

Sandy Lane Nursery and Forest School



Curriculum Handbook



THIS IS HOW WE SEQUENCE LEARNING WITHIN OUR CURRICULUM

At Sandy Lane Nursery and Forest School we provide a loving, caring, happy and safe environment in which our children thrive. Our wonderful indoor and outdoor provision, including our magical forest school Robin Wood, allows children to follow their interest and fascinations carefully supported and challenged by motivated and experienced staff enabling children to learn, understand and do more. Through a balance of child and adult led learning our adults tune into children's play intervening at the precise moment to further enhance their learning. Coupled with this our curriculum approach recognises that all children are unique and develop at a different pace, have different interests, learn in different ways and have different experiences. We support our children to be active and base their growing knowledge, understanding and skills by providing a wide variety of high-quality materials within our provision. This allows our children to share their experiences with others in a meaningful manner. Underpinning our curriculum are the characteristics of effective teaching and learning. We believe that a highly engaging curriculum consists of many layers therefore our Prime and Specific areas dovetail with our overarching curriculum Intent, implementation and impact.

How is the curriculum sequenced in the long-term?

- we use the EYFS framework as our starting points in terms of what we want our children to be able to achieve by the end of Nursery, this links in with our 8 aspirations, this supports the sequential progression within our curriculum. Communication and Language is threaded through all 7 areas.
- key objectives are then carefully selected from our lesson sequence which is linked to our 8 aspirations which further break down the learning into sequential termly objectives.
- we have highlighted in our long-term curriculum planning what we want children to learn in each term for the seven areas so that there is no narrowing of the curriculum.
- in doing this we then draw up our long-term planning for each term that highlights the topics we are covering and the list of activities we will be focussing on for each of the 7 areas.
- learning is broken up into smaller chunks during our small group time.
- our learning cycle is broken down into half termly Learning Challenges through 'big questions' for children in mainstream and related 'Essential Experiences' for children in our specialist provision
- Home learning is provided which links with these big questions. This gives children opportunities to explore themes in preparation for learning in the classroom or to embed learning experienced within nursery
- our curriculum is carefully sequenced to enable children who have previously attended our two-year-old provision to explore the half termly 'big questions' in greater depth and apply previous learning on their transition to our three- and four-year-old provision
- each half termly investigation is linked to core texts and key experiences for children.
- children are provided with opportunities to form 'investigative research groups' based on their interests to explore our big questions or their personal fascinations in greater depth. Within these groups children pose their own questions and are supported to research answers including linked home learning activities
- outcomes in all areas of the EYFS curriculum demonstrate age-appropriate opportunities to make links between prior and new learning

Our learning challenge during the first half term of the school year begin with the big question ‘What do I know about me?’ and essential experiences explore ‘Wonderful Me’

- as part of the induction process parents and carers are asked about their child’s interests and development which enables staff to personalise children’s learning.

Later in the year, our big questions and essential experiences focus on the natural world, local and wider community. Children’s cultural capital is actively promoted through nursery our series of cultural and community events, visits and visitors aligned to our curriculum offer:

- the children are introduced to businesses and amenities in the local area e.g. post office, local shops and park to name but a few.
- we use the school minibus to support children to develop their interests with trips including the theatre, library and garden centre
- a range of visitors are invited into our nursery to broaden children’s experiences and develop their interests and skills. Regular visitors include Debs the local potter, Sean a local author and illustrator, Purvi to help us celebrate Diwali, Dogs for Good

Our forest school, Robin Wood’ also provide all children with weekly opportunities to explore the natural world showing care and respect, challenge themselves and take risks, and learn about personal safety.

We sequence our teaching during family group time by recapping on learning, sharing new learning together and reviewing achievements. The role of the key person during this time is to:

- recap on previous learning and make links, promote thinking and open-ended discussion, adult modelling and introduction of new concepts/vocabulary/skills, children’s contributions and demonstrating learning, summarising learning to consolidate concepts/skills/vocabulary
- individual interests of children are developed within both group time and child-initiated learning

Learning within our continuous provision, both indoors and outdoors, is carefully scaffolded by adults who intervene at just the right time to move children’s learning forwards. During this time staff also observe children applying their learning through child-initiated play. At the end of each session children gather into family groups for ‘Review Time’. Here staff support children to reflect on their learning and identify the Characteristics of Effective Learning they have demonstrated as well as their achievements. Our indoor and outdoor provision are enhanced to ensure the children can explore current and prior themes. In order for our children to do more, know more, learn more we will have activities repeated within the provision so that children can further consolidate learning

How do we evaluate the Curriculum and learning?

- children’s misconceptions during any activity are addressed swiftly to ensure learning is understood
- family group adult directed activities are evaluated daily

- children's progress is informally discussed daily, and more formal consideration is given during each room's weekly planning meeting
- children's progress is monitored by the room leader regularly and through discussions with room staff any child who is at risk of not making expected progress is supported through interventions. The type of intervention will be dependent on the aspect that needs support, for example it may be a series of maths games and activities, Early Talk Boost or our Talking and Writing intervention
- termly Pupil Progress meetings between the room leader and a member of the nurseries Senior Leadership rigorously analyse data relating to attainment and professional reflective discussion identifies next steps at an individual child, group and cohort level. Actions agreed will then be implemented the following term.
- end of year Pupil Progress meetings focus on aspects to develop the next academic year and form part of the Whole School Improvement Plan.

This curriculum handbook provides a brief overview of the long-term planning for each room. More detailed curriculum planning, including the sequential progression of each area of learning, is available in staff planning files.

Sandy Lane Nursery and Forest School Curriculum

INTENT	Sandy Lane Nursery and Forest School	‘Nurturing Curiosity and Inspiring Imaginations’						
	Our Aspirations	- each child is valued as an individual with tremendous potential for learning - each child is listened to and their needs and interests identified - children feel happy and secure in our positive, nurturing environment - each child develops confidence and resilience in their Learning Journey supporting them to become successful lifelong learners - children, parents, staff and governors are all part of our ‘Sandy Lane family’ and we work in partnership with all stakeholders to ensure the best possible outcomes.						
IMPLEMENTATION	Breadth and Balance – Statutory Curriculum	Personal, Social and Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	Characteristics of Effective Learning	Playing and Exploring		Active Learning		Creating and Critical Thinking		
	Learning Approaches	A learning focused climate – built on nurturing, positive relationships, enabling all to feel safe and thrive	In the Moment Planning (Child Led) ensuring adults swiftly address ‘next steps’ for learning	Non-Statutory Guidance - Birth to 5 Matters / Development Matters	Little Wandle Phonics (Adult led group work and in continuous provision)	Quality Core Text	Interventions providing support for those ‘not on track yet’ and challenge for those who learn more quickly	Emergent Curriculum based on interests/research work
	Learning Environments	Indoor Continuous Provision	Outdoor Continuous Provision	Play court and Lighthouse	Forest School	Kitchen Garden and Orchard	Community Walks	Visits and visitors
	Inspiring Contexts	High quality, enhanced continuous provision	Collaboration across rooms on joint projects	Visits and Visitors	Parent/carer and child shared events	Celebration events including those which enhance Cultural Capital		Children’s interests and fascinations explored
	The Whole Child	Inclusion	Wellbeing and Involvement	British Values	Ecological Awareness	Connection with our community and beyond	Celebration of achievements and successes	High aspirations with skills which equip for the future
	Safeguarding	KIDSAFE UK children’s programme		Keeping Healthy (including oral health)		Parents/carers information including online safety, Encompass, Prevent		
IMPACT	Positive Outcomes	Emotional Children are happy, secure and know they are valued by adults. Children enjoy coming to nursery and demonstrate confidence and resilience. Parents and carers are partners in their child’s development and have positive relationships with staff. Parents speak highly of our nursery and would recommend us to other families • Leuven Scales		Social Children demonstrate our vision and values in their learning and in their behaviour. They demonstrate tolerance and inclusivity. Children learn to make the right choices for their safety. • Characteristics of Effective Learning		Intellectual Relative to their starting points all children consistently achieve highly, particularly the most disadvantaged. Children view themselves as learners are able to make directed of their own learning Parents and carers are provided with a variety of ‘home learning’ activities to support children’s continued learning and development		
	Evaluation	Documentation – through displays, floor books and children’s learning journals (Tapestry).	Staff evaluation from professional discussion and observations	SLT monitoring • Learning Walks • Pupil voice • Staff voice • Parent voice • Scrutiny – • Self Evaluation	High quality staff Professional Learning focussed on SIP priorities to build knowledge, skills and develop practice. This includes personal research based on best practice evidence	Formative Assessment • Tracking • Observations • Interventions • Professional dialogue	Summative Assessment • Pupil Progress • 2 year progress check • Personal Plan Review	External Validation • Consultancy • LA visits • Ofsted
	Parents and Carers as Partners	Induction welcome meetings, Home visits, welcome pack	Workshops, events and celebrations	Parent invitations to progress meetings	Sharing Information – Tapestry, displays and posters, school website, daily welcome by member of SLT in entrance, Facebook		Volunteering opportunities across all aspects of school	Friends of Sandy Lane and Rainbow Parent and carer groups



“Nurturing curiosity and inspiring imagination”

Sandy Lane Nursery and Forest School Learning Ambition Sequence

OUR LEARNING AMBITIONS	WHAT THIS LOOKS LIKE IN NURSERY	
1. Embracing cultures and traditions Links to UW and C&L	What will adults do?	What will children do and say?
First stepping stone: Children begin to develop a realisation of themselves and their family. They understand the terms of ‘me’, ‘my’ and ‘I’ when they talk about themselves and their context and their sense of belonging. Eg “I went with my grandma.”	During group time we look at pictures of the child in the context of their culture. We focus on the significance of the other people in their families and why they are special. We pay particular attention to celebrations and events of personal or religious significance. Adults will promote children’s communication and acquisition of language using a range of strategies including ECAT, SST, Shrec and Makaton Adults embracing and celebrating children’s cultures through celebrating the child within the context of their culture. Adults embracing different celebration and cultural events within our community. Adults taking an interest and speaking to children about their family, culture and traditions modelling I, me, my	‘My mummy.’ ‘My daddy’ ‘My go’ ‘Mine’ ‘I want Wee, wee’ ‘I go out’ ‘I like...’ Children exposed to multicultural role models/occupations within the community through visits and visitors
Second stepping stone: Children can reflect and talk about their experiences within their own culture and express why they enjoy this and why it is special to them.	Adults will continue to promote children’s communication and acquisition of language using a range of strategies including ECAT, SST, Shrec and Makaton Adults will be looking at sharing tangible resources/objects of special objects from nursery or those brought in by children Adults will be asking open ended questions to promote discussion and thinking Birthdays are always celebrated at our school Adults linking to British Values speaking about Mutual respect, tolerance. E.g. we all have similarities and differences that we must respect. Being different is what makes us special Adults will ask key questions to support the child’s thinking. Birthdays and key milestones are celebrated in school also.	Children may bring artefacts or photos to be shared in an adult supported context like family group time. “I go to church, temple, Mosque and I put my hands together to pray” “I am 4 years old I am getting bigger now” “I liked playing the drums” “I liked doing the conga” Children exposed to multicultural role models within the They continue to develop positive attitudes about differences between people
Third stepping stone: Children can reflect on their own experiences (either cultural or religious) and recognise the differences between their own and that of another family.	ECAT, SST, Shrec and Makaton will continue to be used to further develop children’s communication and language acquisition Adults share stories and watch video clips as well as examining related artefacts during adult led learning experiences. We focus on quality talk which includes key questioning and key vocabulary We read multicultural stories to our children Adults provide multicultural resources/dolls/books available for the children to explore Adults use quality talk/interactions this includes open ended questioning and the use of key vocabulary Adults linking to British Values speaking about mutual respect, tolerance. Adults speaking about food from different countries E.g. cookery sessions and celebratory events	“I have 2 brothers just like X” “I have no daddy” Children noticing difference between people, dolls During cookery and celebratory events children taste foods eaten by different people and commenting or making connections Children speaking about different countries and linking it to where their parents were born or places they have been on holiday Artefacts are available through continuous provision for the children to explore at their own pace.
Learning ambition achieved: Children have a strong sense of their own family and the people who are important to them and are able to talk about their family traditions. Children can also share their knowledge of cultures and traditions that are different to their own. They also understand that not all families are the same as their own		
Learning Ambition Impact: Children will have a clear understanding of their own family and who within the family are important to them. They are aware of family and cultural traditions		

Links to Statutory Framework ELG • Children will talk about the lives of people around them • Children will notice similarities and differences between themselves and others • Children will describe their immediate community How will this be achieved at our school: • Small group time activities • Visits and visitors • Tidy up time • Daily routine • Celebrating different festivals and events • Dual language books and parent reading in their home language • Cooking • Arts project • Gardening, planting • Family photo's • Language of the term • Sharing and talking about objects of interest		
2. Solving problems Links to PSED and C&L	What will adults do?	What will children do and say?
First stepping stone: Children begin to show a willingness to persist over simple difficulties or barriers. Adults will scaffold and model techniques and approaches which the children can then practise.	Adults will promote children's communication and acquisition of language using a range of strategies including ECAT, SST, Shrec and Makaton Adults will model techniques and skills that children can practice Adults will scaffold and model basic steps to support children with on how to do something E.g modelling the sequence of putting coat, socks or shoes on, encouraging children using a backwards chain approach. Adults tune in to the unique needs of the children Adults make links with our Characteristics of Effective Learning Characters. E.g 'I can see you are being a keep on trying kangaroo' Adults use conflict resolution prompts to manage disagreements Adults share Healthy Harry and guidance on healthy eating for families who are experiencing difficulty	"Me go toilet"/" Toilet"/or gesturing Children not giving up Children brushing their teeth Eating healthy packed lunch Children selecting and uses activities and resources with help needed Developing ways of being assertive Is increasingly independent in meeting their own care needs Beginning to understand how others feel if they have made another child sad
Second stepping stone: Children begin to work on more specific problems connected to the interests that they are developing. They will also face problems which occur incidentally in their play. The children will be encouraged to find their own idiosyncratic ways of doing things which will support their independence.	Adults will continue to promote children's communication and acquisition of language using ECAT, SST, Shrec strategies and Makaton Adults will act as a facilitator and use STEW prompts to encourage children's deeper levels of thinking Adults 'wondering' to present a problem to children 'I wonder why...' Adults use reflection time to support children to review their learning and what they may change or do differently next time Adults will support children by modelling and allowing children to go away and repeat and review the task. Adults gently encouraging children to try something different during planning time/work time Adults promote the use of peers as 'experts' e.g. 'X is really good at building dens; shall we ask them to help us?' Adults encourage children to reflect on prior learning and apply it in a new context 'Do you remember when...' Adults support children to recognise COEL they are demonstrating by referencing our characters Conflict resolution prompts are used to support children to reflect and resolve an issue Adults will support the children's processes of problem solving through provocation and modelling and allowing children to repeat and review their task.	For example, when colour mixing, the children will explore and experiment with the amount of paint or powder until the shade or colour is just right. Children will need to consider how different types of fruit need to be cut and the methods and techniques needed when carrying out this type of task. When children are model making, they may need to experiment with different ways of joining or sticking. During woodwork they need to consider which tools are appropriate for the intended purpose e.g. which tools are best for cutting wood? "I've solved my problem" "I am happy now" "I did it" Children having a go trying new activities Children sustained focus on solving problems Helps to find solutions to conflicts and rivalries E.g. accepting that not everyone can be Spider man in the game and suggesting other ideas
Third stepping stone: Children will be able to work collaboratively with their peers listening to their ideas and modifying their approach according to their exploration and findings.	ECAT, SST, Shrec strategies and Makaton will continue to be used to further develop children's communication and acquisition of language Adults will observe children working collaboratively to reach an end goal Adults will use STEW prompts and scaffolding to support children to achieve their desired outcome Adults creating turn taking opportunities within groups Links to British Values Adults continue to use conflict resolution to support children's reflection Adults highlighting problems within the core text they are reading and ask children for possible solutions Adults will provide a wide range of opportunities to encourage collaboration and exploration e.g. through forest school experiences, our kitchen garden	The children listen attentively to each other's ideas and systematically work together in order to reach an end goal e.g. construct for example a house or bridge etc... The children also develop an increasing awareness of their environment and the differing needs of those living creatures who inhabit it. e.g. birds and insects. The children carefully consider where to place food for them and where to best plant bulbs and seeds to support key pollinators and successful plant growth. "Let's do this, this way" Children working together show perseverance Does not need an adult to remind them of the rules Child playing collaboratively and listen to the ideas and opinions of peers Children begin to resolve conflict in an appropriate way with little or no adult support
Learning ambition achieved: Children engage in a range of experiences which encourage them to find solutions. These experiences include cooking and preparing snack, mixing paint, observing and exploring nature – seasons changing, observing and talking about lifecycles of living things and working collaboratively.		
Learning Ambition Impact: Children will manage most of their personal needs independently and learn to co-operate and resolve conflicts. They will have a range of strategies to find solutions to the problems they may encounter		

Statutory framework- ELG- • Children will control their behaviour and begin to resolve problems • Children will be confident to try new activities and show independence • Children will manage their own basic hygiene and personal needs • Children will play cooperatively with others and take turns How will this be achieved at our school: • Conflict Resolution • Daily routine • Learning 'life skills' • Healthy eating • Oral health • Resources and environment labelled and accessible • Using sand timers to support turn taking • Working with families to teach and practise basic hygiene and personal needs		
3. Love of reading and books Links to LD and C&L	What will adults do?	What will children do and say?
First stepping stone: For the children to engage in story time and sharing/exploring books in a positive way. They learn to handle books e.g. turning the pages and holding the book the right way up. The children begin to recognise that print carries meaning.	Adults will promote children's communication and acquisition of language using a range of strategies including ECAT, SST, Shrec and Makaton Adults will regularly read books that are diverse to children We will ensure that they engage the children during reading using facial expression, gestures, varying tone and questioning Adults will introduce children to environmental sounds within the environment Adults sing songs, learn nursery rhymes We will talk about events in core books and make links during children's play e.g. 'You're feeding the baby like the mummy in our story' Adults will introduce 'book related vocabulary' e.g. front, back, spine, title, picture, word	Children will be immersed in the 'culture' of story telling They will show an interest and be able to handle a book Children will be joining in with repeated refrains Eg he huffed and he puffed, and he blew the house down Children will begin to use a few words when acting out stories in their play Children will join in with actions, signs and a few words from well-loved rhymes and songs They are regularly read to by adults who positively encourage the children to engage with the text through facial expressions, tone and intonation and questioning. The children begin to join in with the actions and repeated refrains during sessions.
Second stepping stone: The children can independently choose a story book of their liking. They can readily demonstrate the actions for retelling a story during independent 'reading'. The children are beginning to recognise key points in a story. They are beginning to plan their own narratives which is evident in role/small world play	Adults will continue to promote children's communication and acquisition of language using ECAT, SST, Shrec strategies and Makaton Adults may put out carefully selected age-appropriate books during library time to ensure that children are given a choice to choose age-appropriate text Adults will ensure that they have dedicated and inviting reading areas in each of the room and that there are multicultural and core text available Adults will ensure that reading/access to books are available both indoor and outdoor areas Adults highlighting key vocabulary within the book to emphasise Adults will give children a choice when it comes to choosing a story during story time Adults using and encouraging extended conversation for child/children during story time Adults encouraging children will begin stories with "Once upon a time", First. Next, then We will further develop 'book related' vocabulary Adults will provide the opportunity for children to select a book to share at home from our lending library at least once a week Adults will make links between books e.g. 'This story is set in the woods like x we read last week' Adults will acknowledge children's favourite stories and those they choose to read often We will share with children the books they enjoy; fostering a love of reading Adults may scribe or retell stories children have created	Children can choose the books that they want to read during library time, from the reading corner and during work time in the outdoor provision "I want this book" Explain in simple words what the book is about Children repeating words and phrases from familiar stories Children pay attention to the pictures and words in books Children will be able to select their favourite books Children will use some book related vocabulary Children asking questions about books Children developing play around their favourite books using props, making book character Children independently singing songs, rhymes and playing games Children will begin stories with "Once upon a time", First. Next, then They have access to planned taught sessions where they learn to 'map' the key points of a story as well as gaining valuable story language and vocabulary. The children are able to engage in continuous provision to begin to develop their own narratives which an adult may scribe or retell for them. These experiences are made available through free play and adult led tasks
Third stepping stone: Children will be able to identify the characters, setting, problem and solution. They will also be able to map out a simple story structure. The children know and recognise story openers like 'Once upon a time...' and other useful story words like 'next, then and after that'	ECAT, SST, Shrec strategies and Makaton will continue to be used to further develop children's communication and acquisition of language Adults support children to create their own books either through family group time or continuous provision Adults encourage children to make predictions about events in books Adults highlight new vocabulary in books, providing an explanation of word meaning children are exposed to the phonemes learnt Adults referencing phonemes and making links to graphemes in words	Engages in extended conversations about stories, learning new vocabulary Children recognising sounds within the environment Children are able to retell familiar stories Children will be able to recognise and link phonemes to graphemes in line with the phonics sequence taught (Note this is only if the child is ready) The children know that the adults value the narratives that they develop and may record these by scribing/retelling the story for/with them. These experiences can be both planned and incidental.

Learning ambition achieved: Children will be able to talk about the books they enjoy. They will have spent time sharing a wide variety of books and poems throughout the year. Children will be able to recall and describe what happens in some of the stories they are more familiar with either in conversations, through role play or using small world characters		
Learning Ambition Impact: Children will show a love of reading through talking about books, speak about stories, songs and poems they have learnt. Statutory framework- ELG-• Children will retell stories showing some understanding of key events and characters • Children will practise recently introduced vocabulary • Children will identify some letters and link it to sounds How will this be achieved at our school: • Family group time-sharing a range of text, introduce new vocabulary, adults scribing and children making marks • Lending Library session • Phonics in family group time and throughout the day• Learning and reciting core songs and nursery rhymes (see Communication and Language – Our expectations) • Reading and revisiting a variety of stories including the term’s core texts and traditional stories tales • Children acting out familiar stories and those they create themselves in play • Talking and Writing activities		
4 Sense of self and identity as a confident learner Links to PSED, UW and C&L	What will adults do?	What will children do and say?
First stepping stone: The children will need to settle into and explore the environment. They will begin to get to know their peers and to build a relationship with their key person also.	Provide children with a caring, welcoming environment full of ‘Awe and Wonder’ Comfort children when they are distressed and provide reassurance if they are worried to build trust Making adaptations according to the needs of the children in order to support them going forward Adults will observe carefully, check understanding, listen and support children They will demonstrate to children they have a positive relationship with other adults in nursery, including parents and carers Adults will promote children’s communication and acquisition of language using a range of strategies including ECAT, SST, Shrec and Makaton Adults will be specific in their praise, so children understand what they have done well Adults will actively engage with children through shared attention and follow the child’s lead. They will show genuine enthusiasm and value children’s contributions, recognising and appreciating children’s interests Adults will promote children’s communication and language using a range of strategies including ECAT, SST, Shrec and Makaton Adults may provide a brief commentary on children’s play as they play alongside and wait to be invited into the child’s play Adults will expand on what children may say- Repeat what the child says and build on it by adding one or more words to turn it into a sentence Show they value their interactions with children, for example by having extended back and forth interactions/conversations. Adults follow ECAT, SST, Shrec prompts including commenting rather than asking too many questions, and give children time to listen, process and reply.	Children will begin to know and build relationships with their peers Children will begin to build relationships with their key workers and other staff within the room Children will become more outgoing with unfamiliar people in the safe context of our school Children may begin to understand how others are feeling Children may sometimes manage to share or take turn with others with adult support Child will play alongside others or sometimes play alone Children take part in pretend play acting out things they have seen at home Children will care for the Nursery environment and take part in activities like tidy up time and preparing for snack
Second stepping stone: For the children to develop interests and acquire the key skills and knowledge to support these interests. For the children to find ways of deepening their understanding and to enhance their enjoyment of learning around their chosen interests and also that of others. To develop the CoEL which build their confidence and promoting a ‘can do’ attitude	Adults will continue to promote children’s communication and acquisition of language using ECAT, SST, Shrec strategies and Makaton Adults will support children in their learning by making careful observations of children’s play. Adults use their knowledge of the children to facilitate developing interests through resourcing, quality talk, scaffolding, modelling, repetition and a process of review Adults will wait and watch if children encounter difficulty in their play, not providing an immediate solution but intervening at appropriate moments to move children’s learning on Adults will then provide children with resources to support their play and provide an appropriate level of challenge Adults will ensure quality talk between themselves and the child E.g. If a child responds with a one word answer, then add 1 or 2 more words to extend Adults will scaffold and model vocabulary Adults will provide children with opportunities to repeat experiences to embed learning We will use peers as experts to support children who may need help to complete a task Adults will regularly review and monitor children’s WBI supporting as required During interactions and review time adults will actively promote our ‘Characteristics Characters’ to support children to begin to identify COEL they have demonstrated in their play	Children deepen their understanding and enhance the enjoyment of learning based around their chosen activities and that of others Children will have sustained attention when engaged in activities Children will be extending and elaborating ideas Children will be acting out stories, drawing and painting Children will begin to identify characteristics of effective learning through the use of our ‘characters, with adult support
Third stepping stone:	ECAT, SST, Shrec strategies and Makaton will continue to be used to further develop children’s communication and acquisition of language	Children will be able to with support to explain the process they took to make, build, paint

With adult support the children will be able to talk with confidence about the processes that they have gone through when carrying out their tasks. They can reflect and review on what they have done and identify what was difficult and challenging. Eg What would make it better?	Adults will ensure that during family group, play and review times time children share with others what learning/activity they have been learning Adults will ask children well thought out questions about their chosen activity supporting e.g. what worked well? What did you find difficult? What would you do differently or change? Adult will scaffold and provide challenge using SSTEWS prompts Children's WBI will continue to be regularly reviewed and discussed with the room team We will continue to use peers as experts to support children who may need help to complete a task Adults will continue to provide children with the space and time to solve problems they encounter and scaffold their thinking to achieve a resolution Adults will encourage the children to identify the characteristics of effective learning they demonstrated within an activity Adults will give children opportunities to share what they have been learning e.g. review time	Children with support be able to say what they found difficult, what they did to overcome that difficulty and what they would change. e.g. When I was sticking the boxes together the glue didn't work so I tried tape, and it stuck together' Children will make comments about what they have heard Children will begin to identify the characteristics of effective learning they used during an activity e.g. I fell off the balance rope lots of times, but I was a keep on trying kangaroo and I did it'
Learning ambition achieved: Children are able to reflect on their learning, through reviewing photographs and their work. They will be able to talk about the processes they have engaged in. Children will be able to identify the things they are proud of and found hard and celebrate their achievements. This may be when working individually or as part of a small group.		
• Learning Ambition Impact: Children with adult support be able to offer explanations about their learning in family group and continuous provision. This information may be shared by children in 1:1 conversations or as part of review time. Children will offer their own ideas, use past or recently introduce vocabulary and make links between their experiences demonstrating their developing confidence as learners. Statutory framework- ELG- • Children will hold a conversation when engaged in a back-and-forth conversation with their teacher, peers and key workers How will this be achieved at our school: • During child-initiated play • During family group time • During review time • During snack time		
5. Be a confident mark-maker Links to LD, EAD and C&L	What will adults do?	What will children do and say?
First stepping stone: 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. <i>Children will increasingly become confident in engaging in activities such as throwing and catching balls, pushing the wagon in forest school, exploring a musical instrument, playdough and paint.</i>	Adults will promote children's communication and acquisition of language using a range of strategies including ECAT, SST, Shrec and Makaton Adults will give children opportunities to take part in movement activities (indoors and outdoors) and Yoga. Adults give children opportunities to develop core strength and muscle isolation. This includes the development of muscles to support early writing with a range of fine motor and tinker table type activities Adults to ensure that within the provision children have opportunities to reach across the body to put on socks and shoes using their right to left body side Adults to encourage activities like climbing, throwing and catching Adults to ensure that mark making activities within the indoor and out provision is always evident Adults will ensure that children that require extra help are promptly supported accordingly e.g. through our Talking and Writing intervention	Children will be engaging in activities for a longer period of time when the gross and fine motor skills are developed. Children will grasp objects, and focus will be improved. e.g holding hands, catching a ball, threading beads, towers in block play Children will enjoy making marks freely
Second stepping stone: Children can make random 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.	Adults will continue to promote children's communication and acquisition of language using ECAT, SST, Shrec strategies and Makaton Adults to that they ensure that within the provision there are opportunity to use hammers, use scissors correctly to cut paper pinching, rolling dough/clay and more complex tinker table type activities Adults will scribe, modelling using various tools and demonstrating different purposes for writing Adults to provide a range of purposeful mark making opportunities for children to support mark making including daily self-registration	As they develop their core strength and become more confident children will make random marks with their fingers or other resources like pencils, felt tip pens, paint brushes Children will add some marks to their drawing giving meaning to it. E.g. "that says mummy" "It's a dinosaur" Children will make marks on pictures to stand for their name Children will engage in daily self-registration activities Children see adults scribing stories and see writing being modelled and various writing tools being employed
Third stepping stone: 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	ECAT, SST, Shrec strategies and Makaton will continue to be used to further develop children's communication and acquisition of language Adults model mark making within the provision and at every opportunity Adults will ensure that there are opportunities for children to mark make indoors and outdoors for a range of purposes We will point out letters and words in the environment e.g. children who's name starts with the same letter, signs and labels around nursery Adults will model the correct letter and number formation when writing	Children will use their name cards repeatedly to attempt to form some letters within their names e.g. to label a painting, to write their name on the list for a turn on the bikes Some children will form recognisable letters Children will notice some print, such as the first letter of their names, door number or a familiar logo like KFC, ASDA, McDonalds

name card and are look at it when attempting to write their name.		
Learning ambition achieved: Children will be able to use a range of tools that support their interests, such as hammers in woodwork or mallets in forest school, holding scissors correctly and use them effectively to cut paper, pinching and rolling clay or play dough to make creations. Children will make marks for a range of purposes in play and talk about what these marks represent. In addition they will be able to write two or more recognisable letters.		
Learning Ambition Impact: Children will ascribe meaning to marks through talk. They will use a variety of tools like dough, scissors, hammers, clay, clay tools and paintbrushes to support them in making marks for a range of purposes in role play or storytelling. Some children will form letters that are recognisable		
Statutory framework- ELG- • Children will make marks that sometimes represent letters		
How will this be achieved at our school: • Daily routine • Family group time-to practise and use a range of small tools • The activities offered in provision • Yoga • Dough Disco • Forest School • Regular movement activities		
6. Self-regulation and keeping safe	What will adults do?	What will children do and say?
First stepping stone: The children begin to recognise that they have feelings and that they can use words to describe how they feel eg. happy, worried, sad, angry, confused. They will also begin to understand that some emotions also create physical reactions eg. tummy ache when worried etc... and that it is important to tell an adult when this happens.	Adults will promote children's communication and acquisition of language using a range of strategies including ECAT, SST, Shrec and Makaton During family group time, adults will spend time talking about feeling Adult will use the feelings fobs to speak to children about their feelings Adults will choose to record pupil voice on how they feel Adults scaffold how to use the feelings board for children	Children will begin to use words or pictures to show feelings such as happy, worried, sad and angry Children will use sign/gesture to demonstrate things like a tummy ache and understand that they can tell an adult
Second stepping stone: For the child to begin to develop an understanding of how they can respond to the feelings of others and also to express their own feelings. They will have a developing understanding of how finding ways to manage how they feel helps everyone stay positive and makes them feel better	Adults will continue to promote children's communication and acquisition of language using ECAT, SST, Shrec strategies and Makaton Adults will support children's emotional literacy and intelligence by supporting children in situations where they become angry, worried or sad. Adults will talk with children and may model what needs to happen to improve someone's feelings/emotions and resolve any issues Adults will use the conflict resolution sequence to resolve disagreements	Children are able to express some of their feelings e.g. happy, sad, angry and can use words to describe these. With support from adults, they begin to find ways to manage these feelings
Third stepping stone: For the children to recognise that how we behave towards others eg. what they say and what they do, can have either a positive or negative effect. The children will learn that its ok to say 'no' in situations that make them scared or worried as this can keep them safe. They know and recognise that they must tell a trusted adult if this happens.	ECAT, SST, Shrec strategies and Makaton will continue to be used to further develop children's communication and acquisition of language During family group times adults will talk about what 'keeping safe' means We will use the KidSafe UK programme to illustrate situations where a child might feel scared or uncomfortable.	The children will know and understand that it's ok to say 'no' as this will keep them safe. By this point the children will be beginning to manage their own feelings with prompts and less adult support Children will begin to recognise that words and actions may have an impact on others e.g. 'X is angry, he wants to ride the bike', 'X is happy, Y said she likes her painting'
Learning ambition achieved: Children will be able to say how they are feeling and have an 'emotional vocabulary' that they can use to explain when they are 'happy, sad, angry, excited or worried'. They will be able to demonstrate ways to self-regulate their emotions. In addition children will be able to identify how to keep themselves safe and when they have 'yucky feelings' by identifying the three KidSafe UK strategies: telling a trusted adult, saying no or walking away.		
Learning Ambition Impact: Children will be able to recognise and articulate their emotions having strategies to self-regulate. Children will demonstrate managing conflict and show awareness of the feelings of others. They will keep themselves safe by using one or more of the Kidsafe Uk strategies. Statutory framework- ELG- •Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.		
How will this be achieved at our school: • Adult Modelling • Conflict resolution • Kidsafe Uk Programme • Emotion emojis • Use of feelings boards • Family group discussions		
7. Use maths in real life situations Links to MD,C&L	What will adults do?	What will children do and say?
First stepping stone: The children will become familiar with number names through songs and rhyme. They will begin to say these names in the correct sequence to five. The children will begin to see the significance of number in their lives eg. their door number and their age. They will begin to subitise with groups of objects up to 3.	Adults will promote children's communication and acquisition of language using a range of strategies including ECAT, SST, Shrec and Makaton Through the continuous provision and through direct teaching adults will encourage children to engage in number songs where numbers are sequenced both forwards and backwards Adults model counting and recording amounts using number symbols and visual representations Adults will use every opportunity to develop children's mathematical knowledge and understanding through everyday routines e.g. snack time, counting 1,2 as shoes are put on, counting children at family group time and comparing the number of boys/girls	Children will repeat number rhymes Children will count cups/pieces of fruit at snack time Children will begin to say the number names in the correct order to 5 Children will begin to see numbers the value of numbers in their daily lives Eg their house number, numbers in the classroom, Children to understand position E.g. "The bag is under the table with no pointing

	Adults to create opportunities for children to subitise with groups of objects to 3 then progressing to 5	When a child celebrates their birthday with a cake, they will be able to recognise their age with the corresponding candles which they can subitise
Second stepping stone: To begin using maths vocabulary when talking about length, height, size and mass. Adults will model using a ruler/tape and scales during learning experiences, especially practical real-life situations e.g. woodworking and cookery. Adults will provoke the children's thinking by focusing on groups of objects up to 5 and encouraging the children to see numbers within numbers. Adults will also refer to part numbers.	Adults will continue to promote children's communication and acquisition of language using ECAT, SST, Shrec strategies and Makaton Adults regularly lead sessions including cookery and woodwork They readily model measuring with the children, drawing their attention to the numbers on the ruler or scales Adults will model vocabulary Adults will model using rulers, measuring tape and scales during family group time and work time within the indoor and outdoor provision Adults will ensure that opportunities for baking and cooking are planned into lessons Adults support children's subitising by provoking the children's thinking about number both whole and part, asking questions such as What do you see? How do you see it? Adults use everyday opportunities to talk and think about mathematical concepts e.g. '1 more' than the number counted if a child arrives late to family group. How can snack be shared between 2 children? Adults point out simple patterns and model patterns making e.g. stick, stone, stick, stone progressing to more complex patterns Adults encourage thinking by focussing on groups of objects up to 5 encouraging children to see numbers within numbers Adults will encourage children to consider comparisons of size, weight in a non-standard way	Children using words like big, small, full small cup, half cup tall, short especially when talking about length, height, mass and size Children can repeat and practice measuring experiences in their play as resources like scales, rulers and tape measures are readily available Children describing a sequence of events real or fictional, children will be using words such as "First", "Next" "then" Children repeating and practicing counting and number formation in sand and playdough Children creating patterns beginning with simple AB then progressing to ABAB Children talking about and identifying patterns around them E.g. stripes on clothes design on carpets Using word like stripy, spotty, more, less, heavy light Children comparing size and weight in a non-standard way Children can talk about 2D and 3D shapes (circles, rectangles, triangles and cuboids using vocabulary like sides, corners, straight, flat, round)
Third stepping stone: The children begin to attribute the corresponding digit to a small group of objects. They practise their subitising by looking at groups and saying what they can see. They can identify when they need to measure or weigh something during a task. They also begin to recognise that a successful outcome comes about because of the accuracy of measurement.	ECAT strategies and Makaton will continue to be used to further develop children's communication and acquisition of language Adults modelling Numicon to support children's understanding Adults use manipulative objects in maths sessions Adults to ensure that within the provision there are opportunities for children to measure, weigh, shape Adults to model subitising We will support children to reflect on their outcomes as a result of accuracy or non-accuracy of measuring. 'I can see your hat fits, I noticed you measured it around your headfirst', 'I wonder how you could make sure the dinosaurs legs are all the same length next time?'	Children subitising by looking at groups and saying what they can see "I can see 5 grapes" They recognise when they need to measure or weigh something during an activity The children will continue to practise and review their measuring and subitising skills. When they 'cook or make' they will review their work and consider what they could do differently and what could make it better next time. They should consider whether their measuring was accurate or not They will be able to recognise successful outcomes because of accurately measuring Can say one number for each item in order 1,2,3,4,5, When they are baking/cooking/making they are able to highlight what they can do differently and what can make it better. E.g. I put 3
Learning ambition achieved: Children will demonstrate their application of maths knowledge and vocabulary when solving real life problems including those related to size, length and weight. They will have a strong understanding of numbers up to five, to count, represent, subitise and order amounts.		
Learning Ambition Impact: Children will develop their skills in counting (up to five) and using numbers, problem solving, describing shapes, spaces and measure and recognising patterns. Children will have a secure understanding of counting numbers to five, representing numbers, subitising and ordering amounts Statutory framework- ELG- • Children will begin to count accurately up to 5 then 10 • Children will begin to recognise quantities without counting (subitise) up to 5 • Children will compare quantities • Children will begin to identify shapes and notice patterns How will this be achieved at our school: • Daily routine • Maths exploration within continuous provision • Maths family group session • Snack time • Maths songs (see Communication and Language – Our expectations) • Using maths manipulatives- sorting and counting resources, numicon etc, sticks/ribbons, maths related games, building and construction, sand and water exploration		
8. Being physical and keeping healthy Links to PD, LD and C&L	What will adults do?	What will children do and say?
First stepping stone: For the children to develop an awareness of movement and their physical self in relation to	Adults will promote children's communication and acquisition of language using a range of strategies including ECAT and Makaton	Children will engage in sensory play e.g rolling on their tummy, walking and running barefoot in some instances, making marks in foam, paint, mud, dough and other materials

space. They will engage in lots of sensory play e.g. Moving in different ways, making body shapes e.g. long ladders, curly caterpillars and stretching through yoga and dance activities in addition to weekly forest school sessions. Children also have opportunities for daily exploration of outdoor equipment including things like climbing, swinging and balancing.	Adults to ensure that there are opportunities both indoor and outdoor to support sensory play Adults will consider the skills and experiences they want children to gain when making decisions regarding enhancements to the learning environments to think about what they want children to learn from activities place both indoor and outdoor During snack time and cookery adults will support the children to be involved e.g. prepare their own snack e.g. peeling oranges, stirring and spooning mixtures. We will use these times to encourage children to try a range of healthy food and talk about things that keep us healthy Adults to ensure that during family group time they plan both gross and fine motor activities Adults will ensure children have opportunities for a range of small- and large-scale movements indoors and outdoors throughout the session (for children with SEND and our 2-year-olds this will include timetabled sessions in our sensory room) When outdoors adults will encourage children to explore our climbing, swinging and balancing equipment Adults will ensure all children take part in weekly Forest School sessions Adults use hand over hand to support children to use equipment during cookery sessions Adults will encourage children to think about their body movements (whole body movements and those from the shoulder) through the use of questions ‘Can you show me big strides with your legs?’ ‘Can you move fast/slow?’ ‘Can you reach your arms up to touch the sky?’, ‘Can you move your arms around like a helicopter?’	During free play the children will explore both large- and small-scale movements which encourage an awareness of cross the body movements. Children will gradually develop confidence and mastery of climbing and balancing skills thorough weekly forest school sessions in addition to exploring loose parts and outdoor play equipment including bikes During continuous provision children will explore gross and fine motor actions During music and movement children may use their arms or ribbons to make large, zig zag movements Children doing Yoga or mindfulness activities Children will engage in weekly forest school sessions Healthy Harry will be sent home to support the being healthy agenda – healthy eating, tooth brushing etc Children use a range of cookery equipment with support
Second stepping stone: For children to understand the purpose of movement and to be able to select a movement that matches their purpose or aim.	Adults will continue to promote children’s communication and acquisition of language using ECAT, SST, Shrec strategies and Makaton During outdoor activity adults will further encourage children to explore large scale movements – climbing, swinging and balancing with reduced support as their confidence builds When children are listening to well-known songs they are modelling how to run, skip, leap, jump, swirl Adults involve children in sharing forest school rules encouraging them to remember these and demonstrate them in their play Adults highlight the effects of exercise during children’s activities and discuss other ways to keep healthy Adults provide support when children use a range of cookery equipment including knives, graters, juicers, whisks Adults will ensure that children attending for 30 hours engage in our tooth brushing programme (with parental consent). Adults will provide guidance materials on the importance of good oral health and being healthy to families with children who attend for 15 hours	Children selecting movement that matches their purpose or task They will hop skip, leap, jump swirl. E.g. “Simon Says” or in response to music and movement activities When running they are able to increase or decrease their speed. E.g. run slowly on the spot/Run fast on the spot, move like a snake/crab Children begin to talk about forest school rules and begin to demonstrate how to keep themselves and others safe e.g. around the campfire or when playing with sticks Children begin to recognise what happens to their body during exercise Children begin to recognise that, when running they need to adapt their pace to match the task and their surroundings e.g. running fast to chase a ball, running more slowly to avoid obstacles Children’s skills using cookery equipment is beginning to be developed
Third stepping stone: For the children to develop control of their movements by practising and reviewing what they do. They will also be modifying and adjust their movements as needed. Children will begin to talk about a healthy lifestyle and things that contribute to this when supported by adults	ECAT, SST, Shrec strategies and Makaton will continue to be used to further develop children’s communication and acquisition of language Adults model and scaffolding for children in terms of how to slow down and speed up using their feet when using the pedal bike Adult challenge children to consider their movements e.g. ‘Can you show me another slow movement?’, ‘How could you move differently?’, ‘Show me how you land safely?’ Adults encourage children to recognise the effects of exercise and talk about their own ideas for keeping healthy Playground games explore targets, throwing and catching Adults provide children with regular fine motor activities to further develop their skills – dough disco, tinker table, woodwork Adults provide opportunities for children to share forest school rules and explain why these are important During cookery sessions adults provide children with opportunities to use a range of equipment including knives, graters, whisks and juicers with greater independence We provide regular opportunities for children to practice, modify and review their actions when using small- and large-scale equipment in order to develop true mastery e.g. cutting with scissors, riding a bike steering and using the pedal to slow down and stop	Children will be using bikes to pedal faster or slower reviewing how they are pedalling and steering with greater control When using balance bikes using their feet to control the bike/speed Children making body shape incorporating fine and gross movement Children practice and refine large/small movements during their play and adult directed sessions Children talk about the effects of exercise and how to keep healthy Children demonstrate increasing control in target games, throwing and catching activities Children are able to talk about forest school rules with greater independence and demonstrate these during their sessions e.g. ‘No picking, no licking because berries can make you ill’ Children use a range of cooking equipment with confidence and safety Children who attend for 30 hours will be able to demonstrate effective tooth brushing technique. Children who attend for 15 hours demonstrate an awareness of tooth brushing through their comments and play

Learning ambition achieved: Children move confidently in a range of ways and negotiate space. They are able to coordinate their bodies and show control when jumping, climbing, running, dancing, throwing, catching and kicking a ball. In addition children are able to talk about and demonstrate some of the ways they keep healthy.		
Learning Ambition Impact: Children will move confidently and with safety showing good control and coordination in large and small movements. They show awareness of some aspects of healthy living Statutory framework- ELG- • Children will use gross motor skills to move safely and confidently • Children will use fine motor skills to improve control and precision How will this be achieved at our school: • Daily routine • Family group time • Movement and Yoga • Forest School • Tinker table activities • Dough Disco •Squiggle whilst you wiggle • Tooth brushing • Opportunities for physical activity within continuous provision •Cookery sessions		
9. Be a confident communicator Links to C&L	What will adults do?	What will children do and say?
First stepping stone: For the children to communicate through gestures, facial expressions, sounds or single words. Enjoy back-and-forth interactions with responsive adults and begin to follow simple language in routines and play. Children will copy actions, sounds or single words and begin to show interest in stories, songs and rhymes.	Adults will encourage and validate communication through gestures and facial expressions through responding enthusiastically to a child pointing at something they want by saying, "Oh, you want the block!"; mimicking a child's happy facial expression when they smile, exaggerating your own smile; use gestures while talking (e.g., waving bye-bye, pointing to show where something is). Adults will build the foundation for conversational turns and social connection through the use of ECAT, SST and Shrec approaches to high quality interactions based on building a developing language and communication. Staff will help children connect words to actions and objects, understanding simple instructions. E.g. During snack time, say "Eat apple" or "More water?"; While getting dressed, say "Arms up" or "Put on shoe."; In play, say "Push car" or "Give me bear"; Use repetitive phrases in daily routines ("Time for snack," "All done"); Provide choices using simple language ("Do you want the red ball or the blue ball?"). Develop imitation skills, which are crucial for language acquisition. Through child-initiated play and adult directed sessions, staff will make animal sounds and encourage the child to copy (e.g., "Moo! Can you say moo?"); Repeat a simple word several times ("Ball! Ball!"); Model actions like waving, or pointing and use simple, clear words for common objects and actions. Through reading simple books daily, pointing to pictures as they are named; sing familiar nursery rhymes and action songs (e.g., "Twinkle, Twinkle Little Star," "Wheels on the Bus"); using puppets or finger plays to bring stories and songs to life; and reading with enthusiasm staff will build phonological awareness, vocabulary, and a love for language.	Children will point to a toy they desire. Waves goodbye when an adult leaves. Shakes their head "no" when offered food they don't want. Claps their hands to indicate excitement. Gives an adult a toy when asked "Give me." Looks for a specific object when named (e.g., "Where's the ball?"). Points to pictures in a book when asked "Where's the dog?" Bounces or claps along to a song. Looks at a book when an adult starts reading. Turns pages in a board book. Attempts to sing along to a familiar song with sounds or single words.
Second stepping stone: For the children to use short phrases or simple sentences to talk about what they are doing. Join in simple conversations during play and begin to ask and answer simple questions. They will use new words they have heard in stories or activities and share their needs, choices and feelings with increasing confidence.	Staff will move children from single words to combining words to describe their actions through the use of ECAT, SST and Shrec. E.g. When a child says, "Car go," respond with "Yes, the car is going fast!" or "Where is the car going?" Staff will ask open-ended questions like "What are you doing with the blocks?" or "Tell me about your drawing." Using appropriate level of questioning. Staff will narrate own actions using simple sentences: "I am building a tall tower," "I am stirring the soup." And model descriptive language: "That's a big red ball," "The puppy is running fast." Adults will promote turn-taking and sustained interaction in a playful context by joining in children's play and comment on what they are doing ("You're making dinner! What are you cooking?"); suggest simple role-play scenarios ("Let's pretend we're going to the store. What do we need to buy?"). and ask follow-up questions to keep the conversation going ("And then what happened?"). Adult will support and develop inquiry skills and the ability to retrieve and provide information. Asking "Who," "What," "Where," "When," and "Why" questions about familiar objects, events, and stories. Provide clear, simple answers to children's questions and prompt children to ask questions if they seem confused or curious ("What do you want to know?"). Adults re-read stories using the schools agreed Literacy plans, pointing out new words and discussing their meaning ("Remember the enormous elephant? Enormous means very big!"). Staff will use new words in different contexts throughout the day ("Look at the enormous cloud!"). Adults label actions and objects clearly and introduce synonyms ("Let's mix the dough. We are stirring it."). Praise will be given to all attempts to use new words. Through these experiences children will expand vocabulary and integrate new words into their active speech.	Children will begin to demonstrate use of short sentences of 2-3 words e.g. "Me build tower" while playing with blocks. "Doll sleeping now" while putting a doll to bed. Describes an action: "Car go zoom!" Uses a simple sentence like "I want milk" or "My turn now." Children engaging in a back-and-forth exchange during pretend play (e.g., "Here's your coffee." "Thank you!"). Responding to questions about their play: "I'm making a cake." Asking a simple question related to the play: "You want this?" Children will be inquisitive and ask, "What's that?" about a new object. Children will be able to answers, "My name is [child's name]" when asked "What's your name?" and respond to "Who is in the story?" with a character's name. Uses new vocabulary after hearing it in a story. Labels an object correctly using a less common word learned (e.g., "dinosaur" instead of just "toy"). Children will clearly states a want e.g. "I want the blue cup." And expresses a choice e.g. "No, not that book, the other one." As well as communicating a physical need, e.g. "I need a drink of water."

	Adults will empower children to articulate their internal states and preferences by providing words for feelings: "Are you feeling sad because your block fell?" "You look happy!"; offering choices and encouraging children to state their preference: "Do you want the apple or the banana?" staff Validate children's feelings, even if their demand cannot be met: "I understand you're mad, but we can't have ice cream right now.". Staff listen attentively when children express themselves and encourage children to say "I want..." or "I feel..."	
Third stepping stone: For the children to communicate clearly and confidently with adults and other children; use longer sentences to explain, describe or tell simple stories. They will take turns in conversations and respond appropriately to others. Developing a wide vocabulary linked to their experiences and learning and begin to use language to reason, predict and problem-solve.	Adults encourage children to express themselves effectively in various social contexts through creating opportunities for group discussions where every child has a chance to speak; prompting children to explain their ideas to others during play or activities ("Can you tell Maya what you built?"); acting as a mediator in peer interactions, helping children articulate their feelings and needs to each other ("Leo, can you tell Sarah why you're upset?") and modelling active listening and respectful turn-taking in your own conversations with children. Adults expand grammatical complexity and narrative skills by asking open-ended "how" and "why" questions that require more than a one-word answer ("How did you make that tower stand so tall?" "Why do you think the leaves change colour?"); encouraging children to retell familiar stories or create their own narratives, prompting with questions like "What happened next?" or "Who was in your story?"; modelling complex sentences in your own speech: "I'm putting on my coat <i>because</i> it's cold outside <i>and</i> I don't want to get sick." And supporting children connect ideas with conjunctions like "and," "but," "because," "so." Adults model and practice conversational rules, such as listening when others speak and waiting for a pause before talking; use visual cues or signals for turn-taking in group settings. E.g. passing round an object; Comment on effective communication e.g. "That was a great question, Maya, and Leo, you gave a very helpful answer." And gently redirect children who interrupt or dominate a conversation. Adults support children to use language as a tool for cognitive processes and critical thinking. By asking hypothetical questions: "What do you think would happen if...?" or "If we do X, then what might happen?"; Engage children in problem-solving scenarios: "The blocks keep falling. What could we do to make the tower stronger?"; Encourage them to explain their reasoning: "Why do you think that's the best solution?"	Children confidently sharing an idea or observation during a group time. Asking a teacher for clarification or help with a problem. Engages in a sustained conversation with a friend about a shared interest. Children explaining how they built a complex structure: "I put the big block on the bottom, and then I added the small ones on top so it wouldn't fall." Describing an animal in detail: "It's a fluffy white bunny with long ears and a twitchy nose." Telling a simple story with a beginning, middle, and end: "First, the bear woke up, then he looked for honey, and finally he found a big pot!" Children waiting for a peer to finish speaking before offering their own thought; responding directly to a question asked by an adult or child; making eye contact and shows interest when others are talking. Uses new key vocabulary Predicts the outcome of a simple experiment: "I think the boat will float because it's light." Explains their reasoning for a choice: "I chose the big wheel because it will roll faster down the ramp." Uses "because" "if...then," or "so" to connect ideas logically.
Learning ambition achieved: Children become confident, capable communicators who use language to express their needs, share their ideas and take part in conversations with others.		
Learning Ambition Impact: Children will be equipped with the fundamental tools they need to interact with the world, learn from it, contribute to it, and thrive in all aspects of their lives. Statutory framework- ELG- • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. How will this be achieved at our school: •All day- everyday! •During child-initiated play • During family group time • During review time • During snack time		

Observation and Assessment

At Sandy Lane Nursery and Forest School our assessment cycle is ongoing. We observe and document a child's learning and development throughout the year. Each term room staff make observations of children, linking these areas of learning, characteristics of effective learning and wellbeing and involvement. At the end of the term children's learning is summarised and a short report is written for parents and carers. This report identified whether children are 'on track' achieving what is expected for their age or 'working towards'. Staff share 'next step' targets for children as well as providing parents and carers information on how they can help children to achieve these targets at home. At the end of the next term staff will comment on whether children have now achieved the targets previously set and the cycle continues. At this time parents and carers are invited to meet with staff to discuss children's progress. Children who are identified as needing additional support will be signposted for in house interventions

and referrals to other professionals, for example Speech and Language Therapists, may also be discussed with parents/carers at this time. For children attending our Specialist Provision children's targets are based on their Personal Plans and details on progress made is shared with parents and carers rather than noting whether children are 'on track' or 'working towards'. Parents and carers are invited to share their children's interests as well as the learning they have engaged in at home.

Formative assessment

Throughout the term on-going assessments are made on a daily basis by the Key Worker. This helps them to make decisions about what children have learnt or can do already and use this information to plan engaging and challenging learning experiences for children. This information is gathered through written observations and staff professional judgement based on their knowledge of the children and information shared by parents and carers.

Summative assessment

At the end of each term staff summarise children's developmental journey and record this on the schools 'Tracking System'. This enables staff to identify children who are 'on track' and those 'not on track yet'. Termly Pupil Progress meetings take place between room leaders and members of the schools Senior Leadership Team to discuss progress of the cohort and individual groups, for example boys, girls, vulnerable. We consider 'next steps' quickly identify children who need interventions to support their development and help them to learn and understand more. During Pupil Progress meetings we also consider those children who are learning more quickly than their peers to ensure they are receiving the right amount of challenge to ensure they continue to make good progress.

Assessment Cycle

Parents and carers have ongoing access to Tapestry whilst children attend nursery. Staff make observations linked to learning, COEL and WBI as described above throughout the year

Term	Actions
Autumn 1	Meet with new parents/carers to gather 'on entry' data Build knowledge of child through observation and professional conversations, gathering formative assessment information Prepare 'on entry' data and that for any returning children for input last week in September Meet with parents/carers to discuss children who aren't achieving what is expected for their age (with the exception of children in our specialist provision) to discuss further support Begin intervention for identified children Begin WBI trackers for all children
Autumn 2	Provide a written summary of learning for parents and carers at the end of this term identifying areas of learning 'on track' and 'not on track yet'. Include next steps and related home learning Meet with parents to discuss children's progress Prepare data to be input in line with timescales in the school diary, including tracking for interventions and WBI Complete Pupil Progress document following HT analysis of data Attend Pupil Progress meeting with member of SLT to discuss progress at a cohort, group and individual child level
Spring 1	Continue to observe and discuss children to gather formative assessment information Continue to update intervention trackers and WBI trackers Meet with new parents and carers to gather 'on entry' data

Spring 2	Provide a written summary of learning for parents and carers at the end of this term identifying areas of learning 'on track' and 'not on track yet'. Include progress on previous next steps, new targets and related home learning Meet with parents to discuss children's progress Prepare data to be input in line with timescales in the school diary, including intervention and WBI trackers Complete Pupil Progress document following HT analysis of data Attend Pupil Progress meeting with member of SLT to discuss progress at a cohort, group and individual child level
Summer 1	Continue to observe and discuss children to gather formative assessment information Continue to update intervention trackers and WBI trackers Meet with new parents and carers to gather 'on entry data
Summer 2	Provide a written summary of learning for parents and carers at the end of this term identifying areas of learning 'on track' and 'not on track yet'. Include progress on previous next steps, new targets and related home learning Meet with parents to discuss children's progress Prepare data to be input in line with timescales in the school diary, including intervention and WBI trackers Complete Pupil Progress document following HT analysis of data Attend Pupil Progress meeting with member of SLT to discuss progress at a cohort, group and individual child level

Impact: Children will receive personalised education that will build on their previous skills and promote progression and continuity of learning

Sandy Lane Nursery and Forest School – Garden Room Essential Experiences Curriculum - Long Term Planning Summary

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	First Half Term	Second Half Term	First Half Term	Second Half Term	First Half Term	Second Half Term
BIG QUESTION	What do I know about me?	Why are there so many leaves on the ground?	What do you know about winter?	How do we know it is spring?	Where do plants and flowers come from?	How have we changed?
CORE BOOKS	<u>Focus Texts</u> Happy to be me- Emma Dodd Pete the Cat – I Love my White Shoes- Eric Litwin <u>Big Q Texts</u> Colour Monster Marvellous me Non-Fiction – Senses My Favourite Colour – Colour Poem Who's in my family? – Robie H Harris <u>Poem</u> Follow your dream- Roger Stephens	<u>Focus Texts</u> Hide and Seek – Percy the Park Keeper – Nick Butterworth Wow said the Owl- Tim Hopgood <u>Big Q Texts</u> Herbie's Big Adventure Squirrels Autumn Search Autumn - Ailie Busby The Little Yellow Leaf – Cain Beger We're Going on a Leaf Hunt – Steve Metzger <u>Poem</u> Autumn Days - Brenda Williams	<u>Focus Texts</u> I Can Fly- Fifi Kua Bear Snores On- Karma Wilson <u>Big Q Texts</u> The Snowy Day Non-Fiction – Winter Today it's a snowy day Cuddly Dudley Little Polar Bear Wow! It's Snowing – Tim Hopgood Winter – Ailie Busby <u>Poem</u> A Chubby Little Snowman	<u>Focus Texts</u> Money and Me- Emily Gravett Jungle Jamboree- Jo Empson <u>Big Q Texts</u> Non-Fiction – all about flowers Non-fiction – Spring The Cow that Laid an Egg <u>Poem</u> What the Robin told- George Cooper	<u>Focus Texts</u> Jaspers Beanstalk – Nick Butterworth It's Mine- Emma Yarlett <u>Big Q Texts</u> Non-fiction – Seeds The Tiny Seed – Eric Carle Plant a Tiny Seed <u>Poem</u> A Little Seed- Mabel Watts	<u>Focus Texts</u> The Bus Driver- David Semple Oh! Look A Boat- Andrew J Ross <u>Big Q Texts</u> The Teeny-Weeny Tadpole The Very Hungry Caterpillar Summer – Ailie Busby When I was Little – Jamie-Lee Curis <u>Poem</u> Leaving Nursery
SONGS AND RHYMES	Head, shoulders knees and toes Open Shut them I can sing a rainbow Rhymes time 1,2,3,4,5 Miss Polly had a Dolly Wind the Bobbin up	Twinkle, Twinkle Christmas Star Jingle Bells The snowflake song When Santa got stuck up the chimney We wish you a Merry Christmas Rudolph the Red Nose Reindeer Rhymes time Twinkle, Twinkle The Grand Old Duke of York Jack-and- Jill	5 little monkeys jumping on the bed 5 little men 5 Little Penguins Rhymes time Hickory Dickory Dock Hey Diddle Diddle Pat-a-cake	5 Little Monkeys Swinging from the Tree 5 current buns Old MacDonald 5 Little Ducks Rhymes time Baa Baa Black Sheep Incey Wincey Spider Ring-a-Ring-a-Roses	I Dig my Garden Little Green Frog 5 Little Speckled Frogs 5 current buns Rhymes time Humpty Dumpty Mary, Mary Quite Contrary Round and Round the Garden	Peter Rabbit I left my boat 10 in the Bed Rhymes time Wheels on the bus Row your boat 1,2 buckle my shoe
BRITISH VALUES	Being kind and friendly	Sharing and co-operation	Manners	Honesty and trust	Listening and appreciating each other	Teamwork
VISITS AND VISITORS (in addition to small group visits linked to children's interests and research)	New Starter Transitions Clay Workshops Dentist visit	Purvi (Diwali) Father Christmas Clay Workshops	Sean Perkins – Author/illustrator Clay Workshops	Ducklings – Eggs hatching Clay Workshops	Sean Perkins – Author/illustrator Visit from school support staff Clay Workshops	Caterpillar/butterfly Clay Workshops
PARENT/CARER SESSIONS (In addition to Friends of Sandy Lane Group Meetings)	Forest School Sessions Induction Welcome Meeting Induction Workshops	Christmas Stay and Play EYPP Workshop Forest School Sessions Child Progress Meetings	Forest School Sessions World Book Day – share a book EYPP Workshop	Mother's Day Forest School Sessions Child Progress Meetings EYPP - Workshop	Dad's Stay and Play Forest School Sessions Planting in the Garden EYPP –Workshop	Forest School Sessions Leavers Celebration Child Progress Meetings
SEASONAL CELEBRATIONS	Welcome back Settling new children Making new friends Jeans for Genes Day	Autumn Diwali Bonfire Night Halloween Christmas	Welcoming new children Winter Chinese New Year	Spring Easter Pancake Day World Book Day Mother's Day Hatching experience Down Syndrome awareness Day	Welcoming new children Sunflower competition	Leavers Celebration Father's Day Evening Summer Transitions

Sandy Lane Nursery and Forest School – Sunshine Room Essential Experiences Curriculum - Long Term Planning Summary

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	First Half Term	Second Half Term	First Half Term	Second Half Term	First Half Term	Second Half Term
BIG QUESTION	What do I know about me?	Why are there so many leaves on the ground?	What do you know about winter?	How do we know it is spring?	Where do plants and flowers come from?	How have we changed?
CORE BOOKS	<u>Core Books</u> Hello World My Body by Jill Mac Donald Happy to be me by Emma Dodd Time to get dressed penny Tassoni <u>Big Q Texts</u> I Love my Mummy From Head to Toe – Eric Carle	<u>Core Books</u> That's not my Hedgehog by Hide and Seek - Nick Butterworth It Was a Cold Dark Night <u>Big Q Texts</u> That's not my squirrel That's not my owl That's not my fox	<u>Core Books</u> Winter is here by Kevin Henkes The Great Race by Emily Hiles Squirrels Snowman by Julia Donaldson <u>Big Q Texts</u> That's not my polar bear Winter – Alisa Busby	<u>Core Books</u> Spring by Alisa Busby Dear Zoo by Rod Campbell Noisy Farm by Rod Campbell <u>Big Q Texts</u> That's not my bunny That's not my duck	<u>Core Books</u> Busy Grow by Cambell Books Jaspers Beanstalk by Nick Butterworth Plant a Tiny Seed by Christie Matherson <u>Big Q Texts</u> The Tiny Seed Jack and the Beanstalk	<u>Core Books</u> The Hungry Caterpillar by Eric Carle We're Going on a Bear Hunt by Michale Rosen The Three Little Pigs <u>Big Q Texts</u> Maisy Goes to preschool - Lucy Cousins Spot loves nursery – Eric Hill
SONGS AND RHYMES	Head, shoulders, knee and toes Open shut them If your happy and you know it Rhyme Time Miss Molly has a dolly Twinkle Twinkle	Jingle Bells When Santa got stuck up the chimney Rudolph the red nose reindeer Rhyme Time Wind the Bobbin Up Pat-a-Cake	Five little snowmen Snowflake, snowflake Rhyme Time Wheels on the bus Row Row Row Your Boat	Pitter patter raindrops I hear thunder Rhyme Time Incey Wincey Spider Humpty Dumpty	Peter Rabbit Sleeping bunnies Rhyme Time Baa Baa Black Sheep Round and Round the Garden	Little Green frog 5Current Buns Rhyme Time 1, 2, 3, 4, 5 Ring-a-ring-a roses
BRITISH VALUES SPOTLIGHT	Being kind and friendly	Sharing and co-operation	Manners	Honesty and trust	Listening and appreciating each other	Teamwork
COMMUNITY WALK	What can you see? What can you hear?	Road Safety and Post Office	Local shop and where we live	Feeding the ducks Vet visit	Afternoon Tea	Community Walk -Pets R Us
VISITS AND VISITORS (in addition to small group visits linked to children's interests)	New Starter Transitions Clay Workshops Dentist visit	Purvi (Diwali) Father Christmas Clay Workshops	Sean Perkins – Author/illustrator Clay Workshops	Ducklings – Eggs hatching Clay Workshops	Sean Perkins – Author/illustrator Visit from school support staff Clay Workshops	Caterpillar/butterfly Clay Workshops
PARENT/CARER SESSIONS (In addition to Friends of Sandy Lane Group Meetings)	Forest School Weekly Share a Story Speech and Language Workshop Induction Welcome Meeting and Workshop	Community Walk – road safety Christmas Stay and Play Healthy Eating Workshop Weekly Share a Story Forest School Sessions Child Progress Meetings	Forest School Sessions Weekly Share a Story World Book Day Early Reading Workshop Induction Welcome Meeting and Workshop	Mother's Day Author Workshop Weekly Share a Story Community Walk – Maths Early Maths Workshop Forest School Sessions Child Progress Meetings	Men Behaving Daddly Planting in the Garden Weekly Share a Story Mark Making Workshop Induction Welcome and Workshop	Forest School Sessions Weekly Share a Story Supporting Transitions – Self Help Skills Child Progress Meetings
SEASONAL CELEBRATIONS	Welcome back Settling new children Making new friends Jeans for Genes Day	Autumn Diwali Bonfire Night Halloween Christmas Remembrance Sunday	Welcoming new children Winter Chinese New Year	Spring Easter Pancake Day World Book Day Mother's Day Hatching experience Down Syndrome awareness Day	Welcoming new children Sunflower competition	Leavers Celebration New starter Intake Father's Day Summer Transitions

Sandy Lane Nursery and Forest School – Rainbow Room Essential Experiences Curriculum - Long Term Planning Summary

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	First Half Term	Second Half Term	First Half Term	Second Half Term	First Half Term	Second Half Term
DIRECTION FOR LEARNING	What makes me special?	How do we celebrate Autumn?	How do I know it is winter?	What can I grow?	What do I know about animals?	How Have We Changed?
CORE BOOKS/ SENSORY STORIES	Happy to be me 3 Little Pigs	Room on the broom The Gingerbread Man Little Red Hen Sensory Nativity		Jack and The Beanstalk Oliver's Vegetables A Seed in Need	Dear Zoo Monkey Puzzle Farmer Duck	The Hungry Caterpillar Tad Mad About Minibeasts
SONGS AND RHYMES	Wind the Bobbin up Twinkle, Twinkle Incey Wincey Spider Miss Polly has a Dolly Heads, shoulders, knees and toes 1,2, buckle my shoe RING GAME – There was a princess long ago	Twinkle, Twinkle Christmas Star Jingle Bells The Snowflake Song When Santa Got Stuck up the chimney Rudolph the red nose reindeer We wish you a merry Christmas 10 shiny conkers RING GAME – Hockey Cokey	Wheels on the Bus Three Little Monkeys Hickory Dickory Dock 1,2,3,4,5 3 Little Men Row Your Boat 1 Polar Bear Went Out One Day RING GAME- Here we go around the mulberry bush	Humpty Dumpty Hey Diddle Diddle Jack and Jill Goosey Goosey Gander Peter Rabbit Ten in the Bed (forward and backward) RING GAME- Ring a ring a roses	Mary, Mary Open Shut Them Five little peas in a pea pod Little Green Frog 1 Little Bear Wondered What To Do RING GAME In and out the dusky bluebells	Baa, Baa Black Sheep Old McDonald Mary Had a Little Lamb Chick, Chick, Chick, Chick, Chicken 1,2,3,4,5 RING GAME Farmers in the Den
BRITISH VALUES SPOTLIGHT	Being kind and friendly	Sharing and co-operation	Manners	Honesty and trust	Listening and appreciating each other	Teamwork
VISITS AND VISITORS Essential Experiences	New Starter Transitions Clay Workshops Dentist visit	Purvi (Diwali) Father Christmas Clay Workshops	Sean Perkins – Author/illustrator Clay Workshops	Ducklings – Eggs hatching Clay Workshops	Sean Perkins – Author/illustrator Visit from school support staff Clay Workshops	Caterpillar/butterfly Clay Workshops
PARENT/CARER SESSIONS (In addition to Friends of Sandy Lane and Rainbow Group Meetings)	Parent Workshops Tapestry Workshop Stay and Play Forest School Stay and Play Additional Home visits for new starters Tapestry Journal	Parent Workshops Communication and Language Workshop Stay and Play Christmas Additional Parents Ofsted questionnaire	Parent Workshops Maths Workshop Stay and Play Forest School Stay and Play Additional Home visits for new starters Tapestry Journal	Parent Workshops Exploratory Cooking Stay and Play Mother's Day Celebration Additional Tapestry Journal Next Steps Document	Parent Workshops Phonics Workshop Stay and Play Father's Day Celebration Grandparents Planting Additional Tapestry Journal	Parent Workshops Fine Motor Stay and Play Forest School Stay and Play Leavers Celebration Additional Tapestry Journal Transitions to school
SEASONAL CELEBRATIONS	Welcome back Settling new children Making new friends Jeans for Genes Day	Autumn Diwali Bonfire Night Halloween Christmas	Welcoming new children Winter Chinese New Year	Spring Easter Pancake Day World Book Day Mother's Day Hatching experience Down Syndrome awareness Day	Welcoming new children Sunflower competition	Leavers Celebration Father's Day Evening Summer Transitions