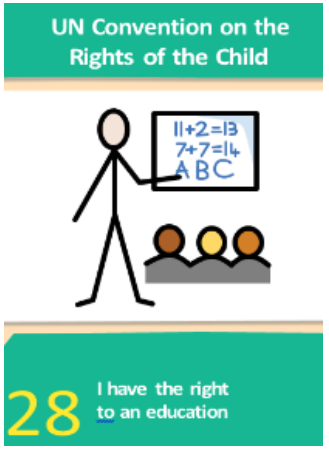
Bloomsbury Nursery School

Our Curriculum Intent

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



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Our Curriculum & Pedagogy

At Bloomsbury Nursery School the curriculum is designed to recognise children's prior learning, to provide first hand learning experiences and real life contexts. 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 that the children who access Bloomsbury Nursery School have high quality learning experiences, make excellent progress and are ready to embark upon their next of learning once they leave us**.**

We believe that quality early years care and education is about developing resilient, curious, confident children. It is about nurturing and developing their joy, fascination and wonder at the world around them. We believe that the provision of quality learning experiences leads to high levels of engagement and subsequently wellbeing, helping to develop concentration and deep levels of involvement through intrinsic motivation.

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.

Relationships are the heart of all learning. At Bloomsbury 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, to ensure that that our children are healthy, are protected, treated fairly and their views are valued and listened to, so that their learning potential is maximised.

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 interests 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; *Welcome, Safe, Respected, Included & Valued*

Welcome – We hope that all who visit us are made to feel welcome within our nursery school family

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

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

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

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

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 25)

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 and 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. To take risks, accept challenges, ask for help and develop resilience, to feel like nursery is a second home, grow and thrive, and 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, consistent routine, to feel safe, to be protected, to feel free, to 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, to have access to training opportunities, to continue to develop knowledge and expertise as lifelong learners. To feel appreciated, to be praised, to work collaboratively 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, welcomed, listened to, be involved, know their children are safe and happy, feel we are a safety net. To be informed about all aspects of their child's learning, be respected, feel confident to approach and ask questions, 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 Bloomsbury?**

Partnerships & Relationships	Equalities & Diversity	Communication & Language	Outdoors	Cultural Capital Experiences
Recognising parents/carers as partners in their child's learning Recognising and valuing parents/carers as the childs first educator. Parent consultations, spending time talking to parents as part of the induction process,home visits, Celebrations – we learn and celebrate our differences positively through celebrations 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	Our nursery school celebrates diversity. We have an increasing number of children who have joined our school from BAME families. We are passionate about ***children's right***s and developing a ***culture that has rights embedded throughout.*** We have a large proportion of children who are eligible for Pupil Premium and Free School Meals. We have very high numbers of children with additional needs, rights and entitlements (SEND) We recognise our global responsibility; as such we have an appreciation for culture, community, diversity and sustainability.	The large majority of children have English as an additional language and are emergent, developing bilingual or even multilingual learners. We understand that children require language to express their ***wants, needs rights and entitlements*** We use Makaton as a universal langugae We are proud of our language rich environment, that has a great emphasis on developing vocabulary We recognise that a **rich vocabulary** helps children succeed in whatever they choose to do.	Many of our children live in housing with limited outdoor space. We have a beautiful, landscape designed garden ***to promote physical skills and encourage risk taking*** All children access ***weekly Forest School sessions*** We believe there is no such thing as bad weather – only inappropriate clothes.	We actively embrace every opportunity to enrich childrens opportunities for learning We recognise that cultural capital presents in many different ways; many of our children are developing bilingual or multi lingual learners, many belong to faith based communities and travel widely to visit family members. ***Our celebration of faiths and our richly diverse culture, enhances cultural capital*** , provoking many opportunities for children and staff to learn with and from one another. Every half term we invite our families into nursery to enable us ***to celebrate and learn together.***

What knowledge, skills and dispositions do children need to achieve by the end of their Nursery Year at Bloomsbury 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, scaffolding 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 Bloomsbury? What are our intentions?

We aim for Bloomsbury nursery to be a place of possibilities where children will be nurtured, where their individual interests and talents will be, fostered 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 vocabulary through stories, core books that we have carefully selected, through rhymes and poems. They will have the skills to make friends and will show kindness and empathy 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 and show high levels of engagement in problem solving tasks. They will have an understanding and respect for 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 and real life contexts. 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, mark making, emergent writing 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 handle them carefully, 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 look at books, 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 are valued and 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. These include 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 0- 5, with a secure knowledge of counting, cardinality, comparison and composition. We want our children to be able to say and use number names orally 0,1,2,3,4,5. To be able to compare two or more numbers, to compare groups of objects using language such as more, less, to sort and classify objects, to match objects 1 to 1, to understand quantity 'how manyness' of numbers, to count objects 1 to 1, i.e. To develop 1 to 1 correspondence, to learn to subitise to know how many. We want our children to understand that numbers are made up of other numbers, to develop an understanding of combining sets and number bonds 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 role 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 using a diverse range of creative media, 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 develop a greater awareness of the community in which they live, with a knowledge and understanding of the world around them. We want our children to build a connection to the natural 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 Bloomsbury

Bloomsbury Nursery School is located in the Ladywood district of Birmingham. We know that many of our children enter Bloomsbury 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 to inform our planning 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.**
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 and complex sentences, e.g. using co-coordinators and subordinators such as because, and. 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 e.g. Eid, Diwali, often starting conversations with familiar people. Children are able to follow an instruction with two parts.
• 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.	• Know the names of all/ most of the children in their family group • Develop use of Makaton to support communication to include signs for Good Looking, Thinking and Sitting • Sing a repertoire of familiar songs and rhymes	**Listening, Attention & Understanding** • To listen when they are in a group or with other children • Sit, focus and listen for fifteen minutes • Be able to move away from distractions when concentrating.

• 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. Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'.	• Be able to talk about familiar books, and be able to retell a long story • Learn 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?	**Speaking** • To communicate their wants and needs with confidence, using an appropriate system of communication. • To talk about things that they are doing and things that they remember. • Start conversations with familiar people • To speak clearly and with confidence, speaking in sentences. • Join in at group time and wait 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.
What does this look like? 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.	**What does this look like**? 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.	**What does this look like?** **Measure…** 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. Children can devise captions for their drawings. Language is used as a vehicle to resolve disagreements. Children will have a secure understanding of the concepts taught through Concept Cat, Word Aware Programme, which teaches specific concepts throughout the year
Final Milestone: 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.		

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 Bloomsbury

Bloomsbury Nursery School is located in the Ladywood 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 PSED 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, wait for what they want and direct attention as necessary. Children are encouraged to talk about their emotions and stories and 'The Colour Monster' themed, feelings related activities are used as a vehicle to support children to express and therefore manage their emotions effectively. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, looking after teeth, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully .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.
Children make a strong relationship with their key person. Increasingly, they separate confidently from their parent/carer 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, good sharing. 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 To reflect on their learning and think about what helps them to persevere and what helps them when they find things difficul.t
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. Participate in lunch time routines, e.g. fetching bowls, cups, pouring water etc.
Building Relationships Establish a secure relationship with their keyworker Learn the Hello song Participate in a short group time session, supported by visual cues. Learn names of family group 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** Contribute to small group circle time to explore emotions and feelings Share independently Class charter – show an understanding of the behaviour code of conduct To join in with 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. Spend 3 hours 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. Play 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 within both the inside and outside environments. This will enable children to develop their gross and fine motor skills, enabling children to excel in other areas, e.g. Self-care, literacy, emergent writing 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 Bloomsbury

Bloomsbury Nursery School is located in the Ladywood district of Birmingham. The large majority of our children live in the tower blocks that surround our nursery school. There is limited park spaces locally that our families are able to access safely. Therefore, our garden is very important to our children and families, providing a safe place to explore and take risks. A large number of our children require support to develop their self-care skills. Many of our children start their nursery year requiring support with potty or toilet; training.

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.
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) knife, fork and spoon. 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.	**Fine motor:** Use a comfortable grip with good control when holding pens and pencils. Beginning to explore mark making and write letters or 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.	**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.
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. large play area and climbing frame.	**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 others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	**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.
What does this look like?	**What does this look like**?	**What does this look like?**

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.	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.	**Measure…** 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.
Final Milestone: 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, paining brushes etc.		

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 non-fiction 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.

<u>About Bloomsbury</u>
Bloomsbury Nursery School is located in the Ladywood district of Birmingham. We know that many of our children enter Bloomsbury below age related expectations in Literacy. Therefore, we have to work even harder to get our children ready for the next stage of their educational journey.

<u>Rationale:</u>
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. 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.
Comprehension: Begin to comprehend the rhythm of the nursery day. To read visual timetables to understand 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: Listen to and joins in with stories and poems, when reading one-to-one. 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.
Letters and Sounds Phase 1: Body Percussion, Environmental Sounds Recognise and copy sounds, rhythm and tempo.	**Letters and Sounds Phase 1:** Instrumental Sounds Exploring body percussion and rhythm. Explore rhyme through stories, songs and games. Beginning to notice alliteration.	**Letters and Sounds Phase 1:** 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, rhyming words, initial sounds, 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 independently and share stories with their peers. Children will develop their own stories using role play. Children will begin to write/mark make their own stories. Children will listen to stories at group and other times, retell them and use story related vocabulary in context, identifying parts of the book, features of the text, applying phonic knowledge and using prediction skills.
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; Incey Wincey, 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.**
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.	**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."	**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, some of which may be reversed.
What does this look like? Children will be able to co-ordinate movements of both hands. Children enjoy free	**What does this look like?** Use hands, fingers and tools to make marks. Children have lots of	**What does this look like**? Copy or make lines, circles and zig-zag. Children hold their pen or pencil with a

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.	opportunities to engage in mark making such as using clipboards and chalk outdoors, large paintbrushes and messy play in the tuff spot/builder's tray. 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.	comfortable grip. Children will begin to copy letters from their names. They will give meaning to marks – lists, letters, labels etc. and draw pictures with more detail and devise captions. 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.
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.		

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 0- 5, with a secure knowledge of counting, cardinality, comparison and composition. We want our children to be able to say and use number names orally 0,1,2,3,4,5. To be able to compare two or more numbers, to compare groups of objects using language such as more, less, to sort and classify objects, to match objects 1 to 1, to understand quantity 'how manyness' of numbers, to count objects 1 to 1, i.e. To develop 1 to 1 correspondence, to learn to subitise to know how many. We want our children to understand that numbers are made up of other numbers, to develop an understanding of combining sets and number bonds e.g. 3 is made up of 2 and 1.

About Bloomsbury

Bloomsbury Nursery School is located in the Ladywood district of Birmingham. Many of our children start Bloomsbury 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 and problem solving skills using real life contexts 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.

Children will explore their physical environment, developing an awareness of shape and space. Children will be able to navigate around their physical environment safely, demonstrating an awareness of shape and space children will explore and play freely with a wide range of objects e.g. building blocks, pebbles, cones etc. 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. Children will know their special number (their age) and begin to recite numerals 1-3 Children will count in everyday contexts e.g. when setting up snack table; sometimes missing numbers. Children will use the language of size and weight in everyday routines e.g. a little milk, a big ball, a heavy block. Children will explore the concept of position through fitting their bodies into spaces e.g. inside, under, behind Children will use vocabulary linked to time; Good Morning, Good Afternoon, Good Bye. Day, night time.	Children will build purposefully, indoors and outdoors, with a wide range of selected resources, comparing size, shape, weight and composition. 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 when appropriate. Begin to develop fast recognition of 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 be able to match objects 1 to 1. Children will show finger numbers up to 3 and beyond if appropriate.	Children will: Build with a range of selected resources, indoors and outdoors, comparing sizes and weights 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. Make comparisons between objects relating to size, length, weight and capacity 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'. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Recognise that 0 is an empty set. Develop fast recognition of up to 5 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5 etc. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5 and beyond if appropriate. Understand 1:1 correspondence 1-5-10 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Recognise numbers symbols from 0-5, 5-10. Order number symbols from 0-5, 5-10.
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. 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.	**What does this look like?** C Children will become more confident to apply mathematical knowledge and concepts throughout their everyday routines. Children will confidently engage and participate in number songs with increasing accuracy Children will confidently self-register and begin to recognise their personal number.	**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. Count how many children and find the number symbol. 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. Through applying skills taught through Counting Collections, children will be able to count items up to ten, record using mark making, recognise and attempt to write their representation of number symbols, subitise and understand the principle of cardinality. The children will be able to apply skills to problem solve such as identify how many more.

		Through accessing Concept Cat, the children will have a secure understanding of mathematical concepts such as more, heavy, not heavy, tall and not tall. 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' and in focused activities.

Final Milestone: When children leave our nursery school they will be able to

- Children will confidently recognise numerals 0-5, (beyond if appropriate)
- Children will confidently apply 1:1 correspondence 1-5, 6-10 (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 properties of 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
- confidently explore a range of materials and media to support their developing ideas.
- use tools appropriately.

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

<u>About Bloomsbury</u>

Bloomsbury Nursery School is located in the Ladywood district of Birmingham. The very large majority of our children are eligible for Free School meals, and EYPP. Our nursery is situated in the most deprived ward within Birmingham. Living in such high levels of deprivation limits the wider experiences of our children, such as going to playgroups, 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.
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. Begins to make believe by pretending using sounds, movements, words and objects. Beginning to describe sound and music imaginatively. Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	**Being Imaginative and Expressive** Listens with increased attention to sounds. Play instruments with increasing control to express their feelings and ideas. Take part in simple pretend play, using an 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.	**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. Engage in imaginative play. Remember and sing entire songs. Create their own songs or improvise a song around one they know.
What does this look like? Children use arts and crafts resources with the help of their key worker. Children begin to learn daily routine songs and by the end of the year, will have built up a small repertoire of known songs.	**What does this look like**? Children begin to use the nursery resources to be creative, using prompts to help. Children can concentrate and begin to join in with circle games and songs. They learn and begin to enjoy repeating known songs and games.	**What does this look like?** **Measure…**Children are independent in their choices, can find, select and use the resources they need when being artistic. They sometimes make things to use in their play. Children join in readily with singing and circle games that they have learnt at nursery.

Final Milestone:

Children are independent in their choices, can find and use the resources that they need when being artistic. They sometimes make things to use in their play.
Children join in readily with singing and circle games that they have learnt at nursery.

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 develop a greater awareness of the community in which they live, with a knowledge and understanding of the world around them. We want our children to build a connection to the natural 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 Bloomsbury

Bloomsbury Nursery School is located in the Ladywood 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.
What does this look like? 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	**What does this look like?** 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.	**What does this look like?** Children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

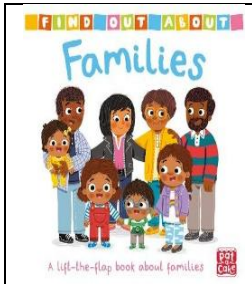
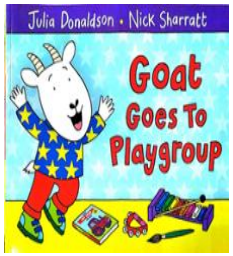
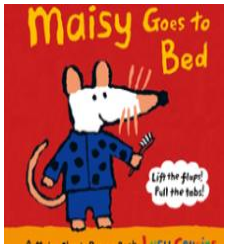
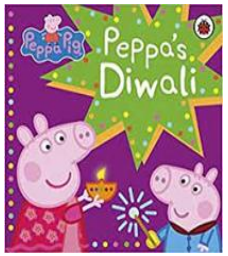
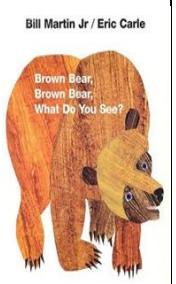
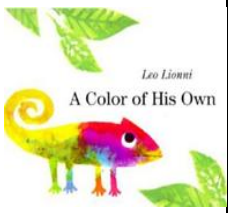
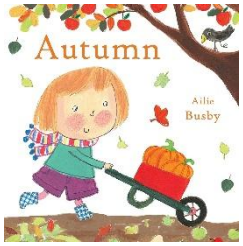
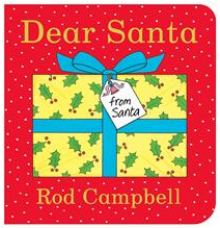
	In pretend play, children will imitate everyday actions and events from own family and cultural background. Children will recognise and describe significant events for family or friends. Children will continue to explore how things work, talking about what they see, both indoors and outdoors. Children will assume leadership roles for their environment, the garden, sustainability etc.; Leader, Eco-Warrior, Rights Champion.	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. Children will show an appreciation for the natural world an intrinsic and natural curiosity for finding out and discovering more about the world around us.
Final Milestone: 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 show an appreciation and motivation to find out more about the natural world, their environment and the world around them. 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.		

Our Core Books

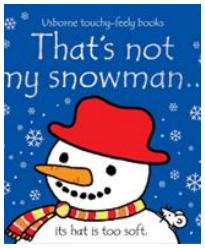
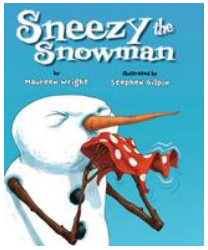
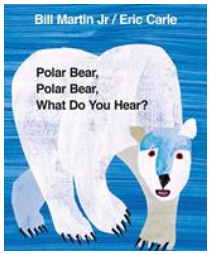
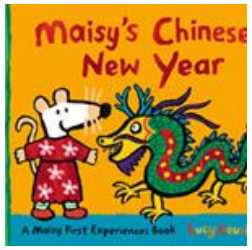
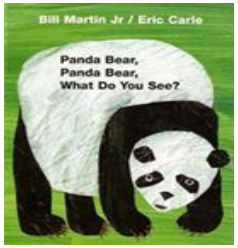
We have intentionally selected core books which we use to support our planning. Our books are representative, inclusive and celebrate diversity.

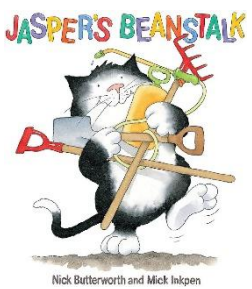
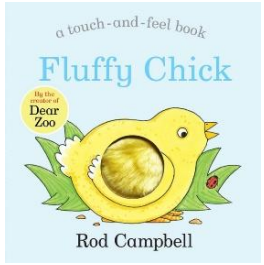
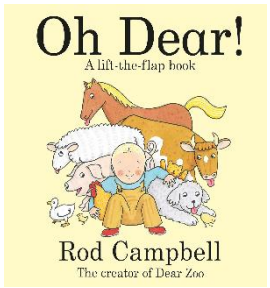
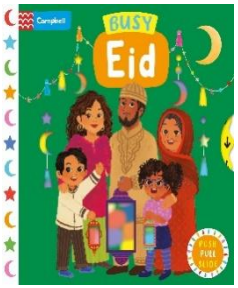
Daisies Core Books – 2-3 year olds

Autumn Term

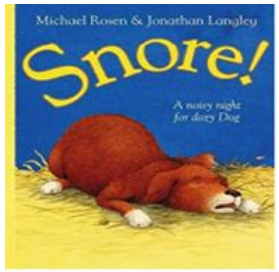
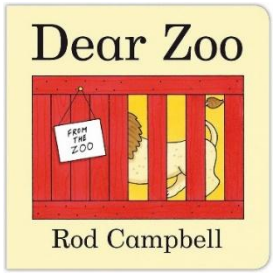
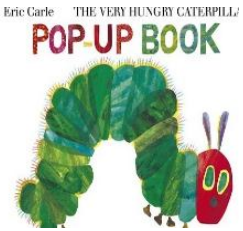
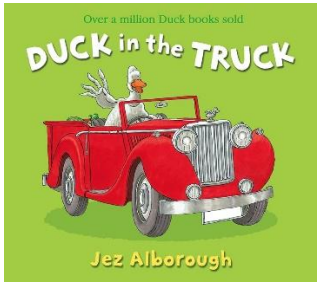
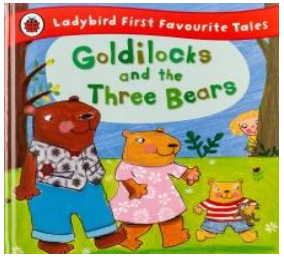
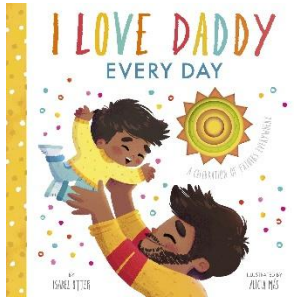
							
UNCRC: Article 9 I have a right to live with a family who cares for me	**UNCRC: Article 28** I have the right to an education.	**UNCRC: Article 6** I should be supported to live and grow.	**UNCRC: Article 14** I have the right to have my own thoughts and beliefs and to choose my religion with my family.	**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 an education which develops my personality, respect for others' rights and the environment.	**Article 29:** I have the right to an education which develops my respect for the environment	**UNCRC: Article 31** I have a right to relax and play

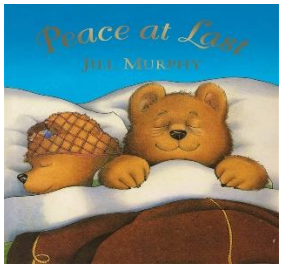
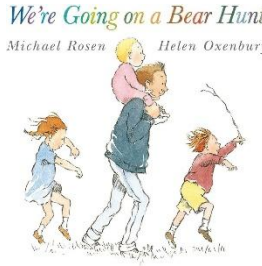
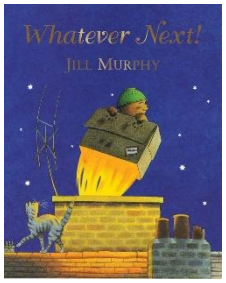
Spring Term

					
UNCRC: Article 31 I have the right to have a proper house, food and clothing	**UNCRC: Article 15** I have the right to meet with friends and to join groups.	**UNCRC: Article 24** . I have the right to an education which develops my personality, respect for others' rights and the environment	**UNCRC: Article 14** I have the right to have my own thoughts and beliefs and to choose my religion with my parents' guidance.	**UNCRC: Article 29** I have the right to an education which develops my personality, respect for others' rights and the environment.	**IUNCRC: Article 19** have the right to be protected from being hurt or badly treated.

					
UNCRC:Article 6 I should be supported to live and grow.	**UNCRC: Article 29** I have the right to an education which develops my respect for the environment.	**UNCRC: Article 9** I have a right to live with a family who cares for me.	**UNCRC: Article 29** I have the right to an education which develops my respect for the environment	**UNCRC: Article 29** I have the right to an education which develops my respect for the environment	**UNCRC: Article 14** Article 14 I have the right to have my own thoughts and beliefs and to choose my religion with my parent's guidance.

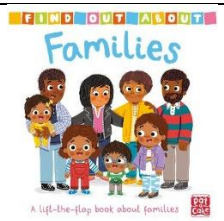
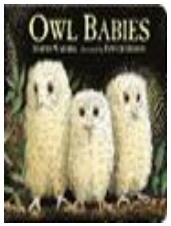
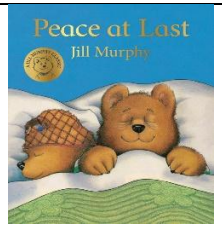
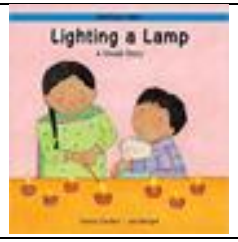
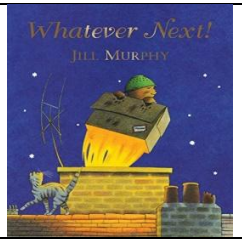
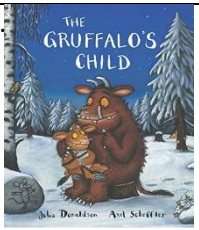
Summer Term

					
UNCRC Article 31: I have a right to relax and play.	**UNCRC: Article 29** I have the right to an education which develops my personality, respect for others' rights and the environment	**UNCRC: Article 24** I have the right to clean water and good food.	**UNCRC: Article 15** I have the right to meet with friends and to join groups	**UNCRC:** I have the right to be protected from being hurt.	**UNCRC: Article 9** I have a right to live with a family who cares for me

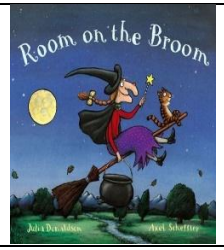
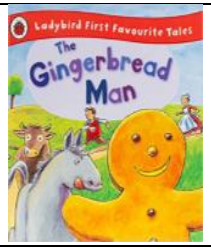
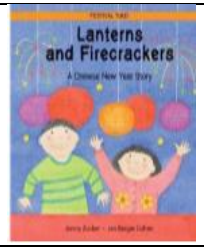
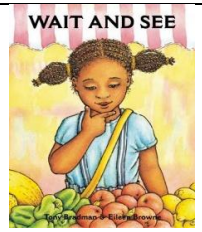
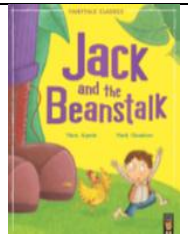
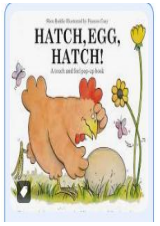
			
UNCRC Article 31: I have a right to relax and play.	**UNCRC: Article 12: I** have the right to be listened to and taken seriously	**UNCRC: Article 31** I have a right to relax and play	

Sunflowers Books – 3-4 years

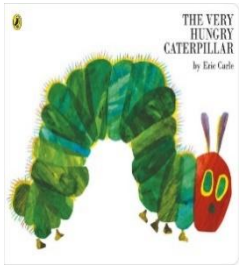
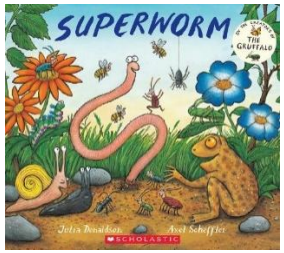
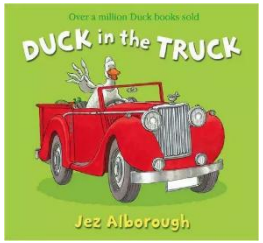
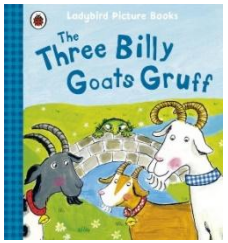
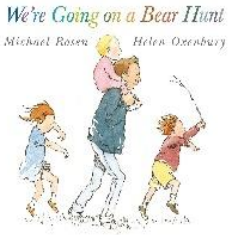
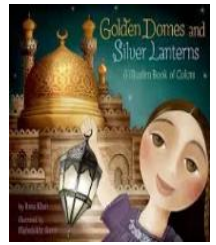
Autumn Term

							
UNCRC: Article 9 I have a right to a family.	**UNCRC: Article 5** The Government should respect the right of my family to help me know about my rights.	**UNCRC: Article 27** I have the right to a proper house, food and clothing.	**UNCRC: Article 14** I have the right to have my own thoughts and beliefs.	**UNCRC Article 24** I have a right to healthy food.	**UNCRC Article 3** I have a right to relax and play.	**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

Spring Term

						
UNCRC: Article 19 I have the right to be protected from being hurt or badly treated.	**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 parent's guidance	**UNCRC:** Article I have the right to a family who cares for me.	**UNCRC:** Article 26 My family should get the money they need to help bring me up.	**UNCRC**: Article 9 I have a right to kive with a family who cares for me.	**UNCRC:** Article 14 I have the right to have my own thoughts and beliefs and to choose my religion with my parent's guidance.

Summer Term

						
UNCRC: Article 29 I have the right to an education which develops my personality, respect for others' rights and the environment.	**UNCRC:** Article 24 I have the right to clean water and good food.	**UNCRC:** Article 36 I have the right to be kept safe from things that could harm my development.	**UNCRC:** Article 29 I have the right to an education which develops my personality, respect for others' rights and the environment.	**UNCRC:** Article 6 I should be supported to live and grow.	**UNCRC**: Article 12: I have the right to be listened to and taken seriously.	**UNCRC:** Article14 have the right to have my own thoughts and beliefs and to choose my religion with my parent's guidance.

Themes, Celebrations & Wider Curriculum

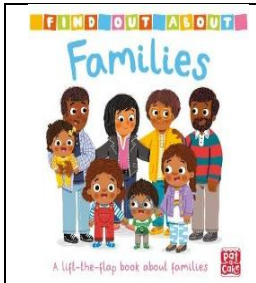
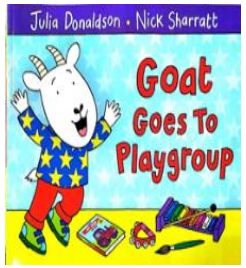
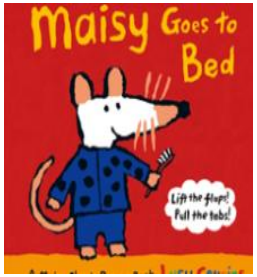
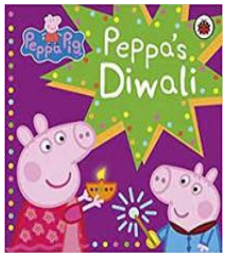
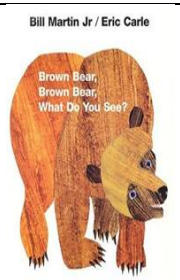
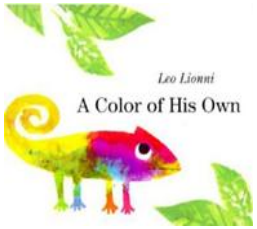
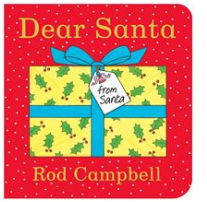
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations	Black Histroy Month	Firework Night Diwali Eid Christmas Children in Need	Pancake Day Lunar New Year Children's Mental Health Awareness Week. RSPB Birdwatch Safer Internet Day	World Book Day Mother's Day Stay & Play & Sign a story Easter Celebrations Ramadan & Eid dependant Islamic on calendar	Father's Day Stay & Play	E-safety awareness Transition Participation oin 30 days Wild – the Wildlife Trust. Transition networking event – Reception staff, PVI settigs and nursery school staff.
Parental Engagement Opportunities and trips	Parent consultations	Parent consultations	Parent consultations	Parent consultations	Parent consultations	Parent consultations Transition

	Bespoke 'Settling in' induction sessions. Welcome meetings SEND coffee mornings Weekly Stay & Play	Toilet training workshops Communication and Language workshops Christmas Party Weekly Stay & Play.	World Book Day sign a story session. Safer Internet Day Sign a story session. Children's Mental Health Awareness Week activities. E safety awareness. NSPCC PANTS workshop Weekly Stay & Play Wing Yip visits.	Living eggs in school Weekly Stay & Play Mothers' Day story time	Butterflies Weekly Stay & Play Fathers' Day Stay & Play Maths workshops	Ready, Steady Reception meeting Carnival Summer Trip Weekly Stay & Play SEND parent consultation coffee morning

Medium Term Planning Daisies

Daisies Medium Term Plan Autumn Daisies Core Books – 2-3 year olds

Autumn Term

						
UNCRC: Article 9 I have a right to live with a family who cares for me	**UNCRC: Article 28** I have the right to an education.	**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 and to choose my religion with my family.	**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 an education which develops my personality, respect for others' rights and the environment.	**UNCRC: Article 31** I have a right to relax and play

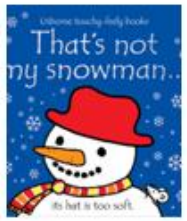
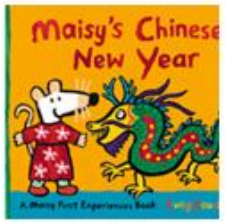
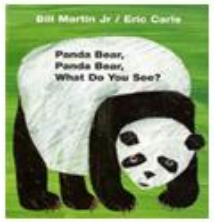
	Autumn Term (Opal 24 months)	Learning Intentions	Curriculum Goals Core Books & Vocabulary
Communication and Language	Puts two or more words together. Repeats words and finds	• To recognise their familiar key person • To recognise their 'peg picture'	Curriculum Goal C&L

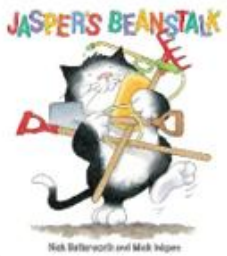
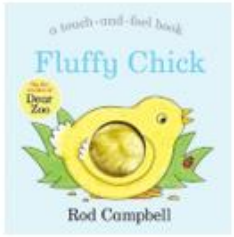
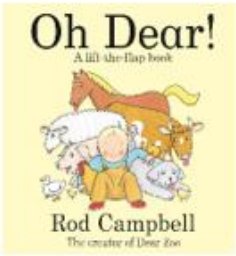
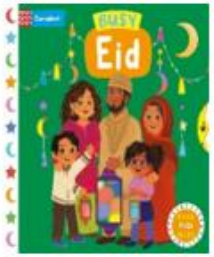
Wellcomm Screening for all children **Baseline screening for all children using Development Matters Checkpoints**	objects when asked e.g. ball, shoes. Responds to familiar music, songs or rhymes.	• To begin to communicate their needs through gestures, signs, PECs and single words • Enjoy singing, music 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 • Enjoys laughing and playing with others.	
Personal, Social, Emotional	Enjoys simple make-believe play e.g. having a cup of tea. Likes to do things for themselves, without help. Displays a range of big emotions, e.g. May jump up and down when excited.	**Self-Regulation** • 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. **Managing Self** • 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 **Building Relationships** • With support, confidently separate from their parent/carer	Curriculum Goal PSE

		• Know who their keyworker is and know their keyworkers name • To know they are safe with their keyworker • Enjoys joining in and playing. with others • Be confident to explore inside and outside the nursery environment.	
Physical Development	Climbs over obstacles. Uses a spoon or fork to feed themselves. Climbs stairs independently.	**Fine Motor** • Start eating and drinking independently, using a cup and a spoon • Develop fine motor skills through playdough, simple tools, painting and puzzles, finger paints etc. **Gross Motor** • 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 a to attempt to put on own coat.	Curriculum Goal Physical Development .pdf
Assessments this term		Events	Workshops
Two Year checks Wellcomm Screening for all children Opal Starting Points – Liaison with parent/carer. Talking to and listening to parent/carer information about their child. Development Matters Assessments/Checkpoints 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

Daisies Medium Term Plan Spring

Spring Term

					
UNCRC: Article 31 I have the right to have a proper house, food and clothing	**UNCRC: Article 15** I have the right to meet with friends and to join groups.	**UNCRC: Article 24** . I have the right to an education which develops my personality, respect for others' rights and the environment	**UNCRC: Article 14** I have the right to have my own thoughts and beliefs and to choose my religion with my parents' guidance.	**UNCRC: Article 29** I have the right to an education which develops my personality, respect for others' rights and the environment.	**IUNCRC: Article 19** have the right to be protected from being hurt or badly treated.

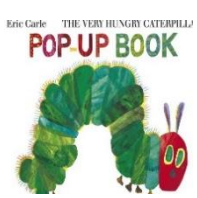
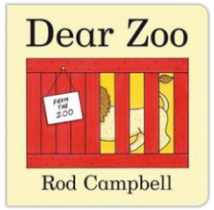
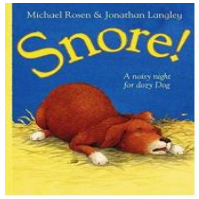
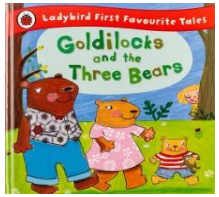
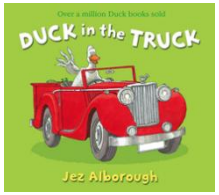
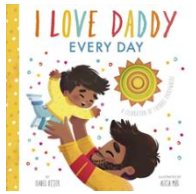
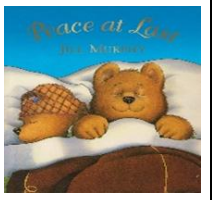
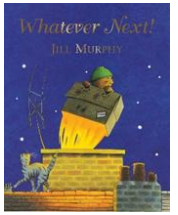
					
UNCRC:Article 6 I should be supported to live and grow.	**UNCRC: Article 29** I have the right to an education which develops my respect for the environment.	**UNCRC: Article 9** I have a right to live with a family who cares for me.	**UNCRC: Article 29** I have the right to an education which develops my respect for the environment	**UNCRC: Article 29** I have the right to an education which develops my respect for the environment	**UNCRC: Article 14** Article 14 I have the right to have my own thoughts and beliefs and to choose my religion with my parent's guidance.

	Spring Term (Opal 30 months)	Learning Intentions	Curriculum Goals Core Books & Vocabulary
Communication and Language **Wellcomm Screening for all children**	• Is interested in books and stories. • Can stop what they are doing and can listen to you. • Uses lots of new words. • Beginning to use words like, me, I and you.	**Listening Attention and Understanding** • 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, good listening. **Speaking** • To begin to communicate their needs through gestures, signs, PECs and single words • 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 need. Or objects of reference. • To use the communicate and print to be able to make a choice	Curriculum Goal C&L
Personal, Social, Emotional	• Watches what friends are doing and joins in with play. • Likes to help to e.g. put shopping away. • Begins to assert independence and challenge boundaries.	**Self-Regulation** • To begin to regulate their feelings and emotions with support –Makaton, Communication & Print symbols, favourite toys/ activities. • To allow their keyworker/ familiar adult to comfort them. • To manage transitions of the day with confidence in being aware of what is happening now and next. **Managing Self** • To recognise their coat peg andfind 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. • **Building Relationships**	Curriculum Goal PSE

		• 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	
Physical Development	• Can run around, change direction and slow down so they don't bump into things. • Can make lines and marks. • Builds a tower.	**Gross Motor** • To be able to eat and drink independently, using a cup and a spoon (new starters to do with support) • 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 challenging activities such as; balancing, stepping stones, stumps and jumping platform. • To begin to take part in **dough disco. To begin to respond to physical actions using language picture boards, e.g. squeeze (squeezing dough**) • 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 pass items from one had to the other. **Fine Motor** • To continue to develop fine motor skills through playdough, painting and puzzles, finger paints and threading etc. • To handle and explore scissors with support	Curriculum Goal Physical Development pdf

Assessments this term	Events	Workshops
Wellcomm Screening for children Assessments using Development Matters and Opal Parent Spotlight Consultations	Easter Mother's day Lunar New Year Living Eggs – Chicks in nursery.	Internet safety workshop – 'Old McDonald had a phone', 'Chicken Clicken.' World Book Day workshop with families Mother's Day Stay & Play

Daisies Medium Term Plan Summer

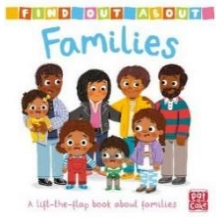
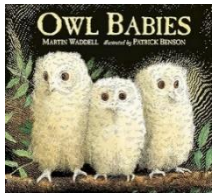
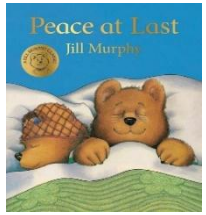
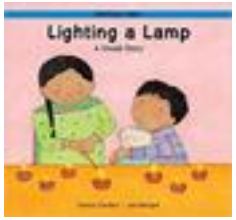
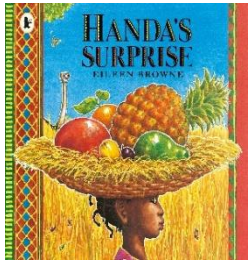
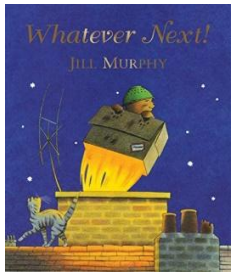
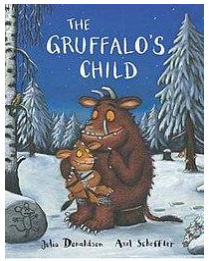
								
UNCRC: Article 12: I have the right to be listened to and taken seriously.	**UNCRC: Article 24** I have the right to clean water and good food.	**UNCRC: Article 29** I have the right to an education which develops my personality, respect for others' rights and the environment	**UNCRC Article 31:** I have a right to relax and play.	**UNCRC:** I have the right to be protected from being hurt.	**UNCRC: Article 31** I have the right to relax and play	**UNCRC: Article 9** I have a right to live with a family who cares for me	**UNCRC Article 31:** I have a right to relax and play.	**UNCRC Article 31:** I have a right to relax and play.

	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.	• 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, joins in with familiar songs/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.	Curriculum Goal C&L

Personal, Social, Emotional	**Opal 36 months** • Shows an interest in others and makes new relationships. • Explores new environments.	**Co-Regulation** **Self-Regulation** Understand the Group Behaviour Charter signs for good looking, good listening and good thinking. Understand visual timetables of the day. **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 with increasing independence. **Building Relationships** Establish a secure relationship with their keyworker Learn the Hello song Participate in a short group time session, supported by visual cues. Learn names of family group members. Can access Snack Time	Curriculum Goal PSE
Physical Development	**Opal 36 months** · 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. • Experiment with freedom to move in a variety of ways • Access the large play area safely	Curriculum Goal Physical Development pdf

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. Daisies transition to Sunflower's. Summer trip	Fathers' Day Parent Workshops: Maths

Sunflowers Medium Term Plan: Autumn Term

							
UNCRC: Article 9 I have the right to a family who cares for me.	**UNCRC: Article 5** The Government should respect the right of my family to help me know about my rights	**UNCRC: Article 27** I have the right to a proper house, food and clothing.	**UNCRC: Article 14** I have the right to have my own thoughts and beliefs	**UNCRC Article 24** I have a right to healthy food.	**Article 3** I have a right to relax and play.	**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.

	Autumn Term (Opal 36 months)	Learning Intentions	Curriculum Goals Core Books & Vocabulary
Communication and Language **Wellcomm Screening for all children** **All About Me**	Responds to questions and instructions Asks for help if they need it Speaks in simple sentences.	• Recognise their keyworker & know their keyworker's 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').	Curriculum Goal C&L

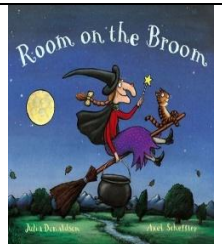
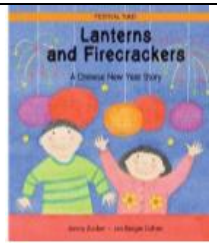
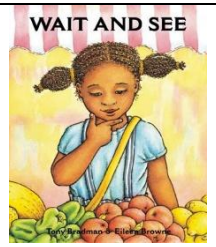
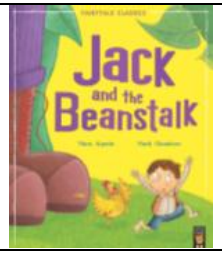
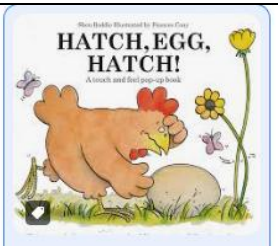
		• Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'.	
Personal, Social, Emotional	Shows an interest in others and makes new relationships. Explores new environments	**Self-Regulation** Understand the Group Behaviour Charter & signs for good looking, good listening and good thinking Understand visual timetables of the day **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 group time session, supported by visual cues Learn names of family group members Access Snack Time	Curriculum Goal PSE
Physical Development	·Uses the toilet with some support Moves around their environment with awareness and control Manages a range of equipment purposefully e.g. can	**Fine Motor** • 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 **Gross Motor**	Curriculum Goal Physical Development pdf

	use a spade to fill a bucket	• 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 • Navigate the bike tack safely and access the play park with support	
Literacy	· Enjoys sharing books with adults. · Uses simple marks including lines, curves and circular movements.	**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. **Word reading** Listens to and joins in with stories and poems, when reading one-to-one Freely access books in the environment Choose a home reading book of choice Begin to sit and listen to a story/song/rhyme at group time, joining in using actions, signs or repeated refrains Letters & Sounds Aspect 1 Body Percussion Environmental Sounds Talk about initial sounds of names. **Writing (OPAL 36 months)** Access a variety of mark making opportunities within continuous provision. Begin to understand that marks and symbols represent meanings Begin to hold a pencil using the tripod grip, or a grip that is comfortable and functional.	Concepts Taught this Term through **Concept Cat** Empty Long Quiet Day Hard Light Fast Curriculum Goal Literacy Reading .pdf

Maths	Shows an awareness of number Uses mathematical language in their play e.g. big, small, heavy, light	Counting how many children are in nursery at welcome time. Count non moveable objects e.g. clapping hands, stamping feet, tapping head etc. Upon arrival, learn the routine to self-registration- putting name next to a number Following visual timetable- knowing the rhythm and pattern of the day Sequencing pictures of self-help skills in areas e.g. painting, washing hands, using the toilet, water play, putting coats on and off Maths related to the book of the week and action songs Count how many children are doing chosen activities e.g. How many children have chosen to play in the garden? • Size/ Measure • Sequencing real life events • 1 to 1, matching • 1 to 1 counting and comparing • Pattern and shape • Sorting • Positional language and spatial awareness Sequencing stories	Introduce & familiarise children with Counting Collections Stages; • Selecting a box to count • Choosing how to count • Counting the collections • Recording in any form Curriculum Goal Mathematics including pdf
Expressive Arts & design		**Creating with Materials** • 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 **Being Imaginative and Expressive** • 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. • Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	
Understanding the World		• 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 **Past and Present** • Recognises and describes significant events for family or friends; celebrate birthdays with cakes, Xmas and Eid **The Natural World** • 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	Curriculum Goal - Understanding the World.pdf
Assessments this term		**Events**	**Workshops**
Wellcomm Screening for all children Opal Starting Points Development Matters Assessments Parent Consultations		Christmas Sing-a-Long Diwali activities Bonfire night activities and fire safety Christmas and Christmas parties Children in Need	Initial workshops for parents Toilet training workshop Communication and Language workshop

Sunflower's Medium Term Planning: Spring Term

						
UNCRC: Article 19 I have the right to be protected from being hurt or badly treated.	**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 parent's guidance	**UNCRC:**	**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 14 I have the right to have my own thoughts and beliefs and to choose my religion with my parent's guidance

	Spring Term (Opal 42 months)	Learning Intentions	Curriculum Goals Core Books & Vocabulary
Communication and Language **Wellcomm Screening for all children**	• 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.	• Know their keyworker's 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 long story. (core books)	Curriculum Goal C&L

		• 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	• Shows awareness of the feelings of others. • Knows what they want to play with and where to find it. • Plays with others.	**Self-Regulation** • Begin to participate in Welcome & Language 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 **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. • Participate in the routines of dinner time, go to the bathroom, lay the dinner table, clear up afterwards **Building Relationships** • 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	Curriculum Goal PSE
Physical Development	• Uses the toilet independently. • Climbs, runs and jumps with confidence.	**Fine Motor** • 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	Curriculum Goal Physical Development

	• Uses toys and tools safely.	• 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 **Gross Motor** • 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	• Enjoys listening to stories and making up play scenarios. • Makes many different marks, including closed shapes, e.g. circles.	**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 **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 **Writing** • 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	Concepts taught this term from **Concept Cat** Tall First Heavy Over In Quiet New Day Curriculum Goal Literacy Reading .pdf
Maths	• Knows how to solve everyday	• Children will build purposefully, indoors and outdoors, with a wide	Further develop children's knowledge of Counting Collections;

	problems in their play e.g. how to get water from one place to another. • Recognises some numbers and shows an interest in counting.	• Range of selected resources, comparing size, shape, weight and composition • 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 • 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	• Selecting a box to count • Choosing how to count • Counting the collections • Recording in any form Curriculum Goal Mathematics pdf
Expressive Arts & design		**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 **Being Imaginative and Expressive** • 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	
Understanding the World		• Has a sense of own immediate family and relations. • With support begin to talk about significant events and experiences; Eid, Birthdays, Xmas	Curriculum Goal - Understanding the World.pdf

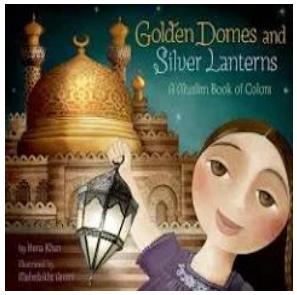
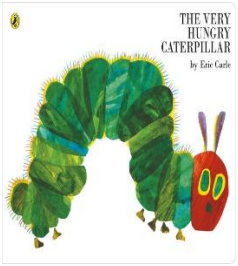
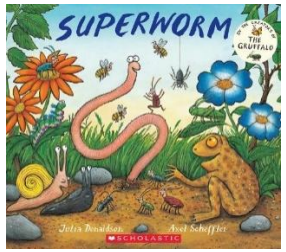
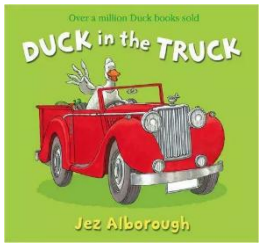
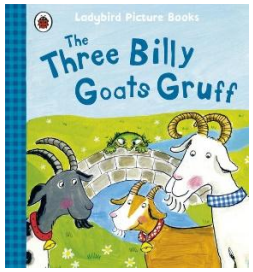
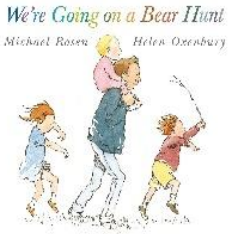
		• Make connections between the features of their family and other families. (family group at nursery and family at home) • Use our 'family photos' to talk about family members and special people • Understand special celebrations and join in with planning for special events • With support and encouragement, 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. **Past and Present** • 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, **The Natural World** • 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; e.g. 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 Lifecycle of a hen.	

Assessments this term	Events	Workshops
Wellcomm Screening for all children Parent Consultations-	Easter Mother's day Lunar new year	Lunar New Year celebrations Children's Mental Health Awareness Week Internet safety Parent/Carer workshop.

	Living Eggs	World Book Day Mother's Day Stay & Play Easter Celebration

Sunflowers Medium Term Plan: Summer Term

Summer Term

					
UNCRC: Article 24: I have the right to believe what I want and also to practice my religion.	UNCRC: Article 24 I have the right to clean water and good food.	UNCRC: Article 36 I have the right to be kept safe from things that could harm my development.	UNCRC: Article 29 I have the right to an education which develops my personality, respect for others' rights and the environment.	UNCRC: Article 6 I should be supported to live and grow.	UNCRC: Article 12: I have the right to be listened to and taken seriously.

	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.	*Where do we want our children to be at the end of their time in Sunflowers?* **Listening, Attention & Understanding** • 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	Link to Curriculum Goal

	• Listens when they are in a group with other children.	• Be able to move away from distractions when concentrating **Speaking** • To communicate their wants and needs with confidence, using an appropriate system of communication – verbal, Makaton and other • 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	Can play with others, sharing what they are using with help. • Plays imaginatively with other children. • Confident to have a go and try new things.	**Self-Regulation** • 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 **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** • 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	
Physical Development	Can dress themselves with some support. • 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.	**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/dinnertime **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 on its length and width. • Works with others to manage large items, like moving a long plank safely and carrying large hollow blocks.	
Literacy	• 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.	**Comprehension** • Retell stories and narratives using familiar phrases • Use and understand specific key vocabulary linked to stories and texts **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 **Writing** • Be able to write their first name using recognisable letters • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology	Concepts taught this term from **Concept Cat** Behind Through Short Near After Same

		• Ascribe meaning to familiar marks eg ASDA, Aldi	Around Before A Bit Old
Maths Development Matters page 84	• 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.	**Number** • Show 'finger numbers' up to 5 • Links numerals with amounts up to 5 and maybe beyond • Say one number for each item in order: 1,2,3,4,5. 9 1 to 1 correspondence) • Begin to recognise number symbols from 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 (Emergent representation) • Develop fast recognition of up to 5 objects, without having to count them individually ('subitising'). • Understand 1:1 correspondence 1-5 • Link number symbols and amounts: for example, number and quantity • Order number symbols from 0-5 • Show an awareness of number bonds to 5 **Numerical Pattern** • Beginning to learn that numbers are made up of smaller numbers • Beginning to recognise that each counting number is one more that 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. **Shape, Space and Measure** • 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. • 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	Development matters • 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.	**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** • 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	

	• Respond to what they have heard, expressing their thoughts and feelings. • Play instruments with increasing control to express their feelings and ideas.		
Understanding the World	• Begin to make sense of their own life-story and family's history. • Explore how things work	**People, Culture and Communities** • 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 • **Past and Present** • Begin to make sense of their own life-story and family's history • Show interest in different occupations • Transition to school **The Natural World** • 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	

Assessments this term	Events	Workshops
	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

Safeguarding in our Bloomsbury 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 DSL's photos and names are visible to parents, staff and visitors. Concerns are reported to a DSL and logged on Bromcom. 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: Bloomsbury 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.

Community liaison. Operation Encompass School

Click here for further information which can be found on our website https://www.bloomsburynurseryschool.co.uk/safeguarding-2

What do we teach the children?	How do we teach?
The Right to be Safe 	• 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. Also our 'Colour Monster' group sessions, stories and activities support children's emotional and mental wellbeing. • 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. • 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.
The right to healthy food and clean water 	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. We say and sign our Rights Respecting thank you 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.
EYFS welfare requirements	2-year progress checks complete for all children Access to healthy snack and Lunch - All children encouraged to access a healthy snack. With supervised access to water throughout the day. Self-care – supporting children to become independent in their self-care for example toilet training. Oral Health – Children to learn about oral health and the importance of keeping our teeth healthy.

	Risk assessments – Staff complete daily risk assessments and support children involved in identifying risks in their environment. Staff to complete daily in/out risk assessments Handwashing – Children supported to and encouraged to wash hands throughout the day

Children with Special Educational Needs



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

Click here for further information which can be found on our website;
https://www.bloomsburynurseryschool.co.uk/send-2

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 intervention (Wellcomm/ SALT/Attention Autism/ Intensive Interactions/OT/SENSE/ 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 future curriculum planning. By gaining an insight into children's thinking, feeling and stages of development, 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, in comparison to previous years. Writing up numerous observations and gathering evidence of learning takes time away from interactions with 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 (OPAL)

Your child's learning journey will be reflected upon in collaboration with you to ensure that they are supported to reach significant milestones for their age.

OPAL 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. OPAL allows us to tell and celebrate each child's story and focus on the support they need from us.

The observations and assessments that we make are called 'Spotlights'. We observe children's innovation, their creativity, their ideas, their interests, their intents and feelings. The in-depth 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 SENDCo 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. We watch videos of children's play, study photos and share observations.

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 time out of class 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/Carer's Voice

We understand that parents are the childs first educator. 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, individualised approach to transition into nursery, conversations when collecting the children, weekly Stay & Play sessions, 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 that all of our children make progress.

The Educators Voice

Professional Conversations

My Appraisal

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

Termly Observational overview of children's development.

Tapestry

Parent Consultations

Ongoing Staff Training Days

We look forward to working with you, providing happy times and creating happy childhood memories in the early years.

Bloomsbury Nursery School

RIGHTS RESPECTING SCHOOLS
unicef UNITED KINGDOM
GOLD – RIGHTS RESPECTING

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