



# Basnett Street Nursery School

Curriculum  
2024-2025





**PSED**

## PSED

### Educational Programme

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

**PSED—Self regulation**

**Expressing emotions**

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I know that when I cry this will gain a response from a trusted adult	I can cry, vocalise or use eye contact to communicate a need to a trusted adult	I use my emotions to try and gain control over situations which may result in emotional dysregulation	I am aware that I can use my emotions to control situations  I am able to demonstrate how I am feeling through actions	I can express emotions purposefully dependant on need/situation  I express my emotions Sad Happy Angry Fear	I express and label a variety of emotions
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Colour monster—use of emotions words and colours to enable children to label their emotions</li> <li>• Attachment aware approach</li> <li>• Adult modelling in the moment—labelling child's emotions helping to co-regulate</li> <li>• Use language of the three R's</li> <li>• Opportunities provided to explore and discuss emotions through PSED planning</li> <li>• Behave toolkit</li> <li>• Colour doctor toolkit</li> </ul>					

**Understanding emotions**

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I can respond to feelings and emotions shown by others not necessarily appropriately	I can respond to emotion from a trusted adult with a positive response	I can respond appropriately to a positive and /or negative emotion from a trusted adult	I can recognise and communicate that others are happy and sad e.g. I might point to a child who's crying	I can recognise and communicate if I am happy or sad  I can talk about my feelings in more elaborate ways e.g. I am sad because.. I love Eid because  I can recognise and communicate that others are angry and scared  I understand and can communicate what makes or has made others happy or sad  I am aware that my actions could make others feel happy or sad  I show empathy and offer comfort to my peers	I am able to communicate if I am happy/sad/scared/angry  I know strategies that can help others if they feel happy or sad  I attempt to repair a relationship or situation where I have caused upset or conflict and I understand how my actions have an impact on others
<b>Role of adult</b>	<ul style="list-style-type: none"> <li>• Snug area in provision can be used for regulation space</li> <li>• Use of the retreat as a calming space</li> <li>• Key worker approach</li> <li>• Calm homely environment</li> <li>• Colour monster</li> <li>• Adult modelling/using emotion language -co-regulation</li> <li>• Persona dolls/modelling scenarios</li> <li>• Use of mirrors, emotions resources</li> <li>• Behave toolkit</li> <li>• Colour doctor toolkit</li> </ul>					

**Managing emotions**

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I cry to communicate a need	I look to a trusted adult to meet my need	I look to a trusted adult to meet my needs and know I can be regulated by them or another strategy e.g a comforter, dummy etc	I am able to use a known strategy to regulate myself e.g. find my own comforter	I can use a range of learnt strategies to manage happy and sad emotions  I will seek out a trusted adult to help me manage conflict  I can manage my emotions and tolerate situations in which my wishes cannot be met	If I am regulated I can manage my actions to prevent sadness in others, demonstrating an understanding of consequences  I can manage conflict with support  I show resilience and perseverance in the face of a challenge
	I can tolerate transitions with the support of my key adult	I can make my feelings known by resisting direction	I can accept now and next	I can adapt my behaviour and can participate and cooperate as I become more familiar with and anticipate routine  I understand turn taking and show emotional control	I show emotions and control when waiting for a turn and can resist the strong urge to grab something I want or push my way to the front  I can follow rules and understand these are important	I can follow rules independently  I understand fairness and am able to negotiate and compromise
<b>Role of adult</b>	<ul style="list-style-type: none"> <li>• Maslow's hierarchy of need</li> <li>• Key language consistent to prevent dysregulation and confusion e.g. now, next, nearly finished, finished, stop etc</li> <li>• 3 R's</li> <li>• Behave toolkit</li> <li>• Colour doctor toolkit</li> <li>• Colour monster to help label emotions and can be used as regulation tool—child holding or carrying it</li> <li>• Consistent routine and boundaries</li> <li>• Use of the attachment aware approach—adults modelling and labelling feelings for children</li> <li>• Modelled strategies to co-regulate</li> <li>• Environment supporting calm—spaces specifically designed to help to regulate alongside adult support -snug—calming zone</li> <li>• Keep your cool toolbox supporting PSED group times</li> <li>• Use of persona dolls to support regulation and enable children to feel secure</li> <li>• Positive regard for all children</li> <li>• Visual timetables</li> <li>• Now and next boards</li> </ul>					

## PSED—Building Relationships

### Attachment

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I maintain eye contact briefly I can gain attention in a variety of ways I respond when talked to	I recognise and respond to my key persons voice and actions  I enjoy cuddles and being held and respond to what my key person is paying attention to	I will use a trusted adult(s) when needed  I use a trusted adult as a secure base showing proximity behaviours	I am able to seek out others to share experiences  I can use the support of my trusted adult in new situations showing exploratory behaviours (exploratory function)	I will make friendships with other children  I play in a group of 2-3 children	I can play in a group with other children. extending and elaborating play ideas with other children  I am confident in new social situations.
			I accept unfamiliar people but show wariness	I am able to separate from main carer with ease	I confidently enter Nursery and complete routines independently	I am independent
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>Key worker approach—home visits start the process of attachment with Nursery staff Key worker system—using the attachment aware approach—the 3 R’s—meet and greet system welcoming the children each day</li> <li>Induction process</li> <li>Secure base model</li> <li>Sensitive approach to planning</li> <li>Continuous provision provides sense of security so Nursery will always be the same</li> <li>Transitions—adults work with parents first- establish trust before beginning to try and build relationships with the child</li> <li>Transitions individual and not rushed</li> <li>Adult approachable, calm and welcoming</li> <li>Key workers position themselves by key worker board so children have familiarity each day</li> <li>Routine adaptable to support key worker being with their key children e.g. swap room/go outdoors etc</li> <li>Adult model appropriate interactions with peers</li> <li>SST promoting playful partner approach</li> </ul>					

### Sense of Belonging

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I respond to my name and enjoy interactive games  I enjoy mirror play but don't know its me in the mirror	I know its me when I look in a mirror	I recognise myself as an individual and say 'no' to an adult  I know my own name  I can point to physical characteristics such as eyes, nose, mouth etc	I can communicate about my home and special people	I can communicate freely about m experiences and my community  I can self register independently	I understand and can talk about the different communities and social groups I am a part of
		I feel safe with my trusted adult and can become upset when they need to move away from me  I know I am separate from my main carer	I can separate from my main carer and build a relationship with another trusted adult	I demonstrate independence away from my main carer  I know who my key person is	I seek out other trusted adults to help me	I am independent  I use my name card to help me write my name on my work
			I know my personal belongings	I know where to hang my coat and bag	I know what is 'mine' and 'yours' demonstrating a strong sense of ownership  I can manage my own personal belongings	I can distinguish my own belongings from that of others and can manage and take care of them
		I respond positively to praise from a familiar adult	I respond positively to praise and show a growing self confidence playing freely with involvement	I am aware of my abilities  I enjoy a sense of belonging by being involved in daily tasks	I seek out adults and talk to them about my work	I seek out others to share my work and experiences  I can recognise and talk about what I am good at
			I can make a choice	I can select resources from continuous provision to play with	I know where resources are in continuous provision and can use appropriately  I am confident in my environment	I facilitate my own learning using my environment effectively  I am confident in my environment and can help others
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>Adults that speak children's home language</li> <li>Mirrors and reflective surfaces around provision to encourage exploration/mirror play</li> <li>Key worker approach</li> <li>Attachment aware approach</li> <li>Colour monster</li> <li>Labels/name tags/name pegs to support sense of belonging and encourage independence</li> <li>Self registration—part of the Nursery community—promotes talk about different children in their key worker group</li> <li>Continuous provision environment promotes choices</li> <li>Key worker boards—knowledge of key worker</li> <li>Positive regard and value all children's work/experiences - promoting talk around what they have learned as part of daily routine</li> </ul>					

## Play Skills

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I seek sensory input from my environment (unoccupied play)  I can freely move around my environment with little or no interaction	I play by myself (solitary play)	I observe other children playing (spectator play)	I can play alongside my peers doing similar activities (parallel play)	I will join in the same activity and I interact with my peers for small periods of time (associative play)	I will take part in play that is of high interest to me with others and negotiate (co-operative play)
	I manipulate and explore objects	I learn through play i.e. cause and effect toys . manipulating toys that twist, turn, crank, make a noise or light up	I can put together a sequence of actions such as placing people inside a toy bus and pushing it  I understand the purpose of a toy	I can combine actions feed the doll, pyjamas and put to bed	I can expand on my play experiences i.e. firemen rescuing people	I play imaginatively when dressing up
	I imitate an adults actions and behaviour  I play peek a boo  I laugh in response to play	I choose to play in areas of interest	I imitate imaginative play and perform actions doll eating, pushing a car  I can tolerate others playing close by	I can play cooperatively with a familiar adult  My play becomes more social and I play co-operatively	I seek out specific children with similar interests and engage in more turn taking play  I can tolerate others playing with the same resources  I can share my toys (W)	I enjoy playing games with simple rules i.e. hide and seek  I participate in circle time, singing and dancing games
	I can reach for resources of interest that are within reach	I can select the resources that interest me	I can select and use activities and resources with help achieving a suggested goal	I can select and use activities and resources with help, achieving a self chosen goal  I can focus on an activity for a period of time	I can maintain focus on an activity for a period of time, showing high levels of energy and fascination  As I play, I find new ways to do things to refine and achieve my goal  I can select and use activities and resources with independence to achieve my goal	I can use a range of resources accessing from across provision to facilitate the achieving of my more complex goal  I can review my work in line with my goal and I can refine play/actions/resources to support me to achieve the final goal
<b>Role of adult</b>	<ul style="list-style-type: none"> <li>• Environment enables all types of learners</li> <li>• Environment is designed and planned to flow—children feel free to explore</li> <li>• Resources are all accessible and clearly labelled for easy access</li> <li>• Resources and activities are exciting and engaging promoting exploration</li> <li>• Wide range of experiential learning—visits, engaging role play promotes imaginative play—makes links between experiences and extension of learning</li> <li>• SST supports playful partner—adults modelling and extending learning—modelling skills around choice, planning, reflection/review etc</li> <li>• Adults model cooperative play—supporting children's interactions—modelling conflict resolution using attachment aware approach and colour monster language</li> </ul>					



## PSED—Managing self

### Physiological Need

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I cry when I am uncomfortable	I cry and seek my key adult when I am uncomfortable	I can indicate discomfort from a soiled nappy	I can communicate a soiled nappy	I can access the toilet with growing independence, sometimes needing gentle reminders	I can manage my own personal hygiene needs
			I show an awareness of bowel and bladder movements  I show an awareness of what a potty/toilet is used for	I can communicate my urge to use the potty/toilet  I manage to wash my hands	I know when I need to use the toilet and independently access effectively	
					I know when I feel hot or cold and can communicate this	I know when I feel hot or cold and can adjust clothing by removing or adding a basic item e.g. coat on/off, jumper on/off
		I am developing a preference for food textures/tastes	I am willing to try new food textures and tastes	I can use gesture or words to indicate I want a drink or food item	I can indicate I want a drink or food item by asking or getting it independently e.g. snack table  I will eat a range of foods with varying tastes and textures	I know when I am hungry and thirsty and understand how to meet this need  I will eat a range of foods and can talk about the food which are healthy choices

#### Role of the adult

- Opportunities to explore new tastes and textures - daily snack and focussed activities around interests, times of year, celebrations, what we have grown etc
- Snack area inviting and accessible
- Adult support toilet training routine—working with parents and family support worker if needed
- Routines clearly labelled for toileting to ensure consistency
- Good hygiene modelled by staff
- Staff supporting thinking around physiological needs—making links to weather, temperature to help children understand and identify their needs e.g. hot/cold
- Promotion of independence through support and encouragement

### Understanding of how to keep themselves safe

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>			I accept when my key person needs to change me	I can assist an adult with putting on my clothing, including outdoor clothing.	I can find and put on my own outdoor clothing independently  I know I need particular clothing on a cold/hot day	I can access my belongings and dress independently  I know I need sun cream on a hot day  I know when a change of clothes is needed because I am hot/cold/wet/dirty
				I can identify risk and can ask for help when needed.    I can follow simple rules	I can use tools and equipment appropriately e.g. scissors.  I can tidy up as I play   I understand the nursery rules and can follow them	I can identify and manage risk using known strategies.  I can identify that others are at risk and use known strategies to help.  I know to keep Nursery tidy to keep myself and others safe  I understand school rules and know why they need to be followed for safety
					I try to be independent (have a go) before asking for help.	

#### Role of adult

- Backwards chaining approach to dressing
- Teach children risks of tools and equipment
- Teach outdoor routine and why we need to wear the correct clothing to keep ourselves safe
- Use of continuous provision and managing resources—shadows, labelling etc to ensure consistency and ease of tidying routine
- Climbing equipment
- Water play/stream





# Communication and Language

## Communication and Language

### Educational Programme

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

## Communication and Language

### Listening

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I react to sound e.g startle, cry	I turn towards a familiar sound	I look to identify a sound and can locate where it is coming from	I can identify and name a sound I cannot see	I can say sounds I have heard in a sequence (horn, horn, crunch crunch)  I can listen when others speak and not interrupt (for a short time)  I know its my turn to talk when I hold the speaking object	I can identify a range of everyday sounds with ease and talk about these  I can listen when others speak and respond at the appropriate time

<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>Stimulating book rich environment—opportunities to listen to stories and songs daily</li> <li>Core books to support and link learning</li> <li>Use of adult voices to stimulate and encourage children to actively listen-saying their names</li> <li>Adult model listening to and identifying sounds as they play and talking about them</li> <li>Object/resources that can make sounds around the environment</li> <li>Musical instruments and sound makers available</li> <li>Early phonics—Red Rose Phonics scheme supports our weekly phonics planning</li> <li>Experiences around phonics and sound e.g. farm visits, Samba Bamba man</li> <li>Group times teaching good listening—highly interactive and engaging</li> <li>Use of songs and rhymes to support listening and attention</li> <li>Graduated response—'I can' assessments on entry for all children to identify any need around communication and language, targeted support—Welcomm used as intervention, Specialist support—SALT or ST referral if progress isn't being made in a child's speech and language</li> <li>Early talk boost integrated as universal provision</li> </ul>					
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### Attention

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I can give eye contact to a familiar person talking directly to me  I respond to a familiar person by smiling and moving my body	I can play simply attention games such as peek-a-boo	I acknowledge an adult in play and respond appropriately e.g. give the adult a cup from the play kitchen	I show an interest in joint attention play e.g. join in with an action rhyme	I can attend to others and join in with shared play	I can listen and attend to others with interest for longer periods of time
				I can attend in group time with the support of an adult e.g. gentle reminders of good listening	I can attend to group time and join in	I can attend and fully participate in group time with a high level of engagement
				I can shift focus between tasks with support	I can switch attention between speaker and task  I can maintain attention of my choice for longer periods of time  I can concentrate on what other say and respond appropriately	

<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>Stimulating book rich environment—opportunities to listen to stories and songs daily</li> <li>Key worker building relationships to promote interaction—use of songs and rhymes to stimulate and catch children's attention</li> <li>Core books engaging and used to support listening and attention</li> <li>Activities that encourage switching attention e.g. paint mixing</li> <li>Action rhyme integral part of the curriculum— promotes participating—early rhyme and rhythm</li> <li>Use of cue cards/visuals and simple language to engage and help understanding around expectations of listening and attention particularly during group time/story time</li> <li>Adults model actively listening and attending when children speak—valuing the speaker—taking turns in conversations during play</li> <li>Graduated response—'I can' assessments on entry for all children to identify any need around communication and language, targeted support—Welcomm used as intervention, Specialist support—SALT or ST referral if progress isn't being made in a child's speech and language</li> <li>Early talk boost integrated as universal provision</li> </ul>					
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**Communication and Language continued...**

**Understanding**

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I understand my noises/cry gains attention	I understand how to gain attention from my key person	I understand that I can communicate and gain attention through my actions	I gain attention from others through more purposeful actions and vocabulary		I demonstrate my understanding through talk
		I can follow simple everyday instructions. E.g., "Get your shoes" (W)	I can follow two word instructions. E.g. "Put the spoon on the plate" (W)	I can follow three word instructions. (W)	I understand more complex instructions e.g. put your coat away and get your bag  I understand words that describe a sequence e.g. first, next, after that, finally	
		I understand gestures e.g. cup held out means drink		I understand new vocabulary and respond appropriately  I can use new vocabulary	I understand verbs	
				I understand simple questions, <b>who, what, where</b> but not <b>why</b> (W)	I understand <b>who, what, where</b> and <b>why</b> questions (W)	I understand the need to listen carefully and can ask questions for further clarifications
				I can understand prepositions 'in' and 'under' (W)	I can understand prepositions 'in front' and 'behind'. (W)	
				I can identify an object by its function (W)	I can understand pronouns 'he' and 'she'. (W)	
				I understand simple concepts and phrases		

<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Book rich environment— core books and books around interests to stimulate talk and develop vocabulary</li> <li>• Opportunities to listen to stories and songs daily</li> <li>• Adults acknowledge and respond to all communication from children—model listening during play—model conversational approach—listen and respond</li> <li>• Use of sequencing throughout routines e.g. first, next etc supports understanding of instructions</li> <li>• Visual timetables</li> <li>• Adults carefully consider use of questioning - model posing and answering questions through shared sustained thinking e.g. Hmm I wonder what I could use for this...? I know I could...</li> <li>• Adults model correct language/grammar subtly, valuing child's voice</li> <li>• Early talk boost integrated as universal provision</li> <li>• Environment designed to have communication friendly spaces to encourage talk</li> <li>• SST allows children to effectively articulate ideas and thoughts</li> <li>• Graduated response—'I can' assessments on entry for all children to identify any need around communication and language, targeted support—Welcomm used as intervention, Specialist support—SALT or ST referral if progress isn't being made in a child's speech and language</li> <li>•</li> </ul>
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## Communication and Language

### Speaking

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I can make sounds such as cooing, gurgling and babbling.	I can say around 10 words although not always clear  I can use single words to request things. (W)	I can say ten words clearly  I can occasionally put two words together. "More dinner" "daddy's gone" (W)	I know and can use over 50 single words like 'juice', 'car', 'biscuit'  I know how to put two to three words together e.g 'more juice', 'bye-bye daddy' (W)	I use up to 300 words that are descriptive.  I can put 4-6 words together to make short sentences	I am using longer sentences and linking them together for e.g. I had pizza for tea and then I played in the garden.  I can describe things that have already happened
	I use gestures such as waving and pointing.	I can reach or point to something I want using speech sounds.	I can copy gestures and words from adults.			
				I can use pronouns me, him, she.	I can use future and past tense	
	I can imitate sounds that an adult makes.	I use sounds in play	My voice is tuneful and expressive. I use the tone and rhythm of the language spoken at home  I make rhythmic and repetitive sounds .			
	I can make vocal noises to get your attention.  I can laugh during play.  I cry to get attention especially when I am uncomfortable	I say words that may resemble baby talk. E.g 'wuv' for love.  I can take turns in conversations such as babbling back to an adult.	I can use simple words such as 'bye-bye' and 'up' using gesture at the same time.  I can combine words e.g 'more biscuit'  I can echo the last words of an adults speech.	I have learnt new words and use them when talking to others	I am able to have a proper conversation using a wider range of vocabulary in play	
			I can join in and copy sounds and actions when singing Nursery rhymes or songs. (W)	I can sing some familiar songs .	I can remember a wider range of songs and rhymes	I can sing my own songs using words I know.
				I use simple questions 'Where's baby?'	I ask lots of questions	
				I can become very frustrated when I cannot get my message across.  I may stutter or stammer when thinking of what to say.	My speech is clearer	My speech is clear and is grammatically correct
				I can use speech sounds p,b,m,w .  I can use word ending "ing". (W)  I can use plurals (e.g. cats) (W)		
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>Stimulating book rich environment—opportunities to listen to and talk about stories and songs daily</li> <li>Adults model extension of language e.g. Daddy car—Oh has Daddy gone to work in the car!</li> <li>Graduated response—'I can' assessments on entry for all children to identify any need around communication and language, targeted support—Welcomm used as intervention, Specialist support—SALT or ST referral if progress isn't being made in a child's speech and language</li> <li>Early talk boost integrated as universal provision</li> <li>Adults copy language and sound of children—taking turns in 'conversation'</li> <li>Value all communication</li> <li>Use of nouns, verbs and adjectives across the year to develop and promote vocab development</li> <li>SST adults model and extend language through play</li> <li>Use of varying forms of communication based on level of need e.g. Makaton, gesture, symbol to enable all to communicate</li> <li>Use of story and song to promote and immerse children in new vocabulary</li> </ul>					







# Physical Development

# Physical Development

## Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## Physical development

### Gross motor

#### Stability

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	<p>I can reach for what I want.</p> <p>I can sit with support i.e cushions.</p> <p>I can crawl and roll.</p> <p>I hold my key persons hands to take steps.</p> <p>I can pull myself up to standing.</p> <p>I can sit unsupported.</p>	<p>I can balance on two feet to take my first steps.</p> <p>I can take my first steps without support.</p> <p>I walk on my tiptoes.</p> <p>I can walk, run and move with confidence.</p>	<p>I walk independently.</p> <p>I can run.</p> <p>I can walk with my feet flat on the floor.</p> <p>I can balance on a beam holding an adults hand.</p>	<p>I can walk and run on uneven surfaces.</p> <p>I can jump and land safely.</p> <p>I can take a step up steps</p> <p>I can step down steps.</p> <p>I can balance on one foot</p>	<p>I walk, run and navigate obstacles and spaces.</p> <p>I can hop on one foot.</p> <p>I can climb steps independently going up and down.</p> <p>I can balance on a beam, independently</p>	<p>I can run, walk and stop appropriately.</p> <p>I can jump hop and skip</p>
				<p>I explore whole body movements e.g rolling.</p> <p>I can move my arms up and down to make waves using a parachute/ scares etc</p>	<p>I can move in a variety of ways through music and movement and parachute games.</p>	
		<p>I can push buttons on cause and effect toys.</p>	<p>I can push equipment e.g prams / wheelbarrows.</p>	<p>I can push wheeled toys with control.</p>	<p>I can balance at different heights and land safely.</p> <p>I can push and pull wheeled toys navigating spaces.</p>	
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Enabling environment—resources are accessible to all and clearly labelled to allow children to make choices based on their drive or interest</li> <li>• Environment promotes motor skills—opportunities to develop core muscles and skills e.g. whisking, mashing, grinding etc</li> <li>• Large outdoor environment with varying levels and surfaces encourages children to challenge their balance and core strength</li> <li>• Gross motor games included within provision and planning</li> <li>• Large wheeled vehicles available to use e.g. wheelbarrows</li> <li>• Large equipment promotes muscle development and balance—transporting and constructing with large blocks, rocks etc</li> <li>• Adults model use of equipment to support confidence</li> <li>• Planned activities around different aspects of motor development focussing around core outwards</li> </ul>					

#### Coordination and muscle development

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	<p>I can move a toy from one hand to another</p>	<p>I can throw overarm.</p>			<p>I can throw underarm</p> <p>I know I have a dominant hand and use it to access resources</p>	<p>I can throw under and overarm.</p> <p>I can throw at a target.</p>
		<p>I can clap.</p> <p>I can hold mark making materials using a palmer grip</p> <p>I can move my arms using shoulder pivot to make marks using a palmer</p>	<p>I can use my hands to join in with familiar action rhymes</p> <p>I can move my arms up and down</p> <p>I can move my arms using a shoulder pivot to make marks using a digital pronate grasp</p>	<p>I can catch a bean bag.</p> <p>I can climb to a height</p> <p>I can make circular movements with my arms</p>	<p>I can catch a ball.</p> <p>I can kick a ball</p> <p>I can use my elbow pivot to saw wood</p> <p>I can coordinate the muscle in my hand to mark marks</p> <p>I can use my hand eye coordination to make marks in the intended place</p> <p>I can use my elbow pivot to thread and weave materials</p> <p>I can move my arms in clockwise and anticlockwise movements</p> <p>I can paint using my wrist pivot</p>	<p>I can catch with two hands and bring it into my body.</p> <p>I can kick a ball with control .</p>
			<p>I can use my fingers and thumb to manipulate objects eg. candles/sticks in playdough</p>	<p>I can roll a rolling pin</p> <p>I can use two hands to control a wheeled vehicle e.g. wheelbarrow</p> <p>I can scoop sand with a spade</p>		
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Environment promotes use of coordination—use of tools such as spades, balls etc encourage coordination—making links between different equipment e.g. sand into bucket, ball at a target</li> <li>• Games planned to support and encourage coordination planned in the outdoor environment</li> <li>• Adult modelling use of different equipment in appropriate ways</li> <li>• Area of provision specifically developed to encourage game play that promotes gross motor skills and coordination</li> <li>• Encouragement of cooperative games e.g. catch</li> <li>• Ribbons, streamers, large climbing equipment</li> </ul>					

**Physical development**

**Gross motor**

**Self care**

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>			I can lift my arms up to assist my adult with dressing.	I can take my coat off.	I can put my coat on. I can pull my pants up. I can take off wet clothing. I can put on my waterproofs and wellies with assistance.  I can put on an apron.	I can dress independently .  I can put on my waterproofs and wellies independently.
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Use of outdoor suits to promote independence and encouragement of dressing skills</li> <li>• Backwards changing to support dressing</li> <li>• Adults to model and encourage children to try</li> <li>• Use of positive approach, reassurance and support—talk through process—ideas of how to use their bodies to help them to dress e.g. lift up and push it through the sleeve</li> <li>• Routines to support independent dressing and hygiene</li> </ul>					

## Physical Development

### Fine Motor

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I can grasp and lift a cup/bottle	I can use a lidded cup with both hands  I can use a small spoon to attempt to scoop and put to my mouth to feed myself	I can drink from a open cup  I can feed myself using a spoon	I can feed myself with a fork  I can drink well without spilling	I can pour my own drink  I chop soft fruits .  I can access snack independently	I can chop all fruits to prepare my snack
	I can grasp  I can grasp finger foods and bring to mouth	I can grip objects and pick them up	I can pick up small objects with my pincer grip	I can undo zips	I can fasten zips  I can undo buttons	I can fasten poppers and buttons
	I can squeeze objects with my fist	I can pick up small objects between my fingers and thumb	I can use my fingers to manipulate malleable materials		I can use tools with an intended purpose to make changes to my malleable materials	I can mould and manipulate malleable materials to create a recognisable form
		I can do the actions to twinkle twinkle little star wiggling fingers on both hands  I can do the actions to two little dickie birds	I can do the actions to Tommy Thumb	I can pinch, squash, and poke malleable materials  I can pat and hit malleable materials with my hands and tools  I can use tools to imprint into malleable materials  I can poke malleable materials with individual fingers	I can roll dough between my hands to make a ball  I can make a sausage with playdough  I can poke malleable materials with individual fingers	
		I can build a tower of two blocks	I can build a tower of three to 4 blocks	I can build a tower 8 blocks high  I can make snips on paper with scissors	See maths curriculum  I can cut a length of paper  I can use scissors to cut a variety of materials e.g. cellotape and string	See maths curriculum  I can cut around a shape, moving the paper as I cut
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Environment planned to encourage use of fine motor skills—exploratory area, playdough, snack table etc</li> <li>• Tools used e.g. scissors, scoops, tweezers to develop different elements of their fine motor skills and control from whole hand to tips of fingers</li> <li>• Dressing routine promotes control at varying levels e.g. zips and then poppers</li> <li>• Small resources available to promote pincer grip alongside use of tools such as tweezers, pegs and pipettes on a daily basis within provision</li> <li>• Tool talks to encourage safety around using tools</li> <li>• Snack area promotes daily use of fine motor skills—chopping fruit, using tweezers to access fruit, puncturing carton with straw</li> <li>• Mark making opportunities plentiful to develop pencil grip and control</li> <li>• All areas of learning promote use of motor skills e.g. junk modelling—hole punches, staples etc #</li> <li>• Dough disco</li> </ul>					





Literacy

# Literacy

## Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



# Literacy

## Comprehension

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Love of reading</b>					<p>I identify and can join in with repeated refrains from familiar stories</p> <p>I can innovate a familiar story</p> <p>I can tell my own stories using my past knowledge of story</p> <p>I know stories go in order and can order them using picture prompts</p> <p>I can use my knowledge of stories I read to link and extend my learning</p>	
	<p>I can listen to and respond to familiar sounds and words</p> <p>I can anticipate an action in my favourite songs e.g. Humpty Dumpty, Round and Round the garden</p>	I enjoy exploring sensory books	<p>I enjoy sharing books with an adult</p> <p>I can pay attention and I respond to pictures and words in a story when it is read to me</p>	<p>I can listen to a story that is read to me</p> <p>I can point out and name familiar objects in books</p> <p>I can choose a book I like and seek out an adult to share it with me</p>	<p>I can explore a range of books independently but not always correctly</p> <p>I can talk and ask questions about stories</p>	I enjoy a wide range of reading media across the environment
				<p>I can take on the role of a character I know from familiar stories e.g. goldilocks making porridge</p>	<p>I know I can use small world props to tell familiar stories</p> <p>I can retell stories through role play</p>	I can retell a familiar story
					I can tell a story using the pictures, making up my own words	
					I can use new vocabulary I have learned through story in my play	<p>I use vocabulary I have obtained from non-fiction texts</p> <p>I know non-fiction and iPads can be used to find information</p>
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Book rich environment—appropriate books so all children have access</li> <li>• Use of staff training to support planning and delivery of story based imaginative play</li> <li>• Opportunities to explore stories/books every day</li> <li>• Inviting reading garden to encourage children to come and explore books and stories</li> <li>• Use of songs and rhymes as a key feature to teaching to promote enjoyment and attention</li> <li>• Library books—encouraging children to read with their parents at home</li> <li>• Use of a variety of creative approaches to telling and teaching story</li> <li>• Hands on approach to storytelling-use of props, experiences etc</li> <li>• Story environment—children immerses in the core stories/texts across all elements of the environment</li> <li>• Planning centred round core books and rhymes</li> <li>• Carefully chosen core books and associative texts to ensure highest quality and quantity of learning opportunities possible</li> <li>• Books chosen around key skills the children need alongside interest</li> <li>• Books used a stimulus to excite and engage</li> <li>• Books easily accessible across the environment—displayed clearly</li> </ul>					

## Literacy

### Understanding of print

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
				<p>I know where I can find books in my environment</p> <p>I can distinguish between text and picture</p>	<p>I can identify familiar print in my environment e.g. my name card, familiar logos/signs</p> <p>I can recognise my name without the picture</p> <p>I can point to the text as I am 'reading' a story or exploring a text going from left to right</p> <p>I know that print carries meaning and can be used to find information</p> <p>I can recognise labels in my environment and may ask an adult what they say</p>	<p>I can find the letters from my name within other print</p> <p>I can identify some familiar phonemes in text</p> <p>I can identify familiar labels in my environment and know what they say</p>
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Book rich environment—appropriate books so all children have access</li> <li>• Opportunities to explore stories/books every day</li> <li>• Book areas clearly labelled to allow children to access with ease and make choices</li> <li>• Explicit teaching of how to use books appropriately and the key elements of books and stories and their uses</li> <li>• Nouns taught through labels across the environment</li> <li>• Name cards and peg names to support children in registering and recognising their own names</li> <li>• Use of logos and print in the environment—real life print across resources e.g. real tins in home cone</li> <li>• Books easily accessible across the environment—displayed clearly e</li> <li>• Explicit teaching of elements of a book through group times</li> <li>• Adults modelling pointing to the text during reading to support understanding of the difference between text and image</li> </ul>					

# Literacy

## Word reading

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	I can turn my head in response to familiar voices  I react to sound e.g startle, cry	I turn my head in response to sounds I hear in the environment	I can tune into environmental sounds and locate where the sound is coming from by looking toward it	I listen for and can name sounds around me  I can create sounds using objects  I can identify and name a sound I cannot see	I can say sounds I have heard in a sequence (horn, horn, crunch, crunch)  I can use extended language to describe a sound I hear e.g. keys jingling  I know and can name where I would hear a specific sound eg cow on the farm, car on the road	I can use and apply sound vocabulary when innovating stories, poems or rhymes  I can identify a range of everyday sounds with ease and talk about these
				I know and can identify which object made a sound during games e.g. pan, keys etc  I can explore instruments	I can stop and begin playing instruments when signalled to  I can distinguish between an environmental sound and an instrument  I can copy a simple rhythm modelled by an adult	I can choose a specific instrument to represent a sound or action and justify my choice e.g. drum to represent a stamping elephant because it is loud
			I pay attention to an adult as they sing songs and rhymes with me  I can respond to a song/rhyme by copying some actions  I can copy finger rhymes	I can join in with words and actions from familiar rhymes and songs  I can sing loudly and quietly  I can sing familiar songs independently in my play	I join in with new songs and actions modelled by adults  I can copy a pattern of body sounds and actions e.g. clap hands, stamp feet, wave hands  I can use words to identify a sound made by my body e.g. click, stamp, clap  I know the vocabulary fast, slow, loud and quiet and can perform an action at different speeds or volumes	
					I can identify words that rhyme  I can clap out syllables in words	I can continue a rhyming string  I know other words that rhyme to continue a rhyming string
					I can identify initial phonemes in words  I can articulate some phonemes correctly  I can identify objects/people that begin with the same phoneme  I can join in with alliterative games and stories and make my own suggestions	I articulate most speech sounds clearly  I can generate words that start with the same phoneme
				I can use my voice to make different sounds.	I can remember and repeat a sequence of voice sounds and begin to add my own ideas  I can use my voice to add sound effects to a story	I can repeat and continue a sequence of voice sounds, varying the pitch (fast and slow) and volume (high and low).  I can use vocabulary to describe different voice sounds e.g. beeping, crying, buzzing
					I can copy an adult segmenting phonemes in a CVC word by listening and remembering  I can copy oral segmenting with my fingers, showing one finger per sound	I can blend a CVC word segmented by an adult  I can segment a CVC word using phonic fingers independently  I can identify the number of phonemes that make up a word
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>Phonics planned for weekly through group times and activities available to consolidate across environment</li> <li>Use of documentation and research around current phonics approaches ensure phonics planning is adaptive and to the highest of standards</li> <li>Active listening supported through expectations. Cue cards used to support children in focussing in a group and active listening</li> <li>Adults model how to listen talking about being a good listener</li> <li>Wide range of opportunities to explore sound throughout the indoor and outdoor environment</li> <li>Book area reflects focus in phonics and children able to consolidate their learning through play</li> <li>Use of songs and props to make phonics engaging</li> <li>Phonics opportunities planning into continuous provision</li> <li>Staff trained in phonics. Staff identify phonics opportunities when appropriate to consolidate and extend children's learning through play</li> <li>Exploration of phonemes available in writing area as continuous provision</li> <li>Opportunities to explore rhymes and songs readily available and planned into daily activities</li> </ul>					

# Literacy

## Writing

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b> <b>Writing composition</b>	I can use my hands to explore food	I can use big movements to make marks	I can control the marks I make I make marks by moving my arms in different directions	I can make linear and circular shapes when I make marks I know I can repeat the marks I make I can use a variety of mark making equipment to make marks I can talk about what I am drawing although I may only know when you ask I can make a variety of marks	I can talk about what I intend to or I am drawing I know that writing is different to drawing and my marks reflect this I make marks that represent writing during play e.g. shopping list (writing for a purpose) I can make marks to represent my name I can write my name with support of my name card I can write symbols to represent letters I can represent my experiences through mark making I can dictate what I want adults to write I can use anticlockwise movements in my mark making e.g. spirals, circles	I can write my name I can copy written words I can write recognisable letters I can form some letters correctly I can talk about what I am writing I can write letters from s.a.t.p.i.n I can write CVC words using satpin letters
<b>Pencil grip</b>			I can use a fist grip to make marks	I can use a digital pronate grasp to make marks	I use a static tripod grasp when drawing and writing I can use a four finger grasp when drawing and writing	I use a dynamic tripod grasp to draw and write and use it to make marks with good control
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Adults encourage children to write through modelling across provision</li> <li>• Mark making opportunities available across continuous provision</li> <li>• Adults model writing through play e.g. home corner making lists</li> <li>• Environment supports sensory mark making</li> <li>• Planned activities to support the development of motor skills to enable writing</li> <li>• Snack area provides opportunities to develop pincer grip and hand strength</li> <li>• Use of name cards to encourage purposeful writing</li> <li>• Use of stimuli to encourage writing planned into weekly planning</li> <li>•</li> </ul>					



# Maths

# Mathematical Development

## Educational Programme

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

# Mathematics

## Number

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b> <b>Counting</b>		I use counting like behaviour, ie making sounds	I will mimic an adults voice counting from one to two, known as rote counting.	I can say one number for each object up to five and may count beyond	I understand what numbers mean and can use my fingers to represent numbers to 3.  I can subitise amounts up to 3	I can show 'finger numbers' up to 5 (cardinal value)  I have fast recognition of up to 6 objects, without having to count them individually and beyond (subitising)
		I show an interest in number rhymes	I enjoy number rhymes	I can take part in finger rhymes with numbers.		
		I can imitate some numbers without understanding .	I can use some number words when playing .	I can use some number names in play and can orally count but may skip numbers e.g. 1,2,3,5  I understand that each number represents the amount of objects I have in total e.g. three means three bears.	I use the word 'zero' to represent 'none'  I can count using one to one correspondence. 1,2,3. (stable order)  I can count up to three items and recognises that the last number said represents the total counted so far (cardinal principal)	I can recite numbers to 5 forwards and backwards. (stable order)  I know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)  I can say one number for each item in order: to 5 and may count beyond (one to one correspondence)
	I will use gestures to suggest "more" e.g. open mouth for more food, point to drink indicating wanting more.	I am starting to understand the "more concept", that is recognising a larger group of objects as "more"	I am beginning to comprehend the numerical value of one to two— understanding that one symbolises a single object.	I show an understanding of amounts such as more snack than others , fewer trains than me.	I can compare two groups of objects up to three and can identify when each group has the same amount  I can compare quantities using language more, fewer and same.	I can compare quantities using language: 'more than', 'fewer than' (comparison)
<b>Number sense</b>		I am beginning to show an understanding of numerals, as when asked to give "one" of an object I will gesture the object towards an adult	I can give one item when asked	I can give more than one in a different quantity e.g. one big brick, two small bricks.	I can link objects up to 3, matching numeral to quantity (cardinal value)	I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  I can partition a set of objects in different ways to 5 e.g 3 and 2 then count the total. (part part whole)
		I show an interest when adults use finger play in number rhymes, I can gesture alongside the adults.	I show an interest in representing numbers e.g. using fingers and random numbers in play.	I show an interest in early mathematical mark making using marks to represent number or amounts.	I can record using marks that I can explain and interpret	Experiment with their own symbols and marks as well as numerals

# Mathematics

## Number continued...

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Calculating</b>	I can use gesture to request more .	I will gather a single selected item when asked, which is close and familiar to me	I can gather one more item when needed to make my sub total more. E.g. will get more bricks to build tower	I can gather more items when asked, e.g. can you get two more bricks.	I can show an awareness of one more than a given number to 3.	I can find one more and one less than a given number to 5.  I understand the concept of addition by practically combining sets of objects to find how many using the part part whole model with object to 5. (composition)
			Shows an interest in trying to solve number problems e.g. gathering more	Shows curiosity by offering comments e.g. there isn't enough milk.	I can use their understanding of number to solve practical problems to 3 in play and meaningful activities	I can solve real world mathematical problems with numbers up to 5 (abstraction)
				Shows curiosity by taking objects away, e.g. tower falling takes bricks away.	I can show an awareness of subtraction by identifying one less 0-3	I understand the concept of subtraction by practically removing one amount from within another to find how many are left
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Daily routine of register supports teaching number enforcing counting in a stable order, cardinal value and representing number.</li> <li>• Number songs to encourage counting like behaviours and representing numbers on fingers.</li> <li>• Core maths songs to be taught each term ensuring children are counting up encouraging counting in a stable order.</li> <li>• Number lines in provision to support recognition of number.</li> <li>• Adults use dice to encourage fast recognition of amounts (subitising) .</li> <li>• Counting frames to encourage children counting using one to one correspondence and accuracy.</li> <li>• Loose parts in provision : adults to model counting like behaviours and identifying more, fewer or same. .</li> <li>• Numbers displayed 1-5 in various places in provision : adults to encourage recognition of numbers and matching amounts to number (cardinal value) .</li> <li>• Games area outside to encourage children to use maths in everyday games.</li> </ul>					



# Mathematics

## Spatial Reasoning

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b> <u>Shape</u>	I can transport items	I can carry and pile blocks	I can make rows and towers	I can use blocks to make a simple arrangement.	I can connect blocks to make bridges.  I can connect blocks to make an enclosure.	I can build more complex structures combining different block play skills  I build complex structures in support of more elaborate dramatic play
		I am starting to explore shapes by feeling them and moving them around.	I can match basic shapes e.g shape sorters.	I can match objects to the correct shadows at tidy up time.	I understand how to connect pieces together using my knowledge of shape e.g. jigsaws, train track	I understand how to connect pieces together using my knowledge of shape with intention e.g. circular train track
		I notice shapes and objects in my environment as I point to them.	I am beginning to point out shapes in my environment e.g. spots on my trousers	I can name shapes in my environment e.g. circle clock.  I can match basic shapes e.g. triangle to triangle.	I can name simple 2D shapes .  I can say some properties of 2D shapes i.e a circle is round.	I can describe shapes using mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'  I can name 3D shapes .
<u>Space</u>		I am showing an understanding of spatial awareness as I will avoid objects in my path.	I can successfully negotiate space, move my body around the environment and explore fitting into spaces	I can respond to some spatial and positional language in context	I use spatial and positional language in play  I understand positional language such as 'on top' and 'underneath' (W)	I can understand position through words alone – for example, "The bag is under the table." – with no pointing (W)
		I explore early capacity through open ended play	I explore pattern through heuristic play	I can press objects into malleable materials exploring the results and observing the pattern.  I can arrange objects into patterns e.g. lining up cars and making arrangements with objects	I can talk about and identifies the patterns around me e.g. stripy, spotty.  I can arrange objects in a simple pattern.	I can copy a simple linear pattern using picture prompts of two repeating items e.g. stick, leaf (AB)  I can extend and create ABAB patterns – stick, leaf, stick, leaf
	<u>Sorting</u>	I can put rings on pegs and shape sorters  I am showing understanding of categorising as I will gather all the same objects from a pile	I can complete a shape sorter	I can tidy away items and place them in the correct labelled baskets.	I can find a pair of objects or images  I can sort objects into simple categories	Sort objects and say what features they have in common suggesting what is similar and different.

# Mathematics

## Spatial Reasoning continued...

<b>Measurements</b>		I can squeeze myself into different sized spaces.	I can put objects inside others and take them out again (early capacity)  I explore size, weight and capacity by filling and emptying containers.	I can add more and take away with understanding.  I can stop before the water over flows in containers. I will pour slowly to measure out the amount needed.	I can use the language of capacity e.g full, empty, more, less (W)	I can make comparisons between objects relating to capacity e.g. more than/less than
			I understand relative size e.g baby is small, parents are big  I show an understanding of language of length e.g. short/small I will crouch down.  I make gestures and facial expressions to indicate my understanding of heavy, e.g. huffing when holding a heavy bag.	I compare size e.g. the three bears using gesture and language  I understand the language of length as I will use gestures to demonstrate.  I can use the language of weight e.g heavy, light.	I can use the language of size e.g big, medium, small. (W)  I can use the language of length e.g. long, short.  I can make comparisons between objects relating to weight e.g. heavier than/lighter than	I can make comparisons between objects relating to size, length and height e.g. wider / narrower; taller /  I can make comparisons between objects relating to size, length and height e.g. longer than / shorter than
	I can predict a sequence of events i.e running water means bath time.	I am familiar with patterns within daily routines	I respond to patterns in daily routines and anticipate what will happen next	I can follow patterns in familiar routines	I can confidently follow routines showing an awareness of times of day.  I can talk about significant times of day e.g morning/ bedtime/ snack time/ lunchtime etc.	I use some language related to time – before, after, yesterday, today, tomorrow  I know some names of the days of the week.  I can describe a sequence of events, real or fictional, using words such as 'first', 'then... after that... last' (W)
				I am using language of money in play e.g. two pounds for ice-cream	I understand that we need to pay for goods.	

<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Clear daily routines to develop understanding of patterns, times of day and sequence.</li> <li>• Tidy up time to encourage sorting objects into the correct categories and matching objects to shadows.</li> <li>• Discussing shapes in the construction area when building and their properties.</li> <li>• Following the sequence of learning for children constructing and understanding the different stages.</li> <li>• Discussing patterns in the Heuristic Area and making arrangements with loose parts.</li> <li>• Using the language of capacity in the exploratory, sand and water areas while using different sized containers.</li> <li>• Baking opportunities to encourage the use of mathematical vocabulary in real life contexts.</li> <li>• Using comparative language in provision taller than/ shorter than, heavier than/ lighter than etc.</li> <li>• Up to date programmable toys to encourage children to understand and use the language of position and direction.</li> <li>• Talk Boost language intervention to support the knowledge of mathematical vocabulary.</li> <li>• Jigsaws in the home corner.</li> <li>• Shape stackers to match basic shapes.</li> </ul>
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# Understanding the world

# Understanding the world

## Educational Programme

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

# Understanding the world

## The natural world

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	<p>Moves eyes and head to follow moving objects</p> <p>Smiles with pleasure at recognisable things.</p> <p>Repeats bodily actions that are having an effect e.g moves legs and arms.</p> <p>Is comforted by touch and peoples faces and voices</p> <p>Calms from being upset when held, rocked, spoken or sung to with soothing voice</p> <p>Responds to their name through body language e.g eyes widen, gaze</p> <p>Responds to and thrives on warm sensitive physical contact and care expresses discomfort, hunger or thirst.</p>	<p>Demonstrates curiosity towards the world around them Looks around with interest at a new environment.</p> <p>Children find different ways of exploring the world around them e.g. mouthing, banging etc</p> <p>Repeat actions with skill to explore cause and effect.</p> <p>Looks round with interest at the new environment.</p>	<p>Acknowledges and points to something new</p> <p>Explores objects by linking together different approaches e.g. hitting, looking, feeling, pulling, turning and poking</p> <p>Explore and respond to the natural world ie.</p> <p>Splashing in puddles, seeing spring daffodils, looking for worms</p> <p>Closely observes what vehicles, animals and people do.</p> <p>Begins to understand things are still there that cannot be seen.</p>	<p>Begins to show care and concern for living things e.g. using a quiet voice around a sleeping baby</p> <p>Begins to comment about things they have seen or experienced</p> <p>Begins to understand how things work e.g. putting binoculars to eyes</p> <p>Remembers where resources belong and being to tidy up with support</p> <p>Understand objects are there that cant be seen and where to go to find them.</p>	<p>Can talk about changes they have personally observed</p> <p>Shows care and concern for living things and acts on responses e.g. Noticing worm on tarmac and moving it back to the soil</p> <p>Comments on and makes comparisons between things they have seen and experiences e.g. bird feeders going down therefore birds have been eating the seed</p> <p>Develops an understanding of growth, decay and changes over time</p> <p>Begins to understand their behaviour has an effect on their environment</p> <p>Can explain how something works e.g. suggesting something needs a battery or button needs pushing</p> <p>Is able to tidy up after themselves putting objects away in the correct place whilst showing an understanding of categorising</p>	
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Use of natural materials to link the outdoors to indoors</li> <li>• Opportunities planned to enable children to engage with the real world e.g. farm visits, chicks etc</li> <li>• The environment and teaching is responsive to children's interesting and naturally occurring events e.g. seasons, snow, windy day etc</li> <li>• Large outdoor area—sensory garden, allotment, forest to enable a wide range of experiences a</li> <li>• Allotment promotes developing knowledge of growth—growing vegetables and fruits, equipment to encourage exploration of wildlife and minibeasts. Allotment encourages children to take care of their Nursery and natural environment</li> <li>• Forest—exploring change over time and exploring wildlife e.g frogs, mini beasts</li> <li>• Use of ipads books and stories to further engage in the world around them—use of ipads and non fiction to support extension of learning</li> <li>• Equipment enables exploration e.g. magnifying glasses, bug catchers, pond nets etc</li> <li>• Staff promote and support awe and wonder—highlighting experiences as they arise</li> </ul>					

# Understanding the world

## People and communities

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	<p>Starts to realise they influence people</p> <p>Recognise key people in their lives</p> <p>Engages in unoccupied play through sensory</p>	<p>Develops a sense of belonging to their family and key persons.</p> <p>Recognise themselves in mirror play.</p> <p>Engages in solitary play with toys in their immediate vicinity.</p>	<p>Begin to show an interest in others</p> <p>Begins to show an interest in small world play</p> <p>Begins to explore role play in the home corner e.g. making cup of tea for familiar adult, bring food etc</p> <p>Children recognise immediate family members e.g through exploring family photos</p> <p>Engages in on looking play.by watching others engaging in the same activity.</p>	<p>Enjoys playing with small world and begins to replicate experiences e.g. dolls house, farm, train train etc</p> <p>Children act out familiar roles e.g. cooking in kitchen, mummy looking after baby</p> <p>Children talk about their family, relations</p> <p>Begins to notice the difference between people e.g. acknowledging disabilities etc</p> <p>Engages in parallel play engaging in the same activity and sharing resources with little/ no interaction. .</p>	<p>Learns that they have similarities and differences that connect them to and distinguish them from others</p> <p>Begins to act out small world and role play based on their current experiences</p> <p>Enjoys stories (including non-fiction texts) about people and nature and uses this information to link and support their future learning</p> <p>Shows an interest and understanding in different occupations and ways of ways of life indoors and outdoors</p> <p>Engages in associative play acknowledging their friends and playing side by side.</p>	<p>Can talk about their families and demonstrate an understanding that there are many different families</p> <p>Engages in cooperative play. Sharing common goals with their peers.</p>
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Key worker system to start building relationships and links with Nursery</li> <li>• Celebrations across the year allowing children to develop a sense of different cultures across the world and in their local communities</li> <li>• Opportunities to engage with local services as visitors to extend learning and make links to different occupations</li> <li>• Books around people and communities planned into the environment - sensitive choices and choices around specific children in our care taken into account</li> <li>• Sensitive planning</li> <li>• Environment set up to make children feel familiar an secure</li> <li>• Parents day help connect Nursery to home and build strong relationships</li> </ul>					

# Understanding the world

## Past and present

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	<p>Anticipates food routines with interest</p> <p>Takes note of something that is happening in the environment</p> <p>Explores new objects to investigate cause and effect</p> <p>Begins to respond to and be comforted by routine.</p>	<p>Children show rapid changes in energy levels from highly active to a sudden need for adult support in order to restore equilibrium</p> <p>Claps hands to express delight</p> <p>Beginning to show resistance to adult direction .</p> <p>Anticipates routines</p>	<p>Children respond positively to care giving experiences</p> <p>Children wash hands with adult support</p> <p>Children begin to alert their key worker to a wet or soiled nappy</p> <p>Begin to recognise their need for refuelling</p> <p>Begins to recognise significant events in their life e.g birthdays, Christmas, Eid.</p> <p>Begin to assist adults in routines</p>	<p>Beginning to recall significant events in their lives e.g. birthdays, Christmas, Eid.</p> <p>Engages in routine</p>	<p>Can recall family customs family customs events and routine e.g. Weddings, days out</p> <p>Can talk about their experiences in Nursery and share their views on topics for discussion</p> <p>Can talk about significant events in their own experience</p> <p>Can talk about the similarities and differences in relation to themselves friends and family</p>	<p>Recognise that people have different beliefs</p> <p>Can comment on images of familiar situations in the past</p> <p>Children begin to be aware of their next steps regarding schooling and start to prepare for their transition to Primary School</p>
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>• Lengthy settling I period to help children feel safe and secure</li> <li>• Routines and boundaries to enable children to feel and promote wellbeing—ensure all children understand the expectations</li> <li>• Small world area and role play encourages children to recall and re-enact their past experiences and make links with their peers</li> <li>• Opportunities to talk promoted—staff actively listening to children and being sensitive</li> <li>• Close links with schools helps smooth transition into school</li> <li>• Setting designed to be familiar with links to a range of cultures and communities</li> <li>• Sensitive discussion around similarities and differences—adults model understanding and support children in being sympathetic to others beliefs/faiths</li> </ul>					







# Creating with materials

## Creating with materials

## Educational Programme

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

EAD

Creating with materials

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months	
<b>Skills/knowledge</b>	<p>Experiments with a range of media e.g. tools, materials, sounds through whole body movements and multi sensory exploration</p>	<p>Children show response to music and sound by moving their bodies e.g. bopping – bending their knees</p> <p>Anticipates play actions e.g. waiting for peepo</p> <p>Explore their voices and enjoy making sounds</p> <p>Children show interest in making and exploring sounds with everyday objects</p> <p>Engages in mark making through sensory play e.g. finger painting</p>	<p>Children demonstrate a range of action in response to music e.g. jumping, spinning, clapping</p> <p>Children will join in and vocalise when exploring familiar songs using repetitive phrases ie this is the way we wash our hands, wash our hands, wash our hands</p> <p>Children begin to enjoy familiar rhymes</p> <p>Begins to show an interest with musical instruments (not necessarily the correct way)</p> <p>Explore paint using fingers and other parts of their bodies as well as brushes and other tools</p> <p>Recognises that their movements can leave marks e.g. finger in paint</p> <p>Children use glue to stick resources to a flat surface</p> <p>Children explore scissors using two hands making snips supported by an adult</p> <p>To find their singing voice and use their voice confidently</p> <p>Begin to move their bodies to music in a steady beat</p> <p>Begin to be aware of when to stop and start singing/playing instruments using symbols or signals</p>	<p>To explore and create sounds by selecting musical instruments</p> <p>To begin to copy and follow a steady beat</p> <p>Use tools to make marks intentionally e.g. paint brushes, pens, pencil, chalks etc</p> <p>Children show an interest in things that specifically make a sound e.g. instruments, interactive toys and natural materials</p> <p>Children explore how sounds can be changed in a range of ways e.g. banging, tapping, shaking, loud and quiet, fast and slow</p> <p>Children join in with group singing of Nursery rhyme and other songs</p> <p>Children explore the mixing of colours</p> <p>Notices and becomes interested in the transformative effect</p> <p>Begin to explore a range of media and materials across their environment</p> <p>Explores mark making in malleable materials</p> <p>Can effectively mix powder paints and water for painting</p> <p>Children join pieces together using glue</p> <p>Children use scissors/squeezy scissors to make snips independently</p>	<p>To explore and create sounds by selecting musical instruments</p> <p>To begin to copy and follow a steady beat</p> <p>Use tools to make marks intentionally e.g. paint brushes, pens, pencil, chalks etc</p> <p>Children show an interest in things that specifically make a sound e.g. instruments, interactive toys and natural materials</p> <p>Children explore how sounds can be changed in a range of ways e.g. banging, tapping, shaking, loud and quiet, fast and slow</p> <p>Children join in with group singing of Nursery rhyme and other songs</p> <p>Children explore the mixing of colours</p> <p>Notices and becomes interested in the transformative effect</p> <p>Begin to explore a range of media and materials across their environment</p> <p>Explores mark making in malleable materials</p> <p>Can effectively mix powder paints and water for painting</p> <p>Children join pieces together using glue</p> <p>Children use scissors/squeezy scissors to make snips independently</p>	<p>Children clap or tap to a steady beat or rhythm e.g. along to a song, or copying a rhythm modelled by an adult</p> <p>Joins in with familiar dances and ring games</p> <p>Children explore techniques with clay and other malleable materials e.g. rolling, balling, pulling etc</p> <p>Children demonstrate control in using tools to leave marks that represent their idea e.g. painting a picture saying it's a dinosaur</p> <p>Children enjoy singing Nursery Rhymes and other songs independently</p> <p>Children begin to be able to mix colours for a purpose through exploration</p> <p>Children use tools and materials to join and construct for a purpose e.g. Duplo, junk modelling</p> <p>Children keep a steady beat whilst playing musical instruments</p> <p>Children use a multi-media approach whilst exploring malleable materials</p> <p>Children join effectively using glue and tape</p> <p>Children hold and use scissors effectively to cut materials e.g. cut a length of tape</p> <p>Children begin to talk about what they are going to make (planning)</p> <p>Name musical instruments and know how to play them correctly</p> <p>Use words to describe sounds/music</p> <p>Begin to use scissors one handed and with increasing control</p>	<p>Develops an understanding of how to create and use sounds intentionally</p> <p>Children anticipate changes in music and respond appropriately</p> <p>Children can create with a range of materials and talk about what they want to make, how they want to do it, discuss problems and effect on their work e.g. which material is best or what joining technique to use</p> <p>Creating collaboratively sharing ideas resources and skills</p> <p>Explores and talks about music e.g. loud/quiet, guitar, piano etc</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests, enquiries and developmental thinking</p> <p>To identify and name different types of materials and talk about their properties eg. Metal is magnetic, foam is soft etc</p> <p>Children can use as range of skills to create a simple model from malleable materials</p> <p>Children explore techniques or styles of representation by famous artists e.g. exploring lines with Kandinsky</p> <p>Children demonstrate knowledge of how which two colours they can mix together to create specific colours e.g. knowing red and blue will make purple</p> <p>Children begin talk about the colours they make using descriptive language e.g. dark blue, like the night sky etc</p> <p>Children build up a bank of dances/games</p> <p>Use 2D and 3D materials to create structures and express ideas</p> <p>Children use a range of joining techniques when creating e.g. hole punch, split pins</p> <p>Children use scissors to cut around shapes and along lines with accuracy</p>
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>Environment set up to encourage creativity and exploration</li> <li>Art room designed to inspire and drive children to want to create</li> <li>Images of art work and provocations to engage and inspire</li> <li>Wide range of high quality equipment, tools and art resources available to children</li> <li>Song and rhyme used widely to teach and engage</li> <li>Adults model techniques to support children in developing skills</li> <li>Skills progression considered to ensure adults are engaging with children at the right level</li> <li>SST used to help to extend children's learning</li> <li>Opportunities to explore musical instruments and sing available in the continuous provision</li> <li>Children are encouraged to explore. The environment promotes exploration and investigation, awe and wonder created through provocations and enhancements</li> <li>Colour mixing process used to explore paint</li> <li>Songs embedded across provision to support engagement and understanding e.g. good sitting song and washing hands song</li> <li>Colour mixing process is taught from the beginning and children are encouraged to follow a set process to support understanding and consistency of approach</li> <li>Play dough and clay skills progressive and develop gross and fine motor skills</li> </ul>						

EAD

Being Imaginative

	Stage 0—0-12 months	Stage 1- 12-18 months	Stage 2- 18-24 months	Stage 3—24-36 months	Stage 4- 36-50 months	Stage 5—50-60 months
<b>Skills/knowledge</b>	Begins to express themselves through whole body actions and facial expressions	Responds to and engages with the world around them e.g. sounds, movement, people, objects, sensations, emotions (their own and others)  Begins to use objects to imitate everyday actions	Begins to engage in pretend play e.g. small world and home corner  Uses familiar objects to engage in pretend play e.g. telephone, brushing hair  Pretends that one object represents another, especially when objects have characteristics in common	Creates sound effects and movements to support pretend play e.g. sound of car moving brrrrmmm  Sings independently whilst playing  Uses objects that represent familiar objects e.g. circle as a steering wheel  Begin to use lines and circles to represent objects in mark making  Explores using mark making tools to and equipment to express ideas	Enjoys and joins in with talk for writing actions  Has a favourite core book  Children can create small world environments based on their interests e.g. making a zoo for their animals, a train track for their trains  Creates their own simple songs and rhythms  Beginning to create a narrative/story in their imaginative play  Experiments and creates movement in response to music stories and ideas  Children will confidently combine movements, singing whilst playing musical instruments  Children can replicate the tone, pitch and pace of a familiar song  Draw a simple representation and add detail such as drawing a face and adding features  Begin to capture an observational image from a physical or pictorial provocation in paint, drawing or sculpture  Begin to represent sound or action with paint or drawing	Creates sounds, drawing and movements to accompany stories  Children develop clear storyline within their play, act out the role demonstrating their abilities to negotiate and solve problems  Remembers and sings an entire song independently  Explore and engage in music making and dance, performing solo or in groups  Independently uses the talk for writing actions in their play and reading  Begins to talk about whether they like or dislike music  Begins to use movement and sound to express experiences, ideas and feelings e.g. this song makes me happy  Begin to listen to familiar music and think about when it may be used e.g. carols—Christmas time etc
		When playing, I can use toys or objects to pretend play (E.g. giving themselves a drink/something to eat) (W)	I can carry out actions on toys. E.g. Brush teddy/ give teddy a drink. (W)	I will engage in imaginative play and give a commentary of my actions/ instructions to myself. (W)		
<b>Role of the adult</b>	<ul style="list-style-type: none"> <li>Environment set up to promote creativity and imagination</li> <li>Home corner and small world allow children to make links to their experiences from outsider of Nursery, re-enacting their experiences and exploring similarities and differences between themselves, their peer and the world around him.</li> <li>Songs and rhymes are explored daily and are a key part of planning</li> <li>Adult model talk through play, extending and supporting language and knowledge</li> <li>Use of props and puppets to spur imagination, awe and wonder around new songs and stories</li> <li>Environment is bright and engaging</li> <li>Adults model how to use resources and materials in an imaginative way—modelling play and SST as they play</li> <li>Adults are an active play partner</li> <li>Use of staff training to support planning and delivery of story based imaginative play</li> </ul>					