure environment where children and families from all backgrounds and cultures are valued. We respect children's rights, listening to children and putting their needs at the heart of our work. Our inclusive school community works together to promote equality, encouraging and supporting each child to develop their potential and sense of identity.

We want our children to be: Joyful, happy, engaged, confident, empathetic, persistent, to have self-belief, to know their rights, to feel valued and cared for, to develop good listening and attention skills, to be curious, demonstrate wonder, take risks, accept challenges, ask for help and develop resilience feel like nursery is a second home, to grow and thrive, to feel valued and respected, to be listened to, to have fun, to have the opportunity to be creative, to be challenged, to feel secure and comfortable, to receive early intervention, to have a good routine, to feel safe, to be protected, feel free, develop friendships, We want our children to reach for the stars. To be ready for their transition to school.

We want our staff to be: Listened to, supported, valued, respected, have access to training opportunities, to continue to develop knowledge and expertise, appreciated, praised, to work as a team, to communicate with one another, to support one another's emotional wellbeing, to develop positive relationships, to be happy.

We want our families to be: Included, to be welcomed, listened to, involved, to know their children are safe and happy, to feel like we are a safety net, to be informed on all aspects of their child's learning, respected, feel confident to approach and ask questions, to be offered support (ESOL/Family Support) to support us by respecting timekeeping etc., to be our partners.

We asked our team, 'what makes us 'us'? If you could choose things to define your setting, what would they be? Why are they so important to us at Goodway?

| Partnerships & Relationships | Equalities & Diversity | Communication & Language | Outdoors | Cultural Capital Experiences |
|---|--|--|---|--|
| <p>Recognising parents as partners in their child's learning</p> <p>Recognising and valuing parents as the child's first teacher</p> <p>Parent consultations, home visits, Celebrations – we learn and celebrate our differences positively through celebrations</p> <p>Strong, respectful partnerships with professionals who can help us and who we can learn from, to ensure very best outcomes, safeguarding & support for our children and families</p> | <p>Our nursery school celebrates diversity. We have an increasing number of children who have joined our school from BAME families.</p> <p>We are passionate about children's rights and developing a culture that has rights embedded throughout</p> <p>We have increasing numbers of children eligible for Pupil Premium and Free School Meals.</p> <p>We have very high numbers of children with additional needs, rights and entitlements (SEND)</p> <p>We recognise our global responsibility; as such we have an appreciation for culture, community, diversity and sustainability. We are recognised as an International Eco School.</p> | <p>We have an increasing number of families with English as an additional language.</p> <p>We understand that children require language to express their wants, needs, rights and entitlements</p> <p>We use Makaton as a universal language</p> <p>We are proud of our language rich environment, that has a great emphasis on developing vocabulary</p> <p>We recognise that a rich vocabulary helps children succeed in whatever they choose to do.</p> | <p>Many of our children live in housing with limited outdoor space.</p> <p>We have a beautiful, landscaped designed garden to promote physicality and encourage risk taking</p> <p>All children access weekly Forest School sessions</p> <p>We have a Level 3 qualified Forest School lead</p> <p>We believe there is no such thing as bad weather – only bad clothes</p> | <p>We actively embrace every opportunity to enrich children's opportunities for learning</p> <p>We recognise that cultural capital presents in many different ways; our children are multi-linguistic, belong to faith-based communities and travel widely to visit family members.</p> <p>Our celebration of faiths and our richly diverse culture, enhances cultural capital, providing many opportunities for children and staff to learn with and from one another.</p> <p>Every half term we invite our families into nursery to enable us to celebrate and learn together.</p> |

What knowledge, skills and dispositions do children need to achieve by the end of their Nursery Year at Goodway Nursery School?

Development Matters 2020 will inform us what the children need to achieve by the end of the nursery year in each area of learning. For the 3-4 year olds, children who will meet age related expectations will be secure at 3-4 years by the end of their nursery year. For the 2- 3 year olds children who will meet age related expectations at the end of the year will be secure at birth to 3 years. However it is crucial to consider that children learn and develop individually and at different rates. It is also important to note **that how children learn** is just as important as **what children learn**.

We have thought carefully about sequencing and progression to build on learning and skills over time. This includes a focus on communication and language, early reading, personal, social and emotional development and physical development as these underpin all learning. We have designed a progressive curriculum with an emphasis on developing key skills which we believe will enable our children to make expected progress and thrive.

We have thought carefully about the balance between adult directed and child initiated play. We strongly believe that play is a child's work; **yet we recognise the need for well planned adult directed learning**.

What do we want for our children at Goodway? What are our intentions?

We aim for Goodway nursery to be a place of possibilities where children will be nurtured, where their individual interests and talents will be valued and developed.

As a result, we hope that children's well-being will be high. They will have a belief in themselves, their rights, and their abilities. They will know that they are loved, that they are strong, capable and unique. They will have resilience and the perseverance to keep on trying when things are challenging.

We want children to have the confidence to try new things, to take risks and be physically active. We want children to be able to communicate their ideas, beliefs and feelings, choosing different ways to do this. Some children will choose to dance, others to build or draw or sing. We will celebrate this creativity and the many languages that children choose to demonstrate their thoughts, their ideas and their learning.

They will have experienced and remembered a wide range of words through stories, core books that we have carefully selected rhymes and poems. They will have the skills to make friends and will show kindness to others. They will know how to look after themselves, their friends, their school and the environment.

They will know about important mathematical and scientific concepts. They will have an understanding and respect of the world around them and the world beyond. They will have a desire to learn and be ready for their next stage in education.

Curriculum Goals

As a team we have considered and agreed Curriculum Goals for each area of the Early Years Foundation Stage.

Each goal documents our aspirations for all children, with a clear progressive pathway which documents progress through milestones. Our goals are reinforced through medium term and weekly planning; which is supported by carefully selected core books which celebrate diversity and enhance vocabulary development.

Our Goals:

Communication & Language

Through the EYFS curriculum, we intend to inspire confident communicators who can share their thoughts, feelings and opinions with others. We wish to expand the children's vocabulary and enrich it through hands on practical experiences. We want our children to communicate with confidence, in their home language as well as in English, using an appropriate system of communication. We want our children to understand that language is powerful, both verbal and non-verbal, and through language children can express wants, needs, ideas and to be able to articulate their rights.

Personal Social & Emotional Development

We want our children to be able to form positive and healthy relationships with others, showing sensitivity to their needs. To be able to play co-operatively and take on board other people's ideas. To share their ideas and implement them, asking for help and support when needed. To be able to share how they feel, develop self-regulation skills and begin to understand how their actions can affect the feelings of others.

Physical Development

To be supported to develop their sensory processing skills to enable them to respond appropriately to the physical challenges of the environment.

To be able to move confidently and safely in a range of ways, through experiencing regular movement and activity both inside and outside. This will enable children to develop their gross and fine motor skills, enabling children to excel in other areas, e.g. self-care, literacy, handwriting etc. Fine motor refers to small muscle groups including hands, wrists, fingers, feet and toes. Gross motor skills are to do with large muscle groups including the co-ordination of arms, legs and other large body parts. Your child will develop hand eye co-ordination as they use their vision to control movements and actions of small muscles. To understand good practices with regard to healthy living, identifying healthy and non-

healthy foods. To understand the importance of oral health. To safely use a range of appropriate tools and equipment. To begin to manage some risk.

Literacy-Reading

We want our children to develop a lifelong love of reading. We aim for all children to love books, to desire stories, to want to be immersed in books and have imaginations that can go anywhere. We want our children to access and enjoy a daily story and to learn nursery rhymes. By talking with our children as they read, we aim to develop children's conversation and vocabulary. Through accessing our core book curriculum, we seek to provide children with a wide range of fiction and nonfiction texts to inspire them to have a love of reading and to question what they read.

Literacy-Writing

We want our children to explore mark making with a variety of different media, and to know that their beautiful marks represent meanings. We want our children to recognise and to begin to write/sign their name. Through our continuous provision and planned activities, we provide a growing range of mark making activities with a purpose. Including many pre writing opportunities for children to develop the strength in their fingers, develop their dexterity and hand eye co-ordination.

Mathematics

We want our children to become confident mathematicians. To enjoy exploring number, shape and space. We want our children to enjoy participating in action number rhymes. We aim for children to confidently understand the numbers 1- 5, with a secure knowledge of counting, cardinality, comparison and composition. We want our children to be able to say and use number words, 1,2,3,4,5. To be able to compare two or more numbers, to understand the 'how manyness' of numbers, to count or subitise to know how many. We want our children to understand that numbers are made up of other numbers, e.g. 3 is made up of 2 and 1.

Expressive Arts & Design

We intend to nurture and develop the skills and creativity that our children bring to nursery. We want our children to be confident to take part in imaginative play including singing songs and telling stories. To be able to express themselves in many ways, using many different types of media and communication. For example, through role play, art, design, construction and dance. We want to nurture our children's natural curiosity, to encourage children to question and develop their thinking skills and techniques to express their ideas and feelings.

Understanding the World

We intend to nurture and develop the knowledge and understanding that our children bring to nursery about the physical world and their local community. We want our children to understand their place in the community, with a knowledge and understanding of the world around them. We want our children to build a connection to the world around them with an appreciation for culture, community, diversity and sustainability. Our environment will be carefully resourced to represent our richly diverse community and families. We want our children talk about their similarities and differences, to develop empathy, respect and tolerance. To be caring to one another. We want our children to form positive and healthy relationships with others showing sensitivity to their needs.

CURRICULUM Goal: Communication and Language

Through the EYFS curriculum, we intend to inspire confident communicators who can share their thoughts, feelings and opinions with others. We wish to expand the children's vocabulary and enrich it through hands on practical experiences. We want our children to communicate with confidence, in their home language as well as in English, using an appropriate system of communication. We want our children to understand that language is powerful, both verbal and non-verbal, and through language children can express wants, needs, ideas and to be able to articulate their rights.

About Goodway

Goodway Nursery School is located in the Perry Barr district of Birmingham. We know that many of our children enter Goodway below age related expectations and many of our children speak English as an additional language. Whilst this diversity is to be celebrated, we do acknowledge that having EAL can create barriers to learning. Children will learn English from a strong foundation in their home language. It is important for families to use their home language for linguistic as well as cultural reasons. We value the use of Makaton as a universal language that connects us all. We use WellComm as a tool to assess language and plan for next steps to support children's progress.

EDUCATIONAL PROGRAMMES EYFS 2021

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment are crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

| First Milestone- What we would like our children to know and be able to do by the end of Daisies. (Aged 2-3) | Second Milestone- What we would like our children to know and do throughout Sunflowers. | Third Milestone- What we would like our children to know and be able to do by the end of the Sunflowers. |
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| To use communication and language to express their wants, needs and entitlements. To have a developing understanding and use of Makaton as a vehicle to support communication. To begin to demonstrate enjoyment of stories, songs and rhymes through developing listening and attention skills. | Children demonstrate a love for stories, songs and rhymes and begin to use vocabulary linked to core books. Listening skills are developing and with support children are able to respond to questions and instructions. Children are able to ask for help if they need it, and to speak in simple sentences. | Children are able to talk with other children, using simple sentences. Listening skills enable children to participate in group times, listening to their peers and responding to things said by others. Children are able to talk about what they are doing and things they remember that are important to them eg Eid, Diwali, often starting conversations with familiar people. Children are able to follow an instruction with two parts. |
| <ul style="list-style-type: none"> Know their keyworkers name – say or sign Recognise their own name – self register | <ul style="list-style-type: none"> Know the names of all/ most of the children in their family group | Listening, Attention & Understanding |

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| <ul style="list-style-type: none"> Communicate basic needs through language or signs-toilet, hungry, thirsty, happy & sad Use a simple sentence to make a choice at group time – ‘I want to play in the garden’ Show an interest in songs and rhymes Understand, access & read appropriate visual timetable Understand, with scaffolding if required, and act on longer sentences like find your coat. Listen to simple stories and understand what is happening, with the help of the pictures. <p>Identify familiar objects and properties for practitioners when they are described. For example: ‘Hassan’s coat’, ‘blue car’, ‘shiny apple’.</p> | <ul style="list-style-type: none"> Develop use of Makaton to support communication to include signs for Good Looking, Thinking and Sitting Sing a repertoire of familiar songs and rhymes Be able to talk about familiar books, and be able to retell a long story Learns lots of new words and use them in play- specific vocabulary taught each week linked to core books Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” | <ul style="list-style-type: none"> To listen when they are in a group or with other children Sits quietly and listen for fifteen minutes Be able to move away from distractions when concentrating <p>Speaking</p> <ul style="list-style-type: none"> To communicate their wants and needs with confidence, using an appropriate system of communication. To talk about things, they are doing and things they remember Start conversations with familiar people To speak clearly and with confidence, speaking in sentences Join in at group time by putting up hand and waiting their turn to talk Be able to talk about thoughts even when they disagree and can discuss this using words and actions <p>Uses longer sentences of four to six words when talking</p> |
| <p>What does this look like?</p> <p>Children will be able to use a form of communication, verbal or non- verbal, to access the nursery day, using the Makaton signs; toilet, hungry, thirsty, happy & sad to express their wants & needs.</p> | <p>What does this look like?</p> <p>Stories are seen as a source of joy and excitement. Core vocabulary linked to core books is used and reinforced through continuous provision. The use of Makaton is visible and used as a vehicle to support communication. Children have a developing repertoire of favourite songs and rhymes.</p> | <p>What does this look like?</p> <p>Measure...</p> <p>Language, verbal and non-verbal, is used effectively as a powerful means of communication. Children are to listen for extended periods, engaging in group times for extended periods. Children are confident to communicate, excited and eager to share their thoughts and opinions. Language is used as a vehicle to resolve disagreements.</p> |
| <p>Final Milestone:</p> <p>Children are able to confidently use language to express their wants and needs, to access their day at nursery. Makaton is used to support all routines of the day. Children speak in sentences, listening skills are developed, with improved attention and recall. Books are accessed independently; children are able to retell favourite stories and talk about what happens in a story. Children have a developing repertoire of favourite songs and nursery rhymes. Core vocabulary is used in continuous provision.</p> | | |

CURRICULUM Goal: Personal, Social & Emotional

To be able to form positive and healthy relationships with others showing sensitivity to their needs. To be able to play co-operatively and take on board other people's ideas.

To share their ideas and implement them, asking for help and support when needed.

To be able to share how they feel, develop self-regulation skills and begin to understand how their actions can affect the feelings of others.

About Goodway:

Goodway Nursery School is located in the Perry Barr district of Birmingham. Our children have missed out on social opportunities as they were born during the pandemic, therefore we need to nurture our children from a PSE perspective to prepare them for the next stage of their educational journey. As a school we see a steady increase in percentage of pupil premium children as the cost of living rises.

Educational Programmes:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

| First Milestone- What we would like our children to know and be able to do by the end of Daisies. (Aged 2-3) | Second Milestone- What we would like our children to know and do throughout Sunflowers. | Third Milestone- What we would like our children to know and be able to do by the end of the Sunflowers. |
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| Children make a strong relationship with their key person. Increasingly, they separate confidently from their parent at the start of the session and become involved in their play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed. | Children take part in their nursery day, communicating their wants and needs and negotiating with their friends. | Children persevere with difficulties. They make comments about their learning and play. They show pleasure/pride in what they have done. |
| Self-Regulation Understand the Group Behaviour Charter & signs for good looking, good listening and good thinking Understand visual timetables of the day | Self-Regulation To participate in Welcome & family group times To use the language of feelings, happy, sad, ok Understand yours, mine and ours To be able to explain what you want or what you need | Self-Regulation Actively participate in Group time Independently use conflict resolution to solve problems with peers |

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| | | To reflect on their learning and think about what helps them to persevere and what helps them when they find things difficult |
| Managing Self Recognise their Key Person as a familiar/secure base Find own photograph in group Our families' photos & display Use the bathroom with some support if required Participate in dinner time/snack time routines | Managing Self Become more independent in meeting their own care needs, e.g. Using the toilet, washing and drying their hands thoroughly. Participate in snack time, begin to understand healthy choices about food, drink, activity etc | Managing Self Demonstrate uninterrupted learning during activities Engage in problem-solving activities Opportunities for children to reflect Describe things they like/are interested in Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Is independent and helps to get dressed and undressed |
| Building Relationships Establish a secure relationship with their keyworker Learn the Hello song Participate in a short grp time session, supported by visual cues. Learn names of family grp members Access Snack Time | Building Relationships Play with one or more other children, extending and elaborating play ideas. To begin to form friendships To be able to play co-operatively To take turns To join in with circle games | Building Relationships Small group circle time to explore emotions and feelings Sharing independently Class charter – behaviour code of conduct Social stories and pre-tutoring Conflict-resolution- finding ways to solve conflicts with increasing independence |
| What does this look like? As children grow in confidence, their involvement in nursery activities deepens. They explore a wider range of activities. They play for longer periods of time. They begin to seek out the company of others and play alongside their friends. After the settling in period, children access their full 15/30 hour entitlement in nursery, managing their emotions with support. | What does this look like? Children access their full entitlement at nursery. They engage in pretend play, often with their peers, extending play ideas through role play and exploration. Able to express their wants and needs in an appropriate communication. They like to do things for themselves. They begin to assert independence and challenge boundaries. | What does this look like? Children will settle quickly into nursery routines, developing relationships with adults and peers and will be able to access adult led activities and independently choose activities of interest in free flow, develop activities relating to own interests and seek peer or adult assistance when appropriate. Talk about what they are doing or have done Shows awareness of the feelings of others. Knows what they want to play with and where to find it. Plays with others. Confident to have a go and try new things. |
| Final Milestone: Children reflect on their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. They are able to stay at activities without being distracted; often working collaboratively with peers. Children talk about what they and others are learning and thinking. There is an understanding of boundaries and children follow some rules. Children show pride in working hard to achieve their goal. | | |

CURRICULUM Goal: Physical Development

We aim to support our children to develop their sensory processing skills to enable them to respond appropriately to the physical challenges of the environment. To be able to move confidently and safely in a range of ways, through experiencing regular movement and activity both inside and outside. This will enable children to develop their gross and fine motor skills, enabling children to excel in other areas, e.g. Self-care, literacy, handwriting etc. Fine motor refers to small muscle groups including hands, wrists, fingers, feet and toes. Gross motor skills are to do with large muscle groups including the co-ordination of arms, legs and other large body parts.

We want children to understand good practices with regard to healthy living, identify healthy and non-healthy goods. To understand the importance of oral health. To safely use a range of appropriate tools and equipment and being to manage some risk.

About Goodway

Goodway Nursery School is located in the Perry Barr district of Birmingham. The majority of our children have parks and gardens to play in, however, we see the trend beginning to decline within this early learning goal. Therefore we strive to provide an exciting outdoor space and support for an increasing number of children who require support with self-care and toileting.

| First Milestone- What we would like our children to know and be able to do by the end of Daisies. (Aged 2-3) | Second Milestone- What we would like our children to know and do throughout Sunflowers. | Third Milestone- What we would like our children to know and be able to do by the end of the Sunflowers. |
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| <p>Fine motor: Start eating and drinking independently and learning how to use a drinking cup (not a bottle or a sippy cup unless required due to additional needs) and cutlery when appropriate. Begin to demonstrate an emerging preference for a dominant hand. Explore a variety of fine motor activities, threading, puzzles, playdough, painting, etc. finger painting, hole punching.</p> | <p>Fine motor: Use a comfortable grip with good control when holding pens and pencils. Beginning to explore mark making and write letters of marks that have meaning Uses one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.</p> | <p>Fine motor: Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools; pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. To be able to write their name To independently serve themselves or others at snack time/lunch time.</p> |
| <p>Gross motor: To be able to put on own coat and hat. To be able to move around the nursery environment freely, inside and outside, safely. Experiment with freedom to move in a variety of ways. Access appropriate climbing equipment safely, e.g. field area and climbing equipment.</p> | <p>Gross motor: Be able to put on own coat, jumper, gloves and hat Use tools for a purpose, scissors, pencils With support, help at lunchtime Pour water at snack times Select snack independently With support collaborate with other to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> | <p>Gross motor: To have an awareness of safety and manage own risks Matches developing physical skills to tasks and activities, for example, to decide whether to crawl, walk or run across a plank, depending of its length and width. Works with other to manage large items, like moving a long plank safely and carrying large hollow blocks.</p> |

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| <p>What does this look like?</p> <p>Children will be able to explore the nursery environment safely, making appropriate risk assessments. Children will be able to put on their outdoor coat mostly independently.</p> | <p>What does this look like?</p> <p>Children are able to manage their physical needs independently, putting their outdoor coat on and off with little support. Children will join in with snack times, accessing chosen snacks, eating and drinking independently.</p> | <p>What does this look like?</p> <p>Measure...</p> <p>The children will confidently explore the nursery environment, indoors and outdoors, selecting tools and equipment independently during self-chosen activities. Children will be confident in their own abilities and risk assess their own play skills, e.g. Know how to navigate riding the bikes safely in the playground. Children will manage their own physical needs independently.</p> |
| <p>Final Milestone:</p> <p>Children will have developed their core strength, which will enable them to play games both indoors and outdoors, navigating the nursery environment safely. Through accessing repeated opportunities to explore and play, children have developed their fine motor control and hand eye co-ordination. This will mean that most children can access tools safely, navigate their way through the nursery day managing their physical needs independently; e.g. putting on their wellies, shoes, coats, hats and gloves. Feeding independently at dinnertime and accessing tools to support self-chosen activities e.g. scissors, painting brushes etc.</p> | | |

CURRICULUM Journey: Literacy – Reading and Writing

We want our children to develop a lifelong love of **reading**. We aim for all children to love books, to desire stories, to want to be immersed in books and have imaginations that can go anywhere.

We want our children to access and enjoy a daily story and to learn nursery rhymes. By talking with our children as they read, we aim to develop children's conversation and vocabulary. Through accessing our core book offer, reinforced through continuous provision, we seek to provide children with a wide range of fiction and nonfiction texts to inspire them to have a love of reading and to question what they read.

We want our children to explore **mark making** with a variety of different media, and to know that their beautiful marks represent meanings. We want our children to recognise and to begin to write/sign their name. Through our continuous provision and planned activities, we provide a growing range of mark making activities with a purpose. Including many pre writing opportunities for children to develop the strength in their fingers, develop their dexterity and hand eye co-ordination.

Goodway Nursery School is located in the Perry Barr district of Birmingham. We know that many of our children enter Goodway below age related expectations in Literacy, as well as the number of EAL children entering our school increasing. Therefore, we have to work even harder to get our children ready for the next stage of their educational journey.

Rationale:

We know that our children need support with Communication and Language, therefore our Literacy offer is crucial to progress this area for children. We have used the EEF Early Years Toolkit research to create our literacy curriculum, with children being exposed to many stories and a wealth of vocabulary. Our staff understand the importance of modelling and encouraging the use of new vocabulary during family group teaching time and continuous provision.

| Reading | | |
|---|---|--|
| First Milestone- What we would like our children to know and be able to do by the end of Daisies. (Aged 2-3) | Second Milestone- What we would like our children to know and do throughout Sunflowers. | Third Milestone- What we would like our children to know and be able to do by the end of the Sunflowers. |
| Reading: Children take part in pretend play, making up or developing a story. (Tales Toolkit) Children may begin by pretend-playing on their own with toys like farm animals, wild animals, dinosaurs or small world people. They may put on a costume to become a superhero or another character. Over time, their play becomes more complex. They are able to play with other children, developing the play together (e.g. deciding who will play what role in the home corner.) | Reading: Children take part in shared reading. They respond to the features of the story. Children engage in number rhymes with props and join in with the actions. | Reading: Children are able to sit during group time for their story, join in with repeated refrains and learn and use new key vocabulary. Children engage and remember core books and rhymes. |

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| Comprehension: Begin to comprehend the rhythm of the nursery day. To read visual timetables to understand what is happening now and what is happening next. | Comprehension: To use newly acquired vocabulary in play | Comprehension: Retell stories and narratives using familiar phrases Use and understand specific key vocabulary linked to stories and texts |
| Word reading: Listens to and joins in with stories and poems, when reading one-to-one and over the course of the year, enjoy stories in family group time. Freely access books in the environment. Choose a home reading book of choice. | Word reading: Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Re-enacts and reinvents stories they have heard in their play. As children become more used to shared reading, they ask questions and make links between what happens in the story and their own experiences. Children join in with rhymes and songs e.g. repeating words or following actions. Children play with props to retell/make up their own stories. | Word reading: Recognise and read their own name Have a selection of favourite stories and nursery rhymes Be able to recall and discuss favourite stories and rhymes Retell a story with a beginning, middle and end. |
| Early reading: Body percussion, environmental sounds, recognise and copy sounds, rhythm and tempo. | Early reading: Instrumental sounds, exploring body percussion and rhythm. Explore rhyme through stories, songs and games. Beginning to notice alliteration. | Early reading: Body percussion, environmental sounds, recognise and copy sounds, rhythm and tempo. Instrumental sounds, exploring body percussion and rhythm. Explore rhyme through stories, songs and games. Beginning to notice alliteration, oral blending & segmenting |
| What does this look like? Children begin to sit and listen to a story/song/rhyme at group time, joining in using actions, signs or repeated refrains Children begin to role play familiar stories or experiences | What does this look like? Children will be able to play out a story based on a book or a story they've heard. | What does this look like? Children will "read" stories from memory independently. Children will develop their own stories using role play. Children will begin to write/mark make their own stories |
| Final Milestone: Children will be able to listen and follow an oral story. Children will have knowledge of favourite stories and rhymes, and be able to retell, knowing what happens next. Children will know the language of traditional stories; Once upon a Time, And they all lived happily ever after...Children will be able to make up their own story and represent it by drawing and writing/mark making. Children will know core nursery rhymes by heart; Incy Wincy, Twinkle Twinkle, Rainbow Song. | | |

| Writing | | |
|--|---|---|
| First Milestone- What we would like our children to know and be able to do by the end of Daisies. (2 year olds) | Second Milestone- What we would like our children to know and do throughout Sunflowers. | Third Milestone- What we would like our children to know and be able to do by the end of the Sunflowers. |
| <p>Writing: Children can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects. Children will increasingly become confident in engaging in activities such as: throwing and catching balls, exploring a musical instrument, playdough and paint. As children build up their large and fine motor skills they engage in activities for a longer period of time. They can grasp objects and can focus on what they are doing e.g. hold arms out and wait to catch a ball, thread beads on to a piece of string or build a stable tower of up to 10 blocks etc. Where children need individualised and additional help, this will be offered promptly.</p> | <p>Writing: Children make marks with their fingers and some tools. Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a paint brush to make marks or using chalk on the ground in the garden etc. As children become more confident in making marks they begin to talk about their marks with others and give meaning to these e.g. "That's mummy" or "It's a dinosaur."</p> | <p>Writing: As children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with language of directionality such as 'up, down, round and round.' Children can find their name card and are look at it when attempting to write their name. As children use their name cards repeatedly they become more confident in attempting to form letters. Some children will begin to form recognisable letters</p> |
| <p>What does this look like? Children will be able to co-ordinate movements of both hands. Children enjoy free drawing with different methods of mark making, such as crayon eggs, playground chalk and chunky crayons. Children access sensory play to use their fingers to mark make and large brushes with water or paint.</p> | <p>What does this look like? Use hands, fingers and tools to make marks. Children have lots of opportunities to engage in mark making such as using clipboards and chalk outdoors, large paintbrushes and messy play in the tough spot. Making muddy marks in forest school. Children develop their muscle strength and dexterity by using play dough, cutting with scissors, threading beads. Children begin to understand that their marks are a representation.</p> | <p>What does this look like? Copy or make lines, circles and zig-zag. Children hold their pen or pencil with a comfortable grip. Children will begin to copy letters from their names. They will give meaning to marks – lists, labels etc. and draw pictures with more detail. Children will recognise their own names and make an attempt to replicate it, moving onto to copying then writing the letters of their names and forming them legibly.</p> |
| <p>Final Milestone: By the end of nursery, we want children to be able to understand that print has meaning and use their knowledge of mark making to create their own early writing. They write some of the letters of first name and some letters accurately.</p> | | |

CURRICULUM Goal: Maths

We want our children to become confident mathematicians. To enjoy exploring number, shape and space. We want our children to enjoy participating in action number rhymes. We aim for children to confidently understand the numbers 1- 5, with a secure knowledge of counting, cardinality, comparison and composition. We want our children to be able to say and use number words, 1,2,3,4,5. To be able to compare two or more numbers, to understand the 'how many' of numbers, to count or subitise to know how many. We want our children to understand that numbers are made up of other numbers, e.g. 3 is made up of 2 and 1.

About Goodway

Goodway Nursery School is located in the Perry Barr district of Birmingham. Many of our children start Goodway below age related expectations in Maths and we know that we need to work hard to prepare our children for the next stage in their educational journey.

EDUCATIONAL PROGRAMMES EYFS 2021

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

| First Milestone- What we would like our children to know and be able to do by the end of Daisies. (Aged 2-3) | Second Milestone- What we would like our children to know and do throughout Sunflowers. | Third Milestone- What we would like our children to know and be able to do by the end of the Sunflowers. |
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| <p>Children will explore their physical environment, developing an awareness of shape and space.</p> <p>Children will be able to navigate around their physical environment safely, demonstrating an awareness of shape and space</p> <p>children will explore and play freely with a wide range of objects e.g. building blocks, pebbles, cones etc.</p> <p>Children will join in with simple number songs 1-5; 1,2,3,4,5, five little monkeys, attempting to use their fingers as they join in</p> <p>Children will know their special number (their age) and begin to recite numerals 1-3</p> | <p>Children will build purposefully, indoors and outdoors, with a wide range of selected resources, comparing size, shape, weight and composition</p> <p>Children will join in with a variety of known number songs, joining in with the actions</p> <p>Children will be able to name familiar shapes; circle, square, triangle and use language associated e.g. corner,</p> <p>Children will confidently recognise and recite the numerals 1-3 and beyond when appropriate.</p> <p>Begin to develop fast recognition of objects, without having to count them individually ('subitising').</p> | <p>Children will:</p> <p>Build with a range of selected resources, indoors and outdoors, comparing sizes and weights</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> |

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| <p>Children will count in everyday contexts e.g. when setting up snack table; sometimes missing numbers</p> <p>Children will use the language of size and weight in everyday routines e.g. a little milk, a big ball</p> <p>Children will explore the concept of position through fitting their bodies into spaces e.g. inside, under, behind</p> <p>Children will use vocabulary linked to time; Good Morning, Good Afternoon, Good Bye.</p> | <p>Children will be able to explore and match objects which are the same.</p> <p>Children will understand that collections can be sorted into sets based on attributes such as colour, size or shape.</p> <p>Children will begin to recognise patterns ABABAB</p> <p>Children will begin to compare quantities using language: 'more than', 'fewer than'.</p> <p>Children will show finger numbers up to 3 and beyond if appropriate.</p> | <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5 and beyond if appropriate.</p> <p>Understand 1:1 correspondence 1-5 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> |
| <p>What does this look like? Children will begin to engage with mathematical concepts through everyday play and routines, snack time, block play, story time etc.</p> <p>Children will explore the nursery environment, indoors and outdoors. Children will follow the routine and rhythm of the day, understanding now and next, sequence of the nursery day.</p> | <p>What does this look like? Children will become more confident to apply mathematical knowledge and concepts throughout their everyday routines.</p> <p>Children will confidently engage and participate in number songs with increasing accuracy</p> <p>Children will confidently self-register and begin to recognise their personal number</p> | <p>What does this look like? Throughout the nursery day, children will use mathematical concepts in both adult directed and child initiated learning. Children will self-register, recognise their number on the register, understand and use the language associated with the rhythm of the day. During snack time and dinner time, appropriate language of size and weight will be used; I would like a little, I would like a lot, we need x 4 spoons etc. When accessing all areas of learning, children will apply their mathematical skills and knowledge, e.g. when selecting resources to build or when choosing a material for artwork. Children will confidently use the language of mathematics in their 'everyday activities'.</p> |
| Final Milestone: When children leave our nursery school they will be able to | | |

- Children will confidently recognise numerals 1-5
- Children will confidently apply 1:1 correspondence 1-5 (Linking the numerals and amounts)
- Children will develop fast recognition of up to 5 objects, without having to count them individually ('subitising').
- Children will explore shapes and begin to notice and talk about properties and characteristics.
- Children will notice and talk about 2D & 3D shapes in the nursery school environment.
- Children will understand sequence of first, then, after, before in context e.g. Forest School, Dinner Time etc. and understand the vocabulary of time e.g. Good Morning, Afternoon, Home time etc.
- Children will begin to understand what is in the future and what is in the past
- Children will be able to design and continue patterns of up to three sequences e.g.; abc, abc, leaf, stick, stone, leaf, stick, stone
- Children will make comparisons between objects relating to size, length, weight and capacity

CURRICULUM Goal: Expressive Art and Design

In their Expressive Arts and Design our intention is for children to learn to:

- be confident to take part in imaginative play including singing songs and telling stories
- enjoy singing a range of nursery rhymes with their peers
- be able to use movement and sounds to express ideas and feelings
- to confidently explore a range of materials to support their developing ideas
- to begin to use tools appropriately

We intend to nurture and develop the skills and creativity that our children bring to nursery.

About Goodway

Goodway Nursery School is located in the Perry Barr district of Birmingham. The level of deprivation is growing in our district, we see a rise in families accessing free school meals and a drop in families able to access 30 hour funding. This limits the wider experiences of our children, such as going to play groups, buying resources to do arts and crafts at home, accessing music groups. Our children come to school with a range of 'cultural awareness and cultural capital' as well as a range of experience in arts and design.

EDUCATIONAL PROGRAMMES EYFS 2021

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

| First Milestone- What we would like our children to know and be able to do by the end of Daisies. (Aged 2-3) | Second Milestone- What we would like our children to know and do throughout Sunflowers. | Third Milestone- What we would like our children to know and be able to do by the end of the Sunflowers. |
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| Creating with Materials Begin to demonstrate an emerging preference for a dominant hand. Joins in singing songs. Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiment with ways of playing them. | Creating with Materials Explore colour and colour mixing. Explore different materials freely, to develop their ideas about how to use them and what to make. Use drawing to represent ideas like movement or loud noise. Create closed shapes with continuous lines and begin to use these shapes to represent objects. | Creating with Materials Uses resources to create props. Explore colour and colour mixing. Use drawing to represent ideas like movement or loud noises. Draw with increasing complexity and detail, such as representing a face with a circle and including detail. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. |
| Being Imaginative and Expressive Creates sound effect and movements. Enjoys joining in with moving, dancing and ring games. | Being Imaginative and Expressive Listens with increased attention to sounds. Play instruments with increasing control to express their feelings and ideas. | Being Imaginative and Expressive Explores how sound and movement can be changed. Develop an understanding of how to create sounds using tools for a purpose. |

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| <p>Begins to make believe by pretending using sounds, movements, words and objects.</p> <p>Beginning to describe sound and music imaginatively.</p> <p>Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> | <p>Take part in simple pretend play, using an objects to represent something else even though they are not similar.</p> <p>Creates rhythmic sounds and movements.</p> <p>Uses movement and sound to express experiences, expertise, ideas and feelings.</p> | <p>Engage in imaginative play.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs or improvise a song around one they know.</p> |
| <p>What does this look like?</p> <p>Children use arts and crafts resources with the help of their key worker.</p> <p>Children begin to learn daily routine songs and by the end of the year, will have built up a small repertoire of known songs.</p> | <p>What does this look like?</p> <p>Children begin to use the nursery resources to be creative, using prompts to help.</p> <p>Children can concentrate and begin to join in with circle games and songs. They learn and begin to enjoy repeating known songs and games.</p> | <p>What does this look like?</p> <p>Measure...Children are independent in their choices, can find and use the resources they need when being artistic. They sometimes make things to use in their play.</p> <p>Children join in readily with singing and circle games that they have learnt at nursery.</p> |
| <p>Final Milestone:</p> <p>Children are independent in their choices, can find and use the resources they need when being artistic. They sometimes make things to use in their play.</p> <p>Children join in readily with singing and circle games that they have learnt at nursery.</p> | | |

CURRICULUM Goal: Understanding the World

We intend to nurture and develop the knowledge and understanding that our children bring to nursery about the physical world and their local community. We want our children to understand their place in the community, with a knowledge and understanding of the world around them. We want our children to build a connection to the world around them with an appreciation for **culture, community, diversity and sustainability**. Our environment will be carefully resourced to represent our richly diverse community and families. We want our children talk about their similarities and differences, to develop **empathy, respect and tolerance**. To be caring to one another. We want our children to form positive and healthy relationships with others showing sensitivity to their needs.

About Goodway:

Goodway Nursery School is located in the Perry Barr district of Birmingham. Our children and families come from all over the world. We want our children to learn with and from one another; celebrating uniqueness, identity and belonging. Our district is rich in culture, diversity and aspiration. Our cultural capital is celebrated through community, identity, faith and togetherness. At nursery school we enhance this through providing additional opportunities such as Forest School, Stay & Play, celebration of cultural and religious festivals and end of term trips. We are a UNICEF Rights Respecting Award Gold accredited school and place huge value on encouraging children to learn about their rights through our weekly rights respecting family group times and our stories.

Educational Programmes:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

| First Milestone- What we would like our children to know and be able to do by the end of Daisies. (Aged 2-3) | Second Milestone- What we would like our children to know and do throughout Sunflowers. | Third Milestone- What we would like our children to know and be able to do by the end of the Sunflowers. |
|---|--|--|
| To settle into nursery, recognising that we have a nursery school family group To self-register and learn the names of friends and keyworker To be able to sign hello and group time Begin to make connections between home and nursery through role play, real objects and experiences e.g. Eid, Xmas, Diwali To recognise that we all belong to our nursery school family To recognise and celebrate family group photographs, which can be accessed/visited to promote wellbeing and security | Children will confidently explore the indoor and outdoor learning environment. Our calendar of celebrations and festivals will enable all children to learn more about the world around them; how we are different and how we are alike. Each half term families will visit nursery school, learning with and alongside children. The seasonal calendar will provide learning opportunities to engage in arts, crafts, planting, growing and celebrating. | The children will have an understanding of life beyond home and nursery. They will be able to talk about their experiences, e.g. visiting family, church, or mosque. Through accessing Forest Schools and learning outdoors, children will appreciate their right to the natural world and their duty to sustain the natural world. Reducing, re-using and recycling will be the norm; as will an understanding to care for the environment. |


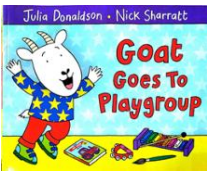

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| <p>What does this look like?</p> <p>Children will feel settled into their nursery school Family Group, aware that we have a family at home and a family at nursery, both of which we belong to</p> | <p>What does this look like?</p> <p>Children will make connections between the features of their family and other families. They will begin to make sense of their own life-story and family's history. In pretend play, children will imitate everyday actions and events from own family and cultural background. Children will recognise and describe significant events for family or friends. Children will continue to explore how things work, talking about what they see, both indoors and outdoors. Children will assume leadership roles for their environment, the garden, sustainability etc; Leader, Eco-Warrior, Rights Champion.</p> | <p>What does this look like?</p> <p>Children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Children will proudly talk about their uniqueness, what makes them special. Children will have an understanding of their locality and feel part of the community in which they live.</p> |
| <p>Final Milestone:</p> <p>Children will talk with confidence and pride about themselves and their families Children will talk about/learn about and celebrate special events with their friends, some of which they may not celebrate at home. Children will understand and continue to develop a positive attitude towards difference. Children will have an understanding of their unique identity, heritage, and what makes them special. Children will be familiar with their local community. They will be aware of special, important and familiar buildings such as the park, library and local shops. Children will take responsibility for their local environment, indoors and outdoors; re-using, recycling and reducing waste. Children will understand they have rights, which also come with responsibilities Through leadership roles, children will take care for the environment and continue to promote, protect and realise their rights.</p> | | |

Our Core Books


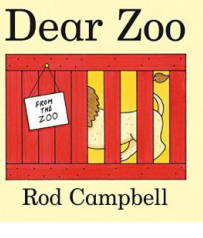
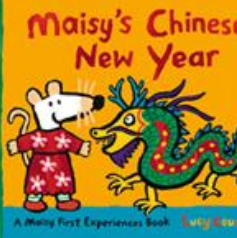
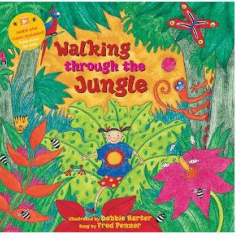

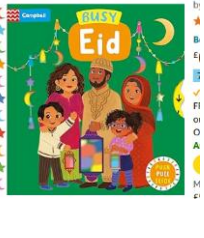
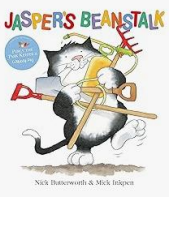
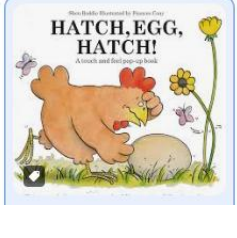
We have intentionally selected core books which we use to support our planning. Our books are representative, inclusive and celebrate diversity.

Daisies Core Books – 2-3 year olds

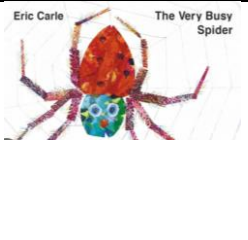
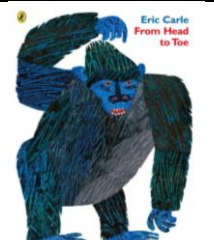
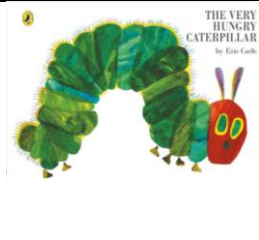
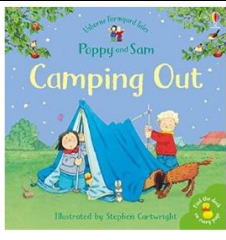

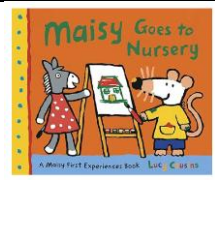
Autumn Term

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|  |  |  |  |  |  |  |  |
| UNCRC Article 6 I have the right to live and grow as a person. | UNCRC Article 31 I have the right to relax and play | UNCRC Article 19 I have the right to be protected from harm | UNCRC Article 14 I have the rights to my own thoughts and beliefs | UNCRC Article 27 I have the right to have a proper home, food and clothing | UNCRC: Article 24 I have the right to be healthy | UNCRC: Article 24 I have the right to be healthy | UNCRC: Article 14 I have the rights to my own thoughts and beliefs |

Spring Term


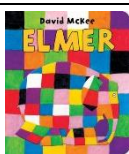
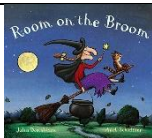
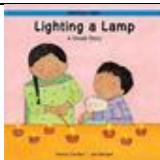




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|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |
| UNCRC Article 24 I have the right to be healthy | UNCRC Article 27 I have the right to have a proper house, food and clothing | UNCRC Article 14 I have the right to have my own thoughts and beliefs | UNCRC Article 31 I have a right to relax and play | UNCRC Article 29 I have the right to an education which develops my respect for the environment | UNCRC Article 14 I have the right to have my own thoughts and beliefs | UNCRC Article 6 I should be supported to live and grow | UNCRC Article 14 I have the right to have my own thoughts and beliefs |

Summer Term

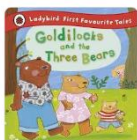


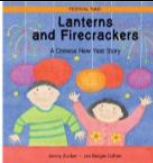
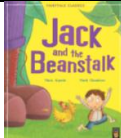

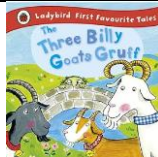

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|  |  |  |  |  |  |
| UNCRC Article 27 I have the right to have a proper house, food and clothing | UNCRC Article 29 I have the right to an education which develops my respect for the environment | UNCRC Article 24 I have the right to clean water and good food | UNCRC Article 31 I have a right to relax and play | UNCRC Article 29 I have the right to an education which develops my respect for the environment | UNCRC Article 28 I have the right to an education |

Sunflowers Books – 3-4 years

Autumn Term

| | | | | | | | |
|--|---|---|--|---|--|---|---|
|  |  |  |  |  |  |  |  |
| UNCRC Article 5 The Government should respect the right of my family to help me know about my rights | UNCRC Article 2 Non-discrimination | UNCRC Article 2 Non-discrimination | UNCRC Article 14 I have the right to have my own thoughts and beliefs | UNCRC Article 24 I have the right to be healthy | UNCRC Article 34 Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad | UNCRC Article 8 I have a right to an identity | UNCRC Article 3 Adults must do what is best for me. |

Spring Term

| | | | | | | | |
|---|--|---|---|--|---|---|--|
|  |  |  |  |  |  |  |  |
| UNCRC Article 24 I have the right to clean water and good food. | UNCRC Article 19 I have the right to be safe | UNCRC Article 19 I have the right to be safe | UNCRC Article 14 I have the right to have my own thoughts and beliefs; to choose my religion with my parents guidance | UNCRC Article 26 My family should get the money they need to help bring me up. | UNCRC Article 15 I have the right to meet with friends and other groups. | UNCRC Article 12 I have the right to be listened to and taken seriously | UNCRC Article 14 I have the right to have my own thoughts and beliefs and to choose my religion with my parents guidance |

Summer Term


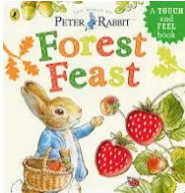
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|  |  |  |  |  |  |
| <p>UNCRC Article 29 Education develops my personality and respect the environment</p> | <p>UNCRC Article 24 Right to healthy food.</p> | <p>UNCRC Article 24 I have the right to clean water and good food.</p> | <p>UNCRC Article 3 I have a right to relax and play.</p> | <p>UNCRC Article 12 I have the right to be listened to and taken seriously.</p> | <p>UNCRC Article 5 The Government should respect the right of my family to help me know about my rights.</p> |

Themes, Celebrations & Wider Curriculum

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|---|--|--|
| Celebrations | Black History Month | Fireworks Night Diwali Eid Christmas Children in Need | Pancake Day Chinese New Year | World Book Day Mother's Day Stay & Play Easter Celebrations Ramadan | EID Father's day Stay & Play | E-safety awareness Transition |
| Parental Engagement Opportunities and trips | Parent consultations Bespoke 'Settling in' sessions Welcome meetings SEND coffee mornings Weekly Stay & Play | Parent consultations Toilet training workshops Communication and Language workshops Christmas Party Weekly Stay & Play SALT coffee morning | Parent consultations World Book Day story time NSPCC PANTS workshop Weekly Stay & Play Groovy Little Mover workshops | Parent consultations Chicks in school Weekly Stay & Play Mothers' Day story time | Parent consultations Butterflies Weekly Stay & Play Fathers' Day Stay & Play Maths workshops | Parent consultations Transition Ready, Steady Reception meeting E safety awareness. Carnival Summer Trip Weekly Stay & Play SEND parent consultation coffee morning Forest School workshop First Aid training for parents |

Medium Term Planning Daisies


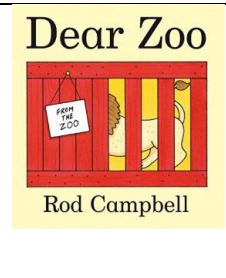
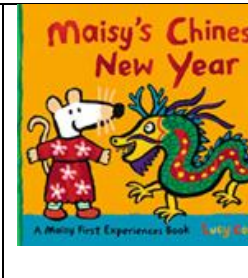


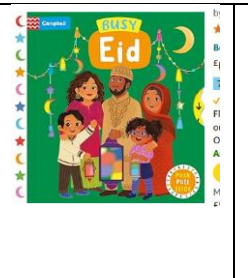
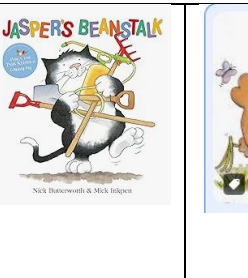
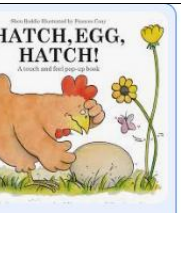
Daisies Medium Term Plan Autumn

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|  |  |  |  |  |  |  |
| UNCRC Article 6 I have the right to live and grow as a person. | UNCRC Article 31 I have the right to relax and play | UNCRC Article 14 I have the rights to my own thoughts and beliefs | UNCRC Article 27 I have the right to have a proper home, food and clothing | UNCRC: Article 24 I have the right to be healthy | UNCRC Article 24 I have the right to be healthy | UNCRC Article 14 I have the rights to my own thoughts and beliefs |
| | Autumn Term (Opal 24 months) | Learning Intentions | | | Curriculum Goals Core Books & Vocabulary | |
| Communication and Language Wellcomm Screening for all children | Puts two or more words together. Repeats words and finds objects when asked e.g. ball, shoes. Responds to familiar music, songs or rhymes. | <ul style="list-style-type: none"> To recognise their familiar key person To recognise their 'peg picture' To begin to communicate their needs through gestures, signs and single words Enjoy singing, music and toys that make sounds Listens to and enjoys rhythmic patterns in rhymes and stories Listen and respond to a simple instruction Understand simple instructions like "give to mummy" or "stop" Understand single words in context – 'cup', 'milk', 'daddy' Understand frequently used words such as 'all gone', 'finished', 'no' and 'bye-bye' Uses single words during play Beginning to put 2/3 words together | | | Link to Curriculum Goal | |

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| | | <ul style="list-style-type: none"> Enjoys laughing and being playful with others. | |
| Personal, Social, Emotional | <p>Enjoys simple make-believe play e.g. having a cup of tea.</p> <p>Likes to do things for themselves, without help.</p> <p>Displays a range of big emotions, eg. May jump up and down when excited.</p> | <p>Self-Regulation</p> <ul style="list-style-type: none"> Understand visual timetables and structures of the day Be confident to seek support and know that help is there Communicate their feelings through gestures, signs and words Be supported to manage transitions, for example from their parent to their key person. <p>Managing Self</p> <ul style="list-style-type: none"> Recognise their key person as a Familiar / secure base. Find their own photograph in families' photos Understand the routine for personal care/nappy time and co-operate with this routine Participate in snack time routines <p>Building Relationships</p> <ul style="list-style-type: none"> With support, confidently separate from their parent/carer Know who their keyworker is and know their keyworkers name To know they are safe with their keyworker Enjoys laughing and being playful with others Be confident to explore inside and outside the nursery environment | Link to Curriculum Goal |
| Physical Development | <p>Climbs over obstacles.</p> <p>Uses a spoon or fork to feed themselves.</p> <p>Climbs stairs independently.</p> | <p>Fine Motor</p> <ul style="list-style-type: none"> Start eating and drinking independently, using a cup and a spoon Develop fine motor skills through playdough, painting and puzzles, finger paints etc <p>Gross Motor</p> | Link to Curriculum Goal |

| | | <ul style="list-style-type: none"> • To be able to move around the nursery environment freely, inside and outside, safely • Experiment with freedom to move in a variety of ways • To begin to put on own coat | |
|---|--|---|---|
| Assessments this term | | Events | Workshops |
| Two Year checks and autumn observations Wellcomm Screening for all children Development Matters and OPAL baseline assessments Parent Consultations | | Christmas Sing-a-Long Diwali activities Bonfire night activities and fire safety Food bank collections Christmas and Christmas parties Children in Need | Initial workshops for parents Toilet training workshop Communication and Language workshop SALT coffee morning |

Daisies Medium Term Plan Spring

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|  |  |  |  |  |  |  |  |
| UNCRC Article 24 I have the right to be healthy | UNCRC Article 27 I have the right to have a proper house, food and clothing | UNCRC Article 14 I have the right to have my own thoughts and beliefs | UNCRC Article 31 I have a right to relax and play | UNCRC Article 29 I have the right to an education which develops my respect for the environment | UNCRC Article 14 I have the right to have my own thoughts and beliefs | UNCRC Article 6 I should be supported to live and grow | UNCRC Article 14 I have the right to have my own thoughts and beliefs |

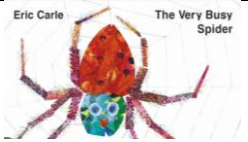

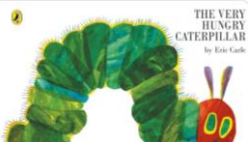



| | Spring Term (Opal 30 months) | Learning Intentions | Curriculum Goals Core Books & Vocabulary |
|--|---|--|--|
| Communication and Language Wellcomm Screening for all children | <ul style="list-style-type: none"> Is interested in books and stories. Can stop what they are doing and can listen to you. Uses lots of new words. Beginning to | Listening Attention and Understanding <ul style="list-style-type: none"> To know their keyworkers name To be confident with the routine of the day – supported by objects, photos, pictures To understand single words in familiar routines To understand everyday phrases – good walking, good sitting, good looking, stop, no Speaking <ul style="list-style-type: none"> To begin to communicate their needs through gestures, signs and single words | <u>Link to Curriculum Goal</u> |

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| | use words like, me, I and you. | <ul style="list-style-type: none"> To know the routines of the day and identify them using the visual timetable To use single words with gesture, or pointing to communicate wants and needs To use the communicate and print to be able to make a choice | |
| Personal, Social, Emotional | <ul style="list-style-type: none"> Watches what friends are doing and joins in with play. Likes to help you when you are busy, e.g. putting shopping away. Begins to assert independence and challenge boundaries. | <p>Self-Regulation</p> <ul style="list-style-type: none"> To begin to regulate their feelings and emotions with support –Makaton, favourite toys/ activities To allow their keyworker/ familiar adult to comfort them To manage transitions of the day with confidence of what is happening now and next <p>Managing Self</p> <ul style="list-style-type: none"> To recognise their coat peg and find their coat To know when they are hungry and request snack To be able to seek out activities that interest them Try new activities and establish their autonomy. <p>Building Relationships</p> <ul style="list-style-type: none"> To recognise keyworker and know/sign their name To confidently separate from parent/carer To begin to notice others and play next to them Engage with others through gesture, gaze and communication | Link to Curriculum Goal |
| Physical Development | <ul style="list-style-type: none"> Can run around, change direction and slow down so they don't | <p>Gross Motor</p> <ul style="list-style-type: none"> To be able to eat and drink independently, using a cup and a spoon (new starters to do with support) <ul style="list-style-type: none"> To put their coat on with support To be able to move around the nursery environment with developing skills freely, inside and outside – trying more | Link to Curriculum Goal |

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| | bump into things. <ul style="list-style-type: none"> • Can make lines and marks. • Builds a tower. | challenging activities such as; balancing, stepping stones, stumps and jumping platform. <ul style="list-style-type: none"> • To be able to sit down and stand up from the floor with ease • Enjoy starting to kick, throw and catch balls • To be able to hand items from one hand to the other <p>Fine Motor</p> <ul style="list-style-type: none"> • To continue to develop fine motor skills through playdough, painting and puzzles, finger paints and threading etc. • To handle and explore scissors with support | |
|--|--|--|--|

| Assessments this term | Events | Workshops |
|---|--|---|
| Wellcomm Screening for children Assessments using Development Matters and Opal Parent Spotlight Consultations | Easter Mother's day Chinese new year Chicks | Internet safety workshop World Book Day workshop with families Mother's Day Stay & Play |

Daisies Medium Term Plan Summer


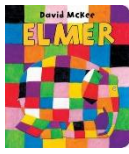
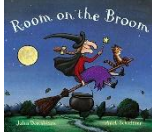
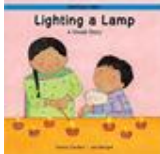




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|---|---|---|--|---|---|
|  |  |  |  |  |  |
| UNCRC Article 27 I have the right to have a proper house, food and clothing | UNCRC Article 29 I have the right to an education which develops my respect for the environment | UNCRC Article 24 I have the right to clean water and good food | UNCRC Article 31 I have a right to relax and play | UNCRC Article 29 I have the right to an education which develops my respect for the environment | UNCRC Article 28 I have the right to an education |

| | Summer Term (Opal 36 months) | Learning Intentions | Curriculum Goals Core Books & Vocabulary |
|--|--|--|---|
| Communication and Language Wellcomm Screening for all children | Responds to questions and instructions. • Asks for help if they need it. • Speaks in simple sentences. | <ul style="list-style-type: none"> • Know their keyworkers name – say or sign • Recognise their own name – self register • Communicate basic needs through language or signs-toilet, hungry, thirsty, happy & sad • Use a simple sentence to make a choice at group time –“I want to play in the garden.” • Show an interest in songs and rhymes • Understand, access & read visual timetable • Understand and act on longer sentences like make teddy jump or find your coat. • Understands and uses simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). • Listen to simple stories and understand what is happening, with the help of the pictures. | Link to Curriculum Goal |
| Personal, Social, Emotional | Opal 36 months <ul style="list-style-type: none"> • Shows an interest in others | Co-Regulation Self-Regulation Understand the Group Behaviour Charter & signs for good looking, good listening and good thinking Understand visual timetables of the day | Link to Curriculum Goal |

| | | | |
|-----------------------------|--|---|---|
| | and makes new relationships. <ul style="list-style-type: none"> • Explores new environments. | Managing Self Recognise their Key Person as a familiar/secure base. Find own photograph in group Our families' photos & display Use the bathroom with some support if required Participate in dinner time/snack time routines Building Relationships Establish a secure relationship with their keyworker Learn the Hello song Participate in a short grp time session, supported by visual cues Learn names of family grp members Access Snack Time | |
| Physical Development | Opal 36 months <ul style="list-style-type: none"> · Uses the toilet with some support. · Moves around their environment with awareness and control. · Manages a range of equipment purposefully e.g. can use a spade to fill a bucket. | Fine Motor Start eating independently and learning how to use a knife and fork. Begin to demonstrate an emerging preference for a dominant hand. Explore a variety of fine motor activities; threading, puzzles, playdough, painting, etc, finger painting, hole puncher Gross Motor To be able to put on own coat To be able to move around the nursery environment freely, in and out, safely <ul style="list-style-type: none"> • Experiment with freedom to move in a variety of ways • Access the large play area safely | Link to Curriculum Goal |

| Assessments this term | Events | Workshops |
|---|--|---|
| Spotlight Assessments using Development Matters and Opal. Wellcomm Assessments Parent Consultations | Eid al-Fitr celebrations Summer fun day Caterpillars & Chicks visits Transition Day – Nursery closed to all children Summer trip | Fathers' Day Parent Workshops: Maths |

Sunflowers Medium Term Plan: Autumn Term

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|--|---|---|--|---|--|---|---|
|  |  |  |  |  |  |  |  |
| UNCRC Article 5 The Government should respect the right of my family to help me know about my rights | UNCRC Article 2 Non-discrimination | UNCRC Article 2 Non-discrimination | UNCRC Article 14 I have the right to have my own thoughts and beliefs | UNCRC Article 24 I have the right to be healthy | UNCRC Article 34 Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad | UNCRC Article 8 I have a right to an identity | UNCRC Article 3 Adults must do what is best for me. |

| | Autumn Term (Opal 36 months) | Learning Intentions | Curriculum Goals Core Books & Vocabulary |
|--|--|---|---|
| Communication and Language Wellcomm Screening for all children | <ul style="list-style-type: none"> Responds to questions and instructions. Asks for help if they need it. Speaks in simple sentences. | <ul style="list-style-type: none"> Recognise their keyworker & know their keyworkers name – say or sign Recognise their own name – self register Communicate basic needs through language, objects or signs-toilet, hungry, thirsty, happy & sad Use a simple sentence to make a choice at group time – 'I want to play in the garden' Show an interest in songs and rhymes Understand, access & read visual timetable Understand and act on longer sentences like make teddy jump or find your coat. Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why'). Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'. | Link to Curriculum Goal |

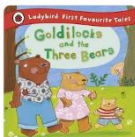


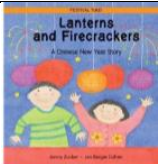
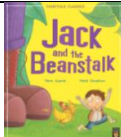

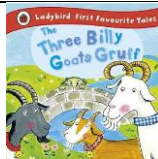
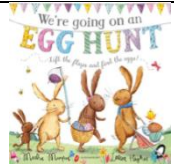
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|-----------------------------------|---|---|---|
| Personal, Social, Emotional | Shows an interest in others and makes new relationships. Explores new environments. | <p>Self-Regulation Understand the Group Behaviour Charter & signs for good looking, good listening and good thinking Understand visual timetables of the day</p> <p>Managing Self Recognise their Key Person as a familiar/secure base. Find own photograph in group Our families photos & display Use the bathroom with some support if required Participate in dinner time/snack time routines</p> <p>Building Relationships Establish a secure relationship with their keyworker Learn the Hello song Participate in a short grp time session, supported by visual cues Learn names of family grp members Access Snack Time</p> | Link to Curriculum Goal |
| Physical Development | <ul style="list-style-type: none"> · Uses the toilet with some support. · Moves around their environment with awareness and control. · Manages a range of equipment purposefully e.g. can use a spade to fill a bucket | <p>Fine Motor</p> <ul style="list-style-type: none"> • Start eating independently and learn how to use a knife and fork • Begin to demonstrate an emerging preference for a dominant hand • Explore a variety of fine motor activities; threading, puzzles, playdough, painting, etc., finger painting, hole puncher <p>Gross Motor</p> <ul style="list-style-type: none"> • To learn how to put on own coat – using floor method if needed • To recognise their coat peg and know to put their coat on their peg • To be able to move around the nursery environment freely, in and out, safely • Experiment with freedom to move in a variety of ways • Access the large play area safely | Link to Curriculum Goal |

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| | | <ul style="list-style-type: none"> Navigate using equipment on the playground and field safely | |
| Literacy | <ul style="list-style-type: none"> Enjoys sharing books with adults. Uses simple marks including lines, curves and circular movements. | <p>Comprehension</p> <p>Begin to comprehend the rhythm of the nursery day. To read visual timetables to understand what is happening now and what is happening next.</p> <p>Word reading</p> <p>Listens to and joins in with stories and poems, when reading one-to-one</p> <p>Freely access books in the environment</p> <p>Choose a home reading book of choice</p> <p>Begin to sit and listen to a story/song/rhyme at group time, joining in using actions, signs or repeated refrains</p> <p>Letters & Sounds Aspect 1</p> <p>Body Percussion</p> <p>Environmental Sounds</p> <p>Writing</p> <p>Access a variety of mark making opportunities within continuous provision</p> <p>Begin to understand that marks and symbols represent meanings</p> <p>Begin to hold a pencil using the tripod grip, or a grip that is comfortable and functional</p> | <p>Link to Curriculum Goal -Writing</p> <p>Link to Curriculum Goal – Reading</p> |
| Maths | <ul style="list-style-type: none"> Shows an awareness of number. Uses mathematical language in their play e.g. big, small, heavy, light | <p>Counting how many children are in nursery at welcome time.</p> <p>Count non moveable objects e.g. clapping hands, stamping feet, tapping head etc</p> <p>Upon arrival, learn the routine to self-registration- putting name next to a number</p> | <p>Link to Curriculum Goal</p> |

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| | | <p>Following visual timetable- knowing the rhythm and pattern of the day</p> <p>Sequencing pictures of self-help skills in areas e.g. painting, washing hands, using the toilet, water play, putting coats on and off</p> <p>Maths related to the book of the week and action songs</p> <p>Count how many children are doing chosen activities e.g. How many children have chosen to play in the garden?</p> <ul style="list-style-type: none"> • Size/ Measure • Sequencing real life events • Counting and comparing • Pattern and shape • Sorting • Positional language and spatial awareness <p>Sequencing stories.</p> | |
| Expressive Arts & design | | <p>Creating with Materials</p> <ul style="list-style-type: none"> • Begin to demonstrate an emerging preference for a dominant hand • Joins in with familiar songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiment with ways of playing them using improvised and musical instruments <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Creates sound effect and movements • Enjoys joining in with moving, dancing and ring games- playing circle games during dinner time • Begins to make believe by pretending using sounds, movements, words and objects • Beginning to describe sound and music imaginatively. | <u>Link to Curriculum Goal</u> |

| | | | |
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| | | <ul style="list-style-type: none"> • Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs | |
| Understanding the World | | <ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets • Make connections between the features of their family and other families. (family group at nursery and family at home) • Use our 'family photos' to talk about family members and special people • Notices differences between people and celebrate difference • In pretend play, imitates everyday actions and events from own family and cultural background. Use real props in the role play areas <p>Past and Present</p> <ul style="list-style-type: none"> • Recognises and describes significant events for family or friends; celebrate birthdays with cakes , Xmas and Eid <p>The Natural World</p> <ul style="list-style-type: none"> • Explore natural materials, indoors and outside. • Use all their senses in hands-on exploration of natural materials • Explore how things work. • Explore collections of materials with similar and/or different properties • Talk about what they see | Link to Curriculum Goal |
| Assessments this term | | Events | Workshops |
| Wellcomm Screening for all children Development Matters Assessments and autumn observations Parent Consultations | | Christmas Sing-a-Long Diwali activities Bonfire night activities and fire safety Food bank collections Christmas and Christmas parties Children in Need | Initial workshops for parents Toilet training workshop Communication and Language workshop SALT coffee morning |

Sunflowers Medium Term Plan: Spring Term

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| UNCRC Article 24 I have the right to clean water and good food. | UNCRC Article 19 I have the right to be safe | UNCRC Article 19 I have the right to be safe | UNCRC Article 14 I have the right to have my own thoughts and beliefs; to choose my religion with my parents guidance | UNCRC Article 26 My family should get the money they need to help bring me up. | UNCRC Article 15 I have the right to meet with friends and other groups. | UNCRC Article 12 I have the right to be listened to and taken seriously | UNCRC Article 14 I have the right to have my own thoughts and beliefs and to choose my religion with my parents guidance |

| | Spring Term (Opal 42 months) | Learning Intentions | Curriculum Goals Core Books & Vocabulary |
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| Communication and Language Wellcomm Screening for all children | <ul style="list-style-type: none"> Sings songs and rhymes. Talks with other children. Listens and responds to things said by others. Able to follow an instruction with two parts e.g. Get your coat and open the door. | <ul style="list-style-type: none"> Know their keyworkers name Confidently self-register at the start of the day, recognising their name and adding to the board To be able to communicate basic needs using Makaton signs or widget symbols signs or language Understand and act on longer sentences like "make teddy jump", or "find your coat" Understands and uses simple questions about 'who', 'what' and 'where' and why Listen to simple stories and understand what is happening with the help of the pictures Know most of the names of all children in their family group Sing a repertoire of familiar songs and rhymes from core rhymes Be able to talk about familiar books, and be able to tell a longer story (core books) | Link to Curriculum Goal |

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| | | <ul style="list-style-type: none"> • Learns lots of new words and use them in play – see core vocabulary linked to core books • Understand a question or instruction that has two parts, Such as "Get your coat and wait at the door" • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" | |
| Personal, Social, Emotional | <ul style="list-style-type: none"> • Shows awareness of the feelings of others. • Knows what they want to play with and where to find it. • Plays with others. | <p>Self-Regulation</p> <ul style="list-style-type: none"> • Begin to participate in Welcome and family group times • To use the language of feelings to describe emotions • Understand yours, mine and ours • To be able to explain what you want or what you need <p>Managing Self</p> <ul style="list-style-type: none"> • Become more independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly • Participate in snack time, begin to understand healthy choices about food, drink, activity etc • Participate in the routines of dinner time, go to the bathroom, lay the dinner table, clear up afterwards <p>Building Relationships</p> <ul style="list-style-type: none"> • To seek support or comfort from their keyworker, who they know and have a secure attachment with • Play with one or more other children, extending and elaborating play ideas. • To begin to form friendships • To be able to play co-operatively • To take turns, sometimes with support • To join in with circle games | Link to Curriculum Goal |
| Physical Development | <ul style="list-style-type: none"> • Uses the toilet independently. • Climbs, runs and jumps with confidence. • Uses toys and tools safely. | <p>Fine Motor</p> <ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils • Beginning to write letters or marks that can be recognised and have meaning | Link to Curriculum Goal |

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| | | <ul style="list-style-type: none"> • Uses one-handed tools and equipment, for example, making snips in paper with scissors. • Eat mostly independently, using a knife and fork • Show a preference for a dominant hand • Continue to develop fine motor skills through a variety of opportunities; threading, pincers, mark making, cutting etc <p>Gross Motor</p> <ul style="list-style-type: none"> • Be able to put on own coat/jumper • Use tools for a purpose, scissors, pencils • With support, set the dinner table • Pour water at snack times • Select snack independently • With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | |
| Literacy | <ul style="list-style-type: none"> • Enjoys listening to stories and making up play scenarios. • Makes many different marks, including closed shapes, e.g. circles. | <p>Comprehension To demonstrate a secure understanding of the nursery day To understand functional language to move through rhythms and transitions; Good Morning, Snack time, Dinner Time and associated phrases To use newly acquired vocabulary in play</p> <p>Word reading Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Once upon a time, the end etc Re-enacts and reinvents stories they have heard in their play Letters & Sounds Aspect 2 Instrumental Sounds</p> <p>Writing</p> <ul style="list-style-type: none"> • Recognise and begin to practice writing the first letter of their name • Make many different marks e.g. lines, circles, shapes • Begin to add meaning to their marks and talk about their mark making | Link to Curriculum Goal – Literacy Goals |
| Maths | <ul style="list-style-type: none"> • Knows how to solve everyday problems in their play e.g. how to get water from | <ul style="list-style-type: none"> • Children will build purposefully, indoors and outdoors, with a wide • Range of selected resources, comparing size, shape, weight and composition | Link to Curriculum Goal |

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| | <p>one place to another.</p> <ul style="list-style-type: none"> Recognises some numbers and shows an interest in counting. | <ul style="list-style-type: none"> Children will join in with a variety of known number songs, joining in with the actions Children will be able to name familiar shapes; circle, square, triangle and use language associated e.g. corner, Children will confidently recognise and recite the numerals 1-3 and beyond Develop fast recognition of up to 2 objects, without having to count them individually ('subitising'). Children will be able to explore and match objects which are the same. Children will understand that collections can be sorted into sets based on attributes such as colour, size or shape. Children will begin to recognise patterns ABABAB Children will begin to compare quantities using language: 'more than' 'fewer than'. Children will show finger numbers up to 3 and beyond | |
| Expressive Arts & design | | <p>Creating with Materials</p> <ul style="list-style-type: none"> Explore colour and colour mixing Explore different materials freely, to develop their ideas about how to use them and what to make Use drawing to represent ideas like movement or loud noise Create closed shapes with continuous lines and begin to use these shapes to represent objects <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Listens with increased attention to sounds Play instruments with increasing control to express their feelings and ideas Take part in simple pretend play, using objects to represent something else even though they are not similar. Creates rhythmic sounds and movements Uses movement and sound to express experiences, expertise, ideas and feelings | Link to Curriculum Goal |
| Understanding the World | | <ul style="list-style-type: none"> Has a sense of own immediate family and relations With support begin to talk about significant events and experiences; Eid, Birthdays, Xmas Make connections between the features of their family and other families. (family group at nursery and family at home) | Link to Curriculum Goals |

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| | | <ul style="list-style-type: none"> • Use our 'family photos' to talk about family members and special people • Understand special celebrations and join in with planning for special events • With support and encouragement, talk about events from own family and cultural background. Use real props in the role play areas • Talk about their experiences, e.g. visiting family, church, or mosque. <p>Past and Present</p> <ul style="list-style-type: none"> • Recognises and describes significant events for family or friends; celebrate birthdays with cakes , Xmas and Eid • Understand how we have different roles at nursery, we have our keyworkers, Wendy who cooks our dinner, Patrick who takes care of our garden etc <p>The Natural World</p> <ul style="list-style-type: none"> • Explore natural materials, indoors and outside. • Use all their senses in hands-on exploration of natural materials • Explore how things work. • Explore collections of materials with similar and/or different properties • Talk about what they see, both inside nursery school and during local walks; eg to the park, the library • Understand that we have to look after our environment- recycle and take care of our resources • Begin to explore life cycles – The Chicks | |
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| Assessments this term | Events | Workshops |
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| Wellcomm Screening for all children Spring Development Matters assessments and spring observations Parent Consultations | Easter Mother's day Chinese New Year Chicks | Internet safety World Book Day Mother's Day Stay & Play |

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Sunflowers Medium Term Plan: Summer Term

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| UNCRC Article 29 Education develops my personality and respect the environment | UNCRC Article 24 I have the right to clean water and good food. | UNCRC Article 24 I have the right to clean water and good food. | UNCRC Article 3 I have a right to relax and play. | UNCRC Article 12 I have the right to be listened to and taken seriously. | UNCRC Article 5 The Government should respect the right of my family to help me know about my rights. |

| | Summer Term (Opal 48 months) | Learning Intentions | Curriculum Goals Core Books & Vocabulary |
|--|---|--|--|
| Communication and Language Wellcomm Screening for all children | Talks about what they are doing and things they remember. • Starts conversations with familiar people and asks questions. • Listens when they are in a group with other children. | <i>Where do we want our children to be at the end of their time in Sunflowers?</i> Listening, Attention & Understanding <ul style="list-style-type: none"> To respectfully listen when they are in a group or with other children To know they have a right to be listened to and to be heard Sits quietly and listen for fifteen minutes Be able to move away from distractions when concentrating Speaking <ul style="list-style-type: none"> To communicate their wants and needs with confidence, using an appropriate system of communication – verbal, Makaton and other | <u>Link to Curriculum Goal</u> |

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| | | <ul style="list-style-type: none"> • To talk about things they are doing and things they remember • Start conversations with familiar people • To speak clearly and with confidence, speaking in sentences – during free play and group times • Join in at group time by putting up hand and waiting their turn to talk • Be able to talk about thoughts even when they disagree and can discuss this using words and actions • Uses longer sentences of four to six words when talking | |
| Personal, Social, Emotional | <p>Can play with others, sharing what they are using with help.</p> <ul style="list-style-type: none"> • Plays imaginatively with other children. • Confident to have a go and try new things. | <p>Self-Regulation</p> <ul style="list-style-type: none"> • Actively participate in group time • Independently use conflict resolution to solve problems with peers • To reflect on their learning and think about what helps them to persevere and what helps them when they find things difficult <p>Managing Self</p> <ul style="list-style-type: none"> • Demonstrate uninterrupted learning during activities • Engage in problem-solving activities • Opportunities for children to reflect • Describe things they like/are interested in. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices • Is independent and helps to get dressed and undressed <p>Building Relationships</p> <ul style="list-style-type: none"> • Small group circle time to explore emotions and feelings • Sharing independently • Class charter – behaviour code of conduct • Social stories and pre-tutoring • Conflict-resolution- finding ways to solve conflicts with increasing independence | <u>Link to Curriculum Goal</u> |

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| Physical Development | <p>Can dress themselves with some support.</p> <ul style="list-style-type: none"> • Gives new challenges a go and is aware of their own safety. • Uses resources with some control, e.g. can pour from a jug into a cup. | <p>Fine Motor</p> <ul style="list-style-type: none"> • Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • To be able to write their name • To independently serve themselves or others at snack time/dinnertime <p>Gross Motor</p> <ul style="list-style-type: none"> • To have an awareness of safety and manage own risks • Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width. • Works with others to manage large items, like moving a long plank safely and carrying large hollow blocks. | <u>Link to Curriculum Goal</u> |
| Literacy | <ul style="list-style-type: none"> • Looks at books and has some favourites. • Makes marks to represent their name and talks about their drawings. • Knows the difference between pictures and words. | <p>Comprehension</p> <ul style="list-style-type: none"> • Retell stories and narratives using familiar phrases • Use and understand specific key vocabulary linked to stories and texts <p>Word reading</p> <ul style="list-style-type: none"> • Recognise and read their own name • Have a selection of favourite stories and nursery rhymes • Be able to recall and discuss favourite stories and rhymes • Retell a story with a beginning, middle and end <p>Writing</p> <ul style="list-style-type: none"> • To begin to write their first name using some recognisable letters • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Ascribe meaning to familiar marks eg ASDA, Aldi | <u>Link to Curriculum Goal Literacy</u> |

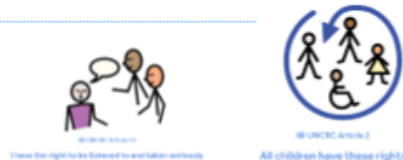
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| <p>Maths</p> | <ul style="list-style-type: none"> • Beginning to count objects in their play. • Understands how different shapes fit together e.g. in their art work or block play. • Will notice who has more or less e.g. who has more trains or pieces of fruit. | <p>Number</p> <ul style="list-style-type: none"> • Show 'finger numbers' up to 5 accurately and beyond • Links numerals with amounts up to 5 and beyond • Say one number for each item in order: 1,2,3,4,5. • Begin to recognise numerals 0 to 10 • Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) • Experiment with their own symbols and marks as well as numerals • Develop fast recognition of up to 5 objects, without having to count them individually ('subitising'). • Understand 1:1 correspondence 1-5 • Link numerals and amounts: for example number and quantity <p>Numerical Pattern</p> <ul style="list-style-type: none"> • Beginning to learn that numbers are made up of smaller numbers • Beginning to recognise that each counting number is one more than the one before • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes using informal and mathematical language • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Begin to understand positional language • Make comparisons between objects relating to size, length, weight and capacity • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc | <p><u>Link to Curriculum Goal</u></p> |
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| | | <ul style="list-style-type: none"> Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | |
| Expressive Arts & design | <p>Development matters</p> <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. | <p>Creating with Materials</p> <ul style="list-style-type: none"> Uses resources to create props Explore colour and colour mixing Use drawing to represent ideas like movement or loud noises Draw with increasing complexity and detail, such as representing a face with a circle and including detail Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Explores how sound and movement can be changed Develop an understanding of how to create sounds using tools for a purpose Engage in imaginative play Remember and sing entire songs Create their own songs or improvise a song around one they know | Link to Curriculum Goal |

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| Understanding the World | <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Explore how things work | <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Remembers and talk about significant events in their own experience • Children will talk with confidence and pride about themselves and their families • Enjoys joining in with family customs and routines • Children will talk about/learn about and celebrate special events with their friends, some of which they may not celebrate at home • Children will have an understanding of their unique identity, heritage, and what makes them special • Continue developing positive attitudes about the differences between people. • Children will understand they have rights, which also come with responsibilities <p>Past and Present</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Show interest in different occupations • Transition to school <p>The Natural World</p> <ul style="list-style-type: none"> • Talk about why things work • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment • Children will be familiar with their local community. They will be aware of special, important and familiar buildings such as the park, library and local shops • Children will take responsibility for their local environment, indoors and outdoors; re-using, recycling and reducing waste • Understand the key features of the life cycle of a plant and an animal – Caterpillars, Chicks • Begin to understand the effect their behaviour can have on the environment • Talk about what they see, using a wide vocabulary | <u>Link to Curriculum Goal</u> |
|--------------------------------|--|--|--|

| Assessments this term | Events | Workshops |
|---|--|---|
| Development Matters summer assessment and observation Summer parent consultations Transition documents for primary school | Walk to school week Eid al-Fitr celebrations Summer Carnival Caterpillars | Fathers' Day Parent Workshops: Maths Parent workshops: Learning Outdoors & Forest School Transition day Summer trip |

How do we promote British Values at Goodway?



Democracy: Sharing ideas, children have a voice in decision making and planning

During family group time- we talk about what the children have chosen to do at school and at home.

Children give key workers ideas about what they would like to learn and activities they would like to do.

Children can choose where they would like to play.



Individual Liberty:

Rights: Children celebrate their own and different identities, cultures and religions through role play.

During free flow, children can choose their activities and shape their own learning through play.

Our planning and resourcing promotes and shapes our inclusivity for all children.

Forest School gives children a further opportunity to explore and create their own learning opportunities.

Children's play with resources is intentionally not tidied away to allow children to extend their play.

Children can express themselves and follow their interests.



Mutual Respect

Keyworker builds relationship with each child and their family individually.

Culture of inclusion: we adapt to include others. E.g. medical needs are catered for, many children with additional needs are planned and supported.

Our teaching is adapted to include all ability levels.

Open and easy communication with families. We are available each day.

Regular coffee mornings and opportunities to come into school which encourages parents to talk to each other, to staff and outside agencies to promote inclusion and a sense of community.



The Rule of Law:

Children are supported with a clear daily routine, a consistent approach to managing their emotions and an understanding of the behaviour children present.

Grown ups are supported with a range of policies such as our Safeguarding policy and Staff Code of Conduct.

Wider laws and regulations exist and are followed in school to keep children safe. Eg. Safeguarding procedures.

We are a UNICEF Gold Rights Respecting School and uphold the CRC in our day to day work.



Tolerance:

We plan to include and learn about different cultures and religions.

Children learn about different festivals through books, resources and music.

Difference is celebrated and enjoyed.

We learn how to say hello in different languages.

We try different foods throughout the year.

Safeguarding in our Goodway Curriculum

Policies and procedures – Our policies and procedures are reviewed regularly, either annually or biannually. Our staff sign to say that they have read, understood and agree to adhere to each policy.

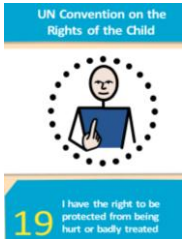
Designated Safeguarding Leads – Our DSLs photos and names are visible to parents, staff and visitors. Concerns are reported to a DSL and logged on My Concern. Safeguarding concerns are followed up in a timely manner, regular DSL reflection meetings take place.


Family groups: Each child has a key worker who gets to know them and their families well. This supports our children to settle well, feel safe and be able to learn.

All of our staff have a Paediatric First Aid certificate.

Staff training: Goodway staff access regular specific safeguarding training. DSL certificates and specific safeguarding training certificates are on our website. <https://www.goodwayn.bham.sch.uk/key-information/safeguarding>

Contextual safeguarding: Local incidents/ issues are discussed regularly with our staff. This could be an incident in the local area which we need to be aware of or a case with one of our families which must be shared to ensure safety.

| What do we teach the children? | How do we teach? |
|--|---|
| <p>The right to be safe</p>  <p>UN Convention on the Rights of the Child</p> <p>19 I have the right to be protected from being hurt or badly treated</p> | <ul style="list-style-type: none"> • Our family groups help our children to feel safe through day to day interactions with their key worker and their group. Children have their own coat peg and group area. • We have time to talk about our emotions and help children to understand and manage their emotions. Our nurturing forest school environment helps some of our learners to feel safe and calm. • We learn about safe touch through the NSPCC PANTS campaign. Pants are private and this is also encouraged during toilet time and nappy change time. • We learn about different religions and that it is ok to have our own beliefs. • We help children to resolve conflicts during play. • Dixon, our school guide dog, helps one of our staff members to stay safe. We are inclusive to everyone in our school. Children learn that having different challenges is ok, we help all of our school family through being inclusive and understanding how we can help other people. • Children learn how to get dressed appropriately for the weather. We learn how to put coats and wellies on independently and if the weather is warm, we put our sun hats and sun cream on, as well as staying hydrated. • Children learn to navigate space inside and outside at nursery. There are manageable risks which the children learn about in our garden and forest school. |

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| <p>The right to healthy food and clean water</p>  <p>UN Convention on the Rights of the Child</p> <p>24 I have the right to good quality health care, to clean water and good food</p> | <p>Children learn how to choose and pour their own milk and water in the classrooms. Children help to prepare and serve their own healthy snacks each morning.</p> <p>We say our Rights poem before our lunch each day with our key workers to help us to learn about our right to clean water and healthy food. Key workers encourage lunchtime to be a happy, sociable and safe environment.</p> |
| <p>EYFS welfare requirements</p> | <p>2-year progress checks complete for all children</p> <p>Access to healthy snack and Lunch - All children encouraged to access a healthy snack. With supervised access to water throughout the day.</p> <p>Self-care – supporting children to become independent in their self-care for example toilet training.</p> <p>Oral Health – Children to learn about oral health and the importance of keeping our teeth healthy.</p> <p>Risk assessments – Staff complete daily risk assessments and support children involved in identifying risks in their environment.</p> <p>Staff to complete daily in/out risk assessments</p> <p>Handwashing – Children supported to and encouraged to wash hands throughout the day</p> |

Children with Special Educational Needs

UN Convention on the
Rights of the Child



23

If I have a disability, I
have the right to special
care and education

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

Children with special educational needs receive some or all of the following to support their access to the curriculum:

- access to sensory experiences within the environment
- daily Sensory Circuits in a small group with high adult ratio
- access to low arousal spaces
- differentiated learning environment activities within the main Nursery environment
- significant opportunities for parent partnerships, ensuring parents and carers input to decisions around targets and support
- Tapestry as a home communication platform
- Individualised plans, including targets threaded through planning
- Individualised baskets containing resources that support children's interest
- Small group intervention and targeted 1:1 interventions (Wellcomm/ SALT/Attention Autism/ Intensive Interactions/OT/SENSE/ GLM/ Sensory support)
- Access to an environment with rich early language opportunities
- Signs and objects of reference used alongside communication (Core baskets/Makaton/Visual timetables/ Now and Next/ Photos of pupils
- Specialist resources, including those recommended for specific children by external agencies
- We work with a range of external professionals to ensure individualised plans are meeting the needs of our children with special educational needs

How do we observe children and monitor progress?

We have developed a model of *effective, meaningful and principled* assessment of young children's learning.

By **effective**, we mean a method of assessment that ensures that all children are supported in reaching significant milestones.

By **meaningful**, we mean that the observations made inform our everyday practice and curriculum. By gaining an insight into children's thinking, feeling and needs we can plan our environment and actions to provide future possibilities for learning. By **principled**, we mean that our focus is on **observing to understand** children. We will not test children or seek unnecessary knowledge. **Children are recognised as individuals, not as a percentage in a pie chart.**

We believe the very best resource that we can give to your child is our time.

We will not spend unnecessary amounts of time writing observations or gathering evidence of children's learning. We believe that if we are **capturing** the moment, we cannot be **part** of the moment. We do not want to continually model using IPADs and Tablets; we aim instead to model curiosity, sustained shared thinking, interest and meaningful interactions.

This means there will be fewer observations posted onto Tapestry, compared to previous years. Writing up numerous observations and gathering evidence of learning takes time away from the children. Instead we have structures in place that enable us to regularly discuss each child as a team and with their family.

Development Matters & Observation of Play and Learning (OP&L)

Your child's learning will be closely monitored in collaboration with you to ensure they are supported to reach significant milestones for their age.

OP&L has been devised by BEYA (Barnet Early Years Alliance) and works on the basis of having very simple, six-monthly child developmental milestones, which we use to monitor children's development. These milestones reflect what we believe a 'typical' child, should be able to achieve. We know that not all children will have 'typical' development. OP&L allows us to tell and celebrate each child's story and focus on the support they need from us.

Each key worker writes a termly observation for each child and this observation along with assessment against Development Matters provides the basis for our parent consultations. We observe children's innovation, their creativity, their ideas, their intents and feelings. The insight that we gain enables us to discuss, reflect and plan our environment to support and shape future learning.

What to expect?

There will be many opportunities throughout the year for us to come together to talk about your child and their learning.

Welcome - When your child joins us at nursery, you will be invited to a welcome meeting, held face-to-face, to talk about your child and complete necessary paper work. This is an opportunity for you to share information about your child before he/she starts nursery and complete an **“All about me” form**.

Settling in: Soon after your child has started nursery, we will complete a 'Starting Point Parent Consultation'. We will meet with you to talk about how your child has settled in and photos of your child at nursery. We will look at the child development milestones together. This meeting will take place in the first term.

Termly Consultations: Each child will have two further Parent Consultations in the year, during the Spring & Summer Terms. We will invite you in to nursery to talk about your child's learning and development, celebrate progress, and set new targets for development together.

***Please note, Tapestry (an online platform) will be used for sharing photos and observations at set points in the year.** There is also the option to contribute to your child's profile, where you can add photos or descriptions of significant moments in your child's development that you would like to share with us.

The IMPACT of our Teaching and Learning

Children's learning will be closely monitored in close collaboration with parents to ensure that all children are supported to reach significant milestones for their age. Children with Special Educational Needs and Disabilities will be closely monitored through individual plans (Early Support, Send Support Provision Plans and Educational Health Care Plans) supported by the SENCo and relevant professionals.

We regularly **review our learning environments**. Staff meet at the end of every day to talk about the learning that has taken place and what we can do to enrich further learning.

Using reflective practices and strategies, we try to see our nurseries through the eyes of the children, understanding their experiences, their learning and what we can do to support them.

Senior Leaders, Educators, Governors, and professionals e.g. Occupational Therapists, SALT, CAT, Health Visitors, PSS, PDSS, carry out **regular learning walks** to assess the impact of the teaching and learning environment.

Staff have regular group supervision meetings to **reflect on their key children's learning**.

We have a **commitment of staff training** which continues to build on staff knowledge of child development and the quality delivery of the early years' curriculum.

We value everyones voice and seek to genuinely listen, to help us to understand and continue to make progress.

The Child's Voice

Listen, Listen & Listen

Seek to understand

Observe and reflect

Starting Point & Termly Observations

Professional Conversations

Tapestry observations and recording

Sustained shared thinking and high quality interactions

The Parent's Voice

We understand that parents are the child's first teacher. We believe that through working in partnership, together we can support all children to make expected progress.

We have very close 'parent partnerships' which we value deeply. Our partnerships begin with a bespoke approach to transition into nursery, conversations when collecting the children, weekly Stay & Plays, termly opportunities for a parent consultation, and several workshops throughout the year.

We strive to empower our parents to enable us to work in partnership to ensure all of our children make progress.

The Educators Voice

Professional Conversations

My Appraisal

WellComm intervention; 'screening', planning and delivery- universal and targeted

Termly Observations

Tapestry

Parent Consultations

Ongoing Staff Training Days

We look forward to working with you, providing happy times and a happy childhood



"Every child deserves the best possible start in life..."