

Lea Nursery School Early Years Foundation Stage (EYFS) Curriculum Policy and Procedures



WE PLAY, WE LEARN, WE SUCCEED!



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Introduction

EYFS Curriculum at lea Nursery School



Welcome to the EYFS Curriculum at Lea Nursery School.

Our policy and procedures aim to provide:

- Information about the Early Years Statutory Framework and foundations of our curriculum.
- Information about the guidance we use to structure and sequence our curriculum.
- Provide you with our aims for each of the 7 areas of learning.
- Provide you with the stages of children's skills progression through each of the 7 areas of learning using our building block format.
- To give an overview of our delivery of the curriculum.
- To give an overview of our curriculum, planning process and documents we use to ensure delivery of a consistent curriculum that meets our individual children's needs.

The early years foundation stage



Introduction

1. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.
2. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
3. The EYFS seeks to provide:
 - **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
 - **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
 - **partnership working** between practitioners and with parents and/or carers
 - **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported
4. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:
 - the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
 - the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
 - **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)
5. The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

EARLY YEARS STATUTORY FRAMEWORK



Department
for Education





STATUTORY FRAMEWORK



Department
for Education

Overarching principles

6. Four guiding principles should shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

7 Areas of Children's Learning & Development

There are 7 areas of learning which lead to the holistic development of a child. These 7 areas shape educational programmes in all early years' settings in the UK. All areas of learning and development are important and inter-connected.

The 7 areas of learning are:

Primes Areas

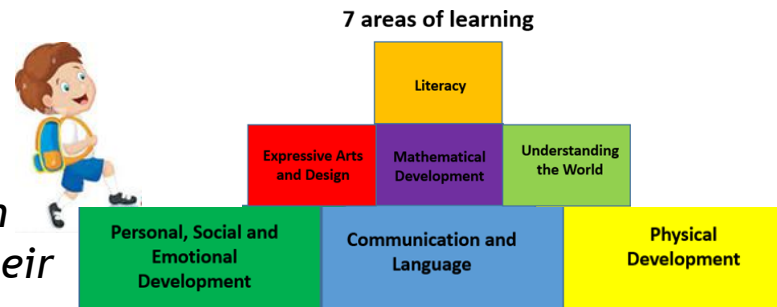
- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Through the curriculum opportunities presented to children at Lea Nursery School (based on the 7 EYFS areas of learning) your children will develop skills which are the foundations of learning and development required to enable them to meet their full potential in education and later life.

Children develop through the Early Years Foundation Stages from birth to 5 years of age. At the end of their reception class year children's progress is checked against the Early Learning Goals.



Learning Development Considerations



Practitioners must consider the individual needs, interests, and development of each child in their care and use this information to plan challenging and enjoyable experiences for each child in all areas of learning and development...

Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child...

For children whose home language is not English (EAL), providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS...

The statutory framework does not prescribe a particular teaching approach. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play guided by adults.

At Lea Nursery School, our curriculum is planned and produced by qualified teachers in line with the statutory EYFS framework. We also use Development Matters and Birth to 5 Matters guidance to inform our planning and assessment. All these documents focus on the stages of children's skills development. Each stage of learning is a building block needed for children to learn and develop key skills for life and academic progression.



Characteristics of Effective Learning

Statutory framework for the early years foundation stage (1/09/2023 2021- updated 4/09/2023)

Characteristics of effective teaching and learning - used to underpin our planning and delivery of the curriculum

Playing and Exploring – Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning – Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically – Thinking

- Having their own ideas
- Making links
- Choosing ways to do things



Key Person



Statutory framework for the early years foundation stage (1/09/2023 2021- updated 4/09/2023)

Each child must be assigned a key person (also a safeguarding and welfare requirement 3.27)

- **At Lea Nursery School**

Your child will be assigned a suitably qualified staff member as their key person. We ensure all families have regular contact with the key person. We also have formal meetings during each academic year.

When you join us you and your child will be invited to attend an induction meeting with your assigned key person. This allows you to tell us about your child, let your child meet their key person and get to know our environment. This is our first step in forming our united working relationship to support your child's learning and development.

At the end of the Autumn and Spring Term you will be invited to have a parent and key person meeting to allow you to look through your child's paper copy learning journal and discuss your child's progress and next steps.

At the end of the summer term our N2 children, who are leaving for primary school, will be presented with their learning journal and a formal leavers report. This takes place at a graduation ceremony which parents are invited to attend. Our 2-Year-Olds and N1 children will invite their parents to attend a workshare/stay and play session where they can share their learning journal with their parents and parents can stay and play.

Our key workers are supported and guided by two fully qualified teachers. The Headteacher is the third qualified teacher with a Degree Specifically in Children's Learning and Development.

Our Vision & Building Blocks



Our Vision

The vision for Lea Nursery's curriculum is one that keeps children at the centre. Each year as the cohort of children changes our curriculum reacts to these children, their needs and interests. This means that the experiences may change year on year.

We believe that children learn best when:

- They learn through play.
- They can learn through real experiences.
- There are connections between different aspects of their learning.
- They are given time for sustained engagement.



Our building blocks cover the 7 areas of learning and incorporate the skills of effective learning. Each of the 7 areas are broken down into sub areas which show clearly the expected objectives for each stage of a child's skills development. Learning that follows a sequence of stages ensures your child will have strong foundations on which they can continue to build and develop allowing them to achieve their full potential. Just like a building the stronger our foundations the stronger and more stable we will be allowing us to thrive and become complete and stable whole structure (person).

Communication and Language Skills

Listening & Attention



Early Learning Goal
End of Primary School Reception Year!



R6

Listens attentively and responds to what they hear with relevant questions, engages in simple back-and-forth exchanges with their teacher / peers on topics of interest.

R5

Listens attentively and comments and responds with actions and sharing ideas linked to the topic.

Makes comments about what they have heard and ask questions to clarify their understanding

R4/5

Begins to respond to simple questions and verbalise ideas when listening to stories/simple explanations.

Shows an interest in play with songs and rhyme they have been taught.

Sits appropriately with other children at story/song time listening and taking it in turns in small groups.

R3/4

Responds to their name by turning to look at the person speaking

Listens to and shows responses/emotions through body movements & vocalisations when being read stories, listening to music/song/rhymes.

Enjoys playing/self exploring areas of interest and start to spend short periods of time on an activity, before moving to another interest.

Shows the ability of having single channeled attention but may still move quickly from one thing to another.

R2/3

Turns their head towards noises made or familiar voices.

Can focus on familiar faces and objects for short periods of time and shows interest/focus by holding their gaze in the direction of the interest, smiling, laughing, crying or simple gestures.

Shows the ability to listen by being soothed or stimulated by specific sounds, voices or environmental noises.

Moves whole body to sounds they enjoy.

Begins to recognise and respond to repeated simple interactive rhymes with familiar person. E.G this little piggy...



Communication and Language Skills

Understanding



Tip: Understanding and following instructions helps adults keep children safe and helps children stay safe!

Understanding that stop means that we stop moving and stay still can prevent a child running into danger!

Children do not recognise dangers the way we do – always remember what your child wants and what is best for them are two very different things. It is the adult's responsibility to teach children. Children may have a tantrum for not getting their own way, but this is part of their learning boundaries, rules and routines.



Early Learning Goal
End of Primary School Reception Year!

R6

Demonstrates an understanding of what has been read to them by retelling stories/ narratives in their own words & using recently introduced vocabulary. Anticipate key events in stories.

R5

Shows an understanding of how and why questions through sharing verbal answers that follow links and thinking relating to the topic focus.

Listens and shows understanding by the way they respond to other ideas shared in conversation/discussion.

R4/5

Developing understanding of simple concepts such as fast, slow, good & bad.

Beginning to understand more complex sentences /instructions – put the toy away and come and sit down.

Shows an understanding of information/stories by being able to answer who, what, when and where questions.

Stop, please stay still!

R3/4

Understands between 200 to 500 words and demonstrates this through their actions and physical responses along with some simple vocabulary responses.

Understands simple questions: 'Where is your coat?' etc. Able to identify objects when they are amongst other objects – Can you see the green pencil?

Shows an understanding of action words by physically responding to words such as jump, sit, stand.

Able to follow routines and reoccurring events/activities using nonverbal cues.

R2/3

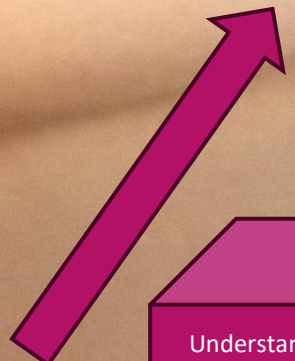
Follows other's body language including pointing and gesturing.

Shows an understanding of simple questions through physical responses and simple actions. 'Where is your mummy?' 'Where is your nose?'

Shows an understanding of simple single words by pointing or touching objects such as cup, food, milk, daddy etc.

Shows an understanding of a small number of simple two-word phrases such as 'Give me.'
'Peek-a-boo.!'

Responds to a verbal bye bye or hello by waving or repeating the words.

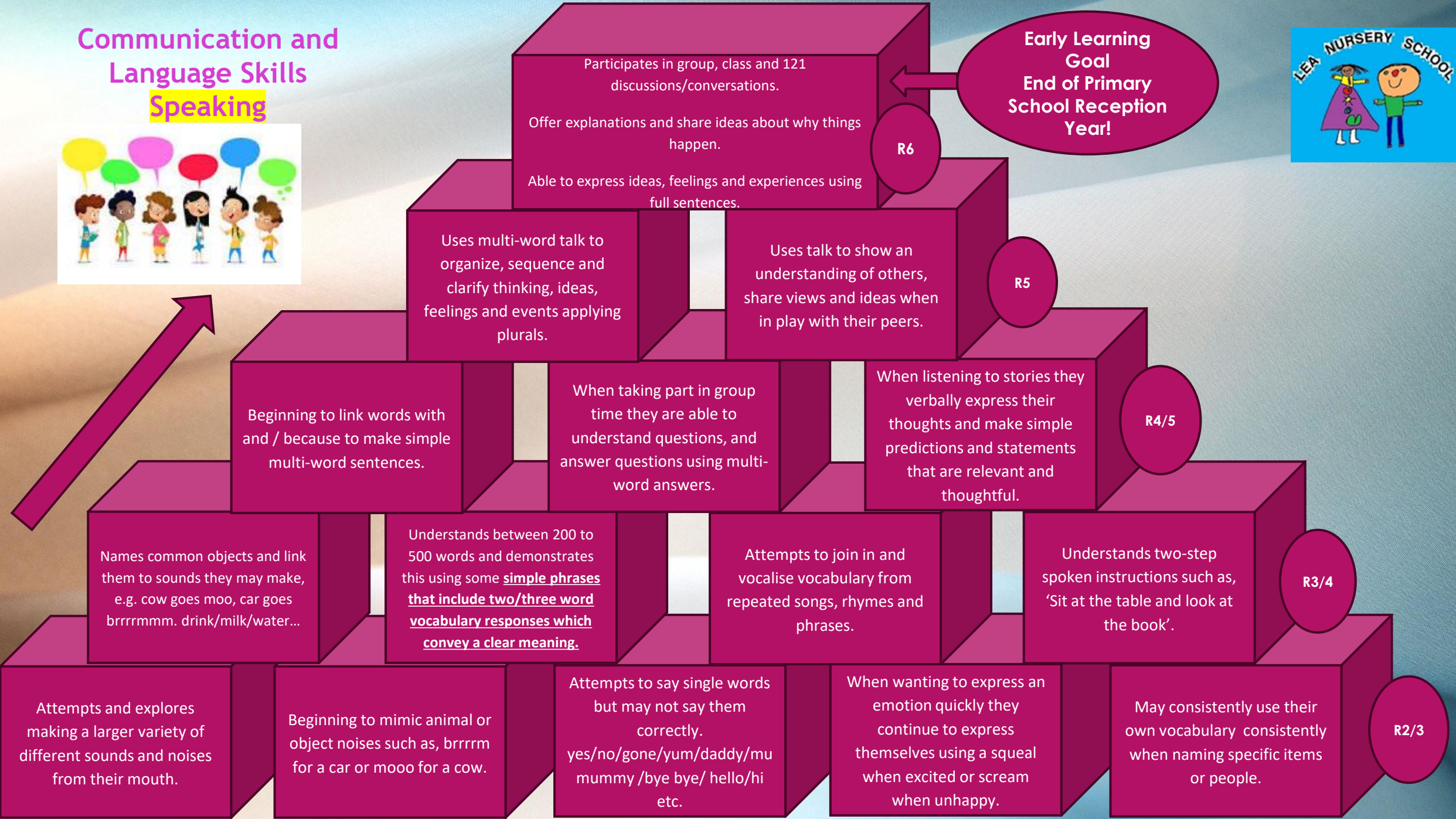


Communication and Language Skills

Speaking



Early Learning Goal
End of Primary School Reception Year!



Attempts and explores making a larger variety of different sounds and noises from their mouth.

Beginning to mimic animal or object noises such as, brrrrm for a car or moo for a cow.

Attempts to say single words but may not say them correctly.
yes/no/gone/yum/daddy/mu mummy /bye bye/ hello/hi etc.

When wanting to express an emotion quickly they continue to express themselves using a squeal when excited or scream when unhappy.

May consistently use their own vocabulary consistently when naming specific items or people.

R2/3

Names common objects and link them to sounds they may make, e.g. cow goes moo, car goes brrrrmmm. drink/milk/water...

Understands between 200 to 500 words and demonstrates this using some **simple phrases that include two/three word vocabulary responses which convey a clear meaning.**

Attempts to join in and vocalise vocabulary from repeated songs, rhymes and phrases.

Understands two-step spoken instructions such as, 'Sit at the table and look at the book'.

R3/4

Beginning to link words with and / because to make simple multi-word sentences.

When taking part in group time they are able to understand questions, and answer questions using multi-word answers.

When listening to stories they verbally express their thoughts and make simple predictions and statements that are relevant and thoughtful.

R4/5

Uses multi-word talk to organize, sequence and clarify thinking, ideas, feelings and events applying plurals.

Uses talk to show an understanding of others, share views and ideas when in play with their peers.

R5

Participates in group, class and 121 discussions/conversations.
Offer explanations and share ideas about why things happen.
Able to express ideas, feelings and experiences using full sentences.

R6

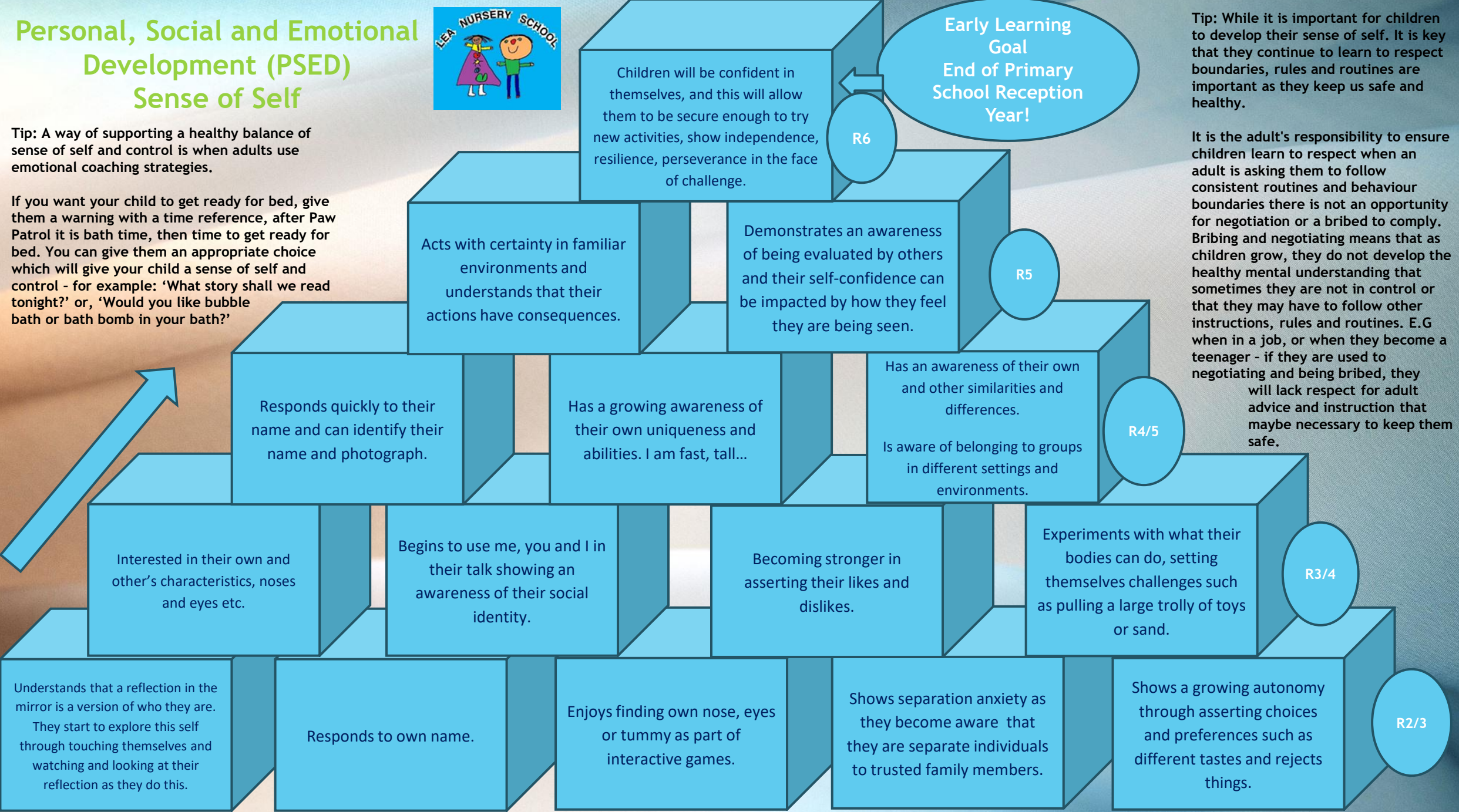
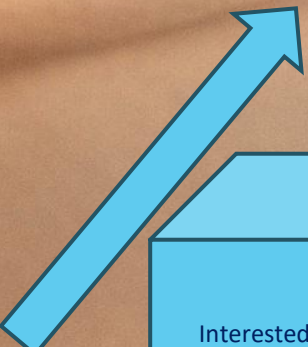
Personal, Social and Emotional Development (PSED)

Sense of Self



Tip: A way of supporting a healthy balance of sense of self and control is when adults use emotional coaching strategies.

If you want your child to get ready for bed, give them a warning with a time reference, after Paw Patrol it is bath time, then time to get ready for bed. You can give them an appropriate choice which will give your child a sense of self and control - for example: 'What story shall we read tonight?' or, 'Would you like bubble bath or bath bomb in your bath?'



Early Learning Goal
End of Primary School Reception Year!

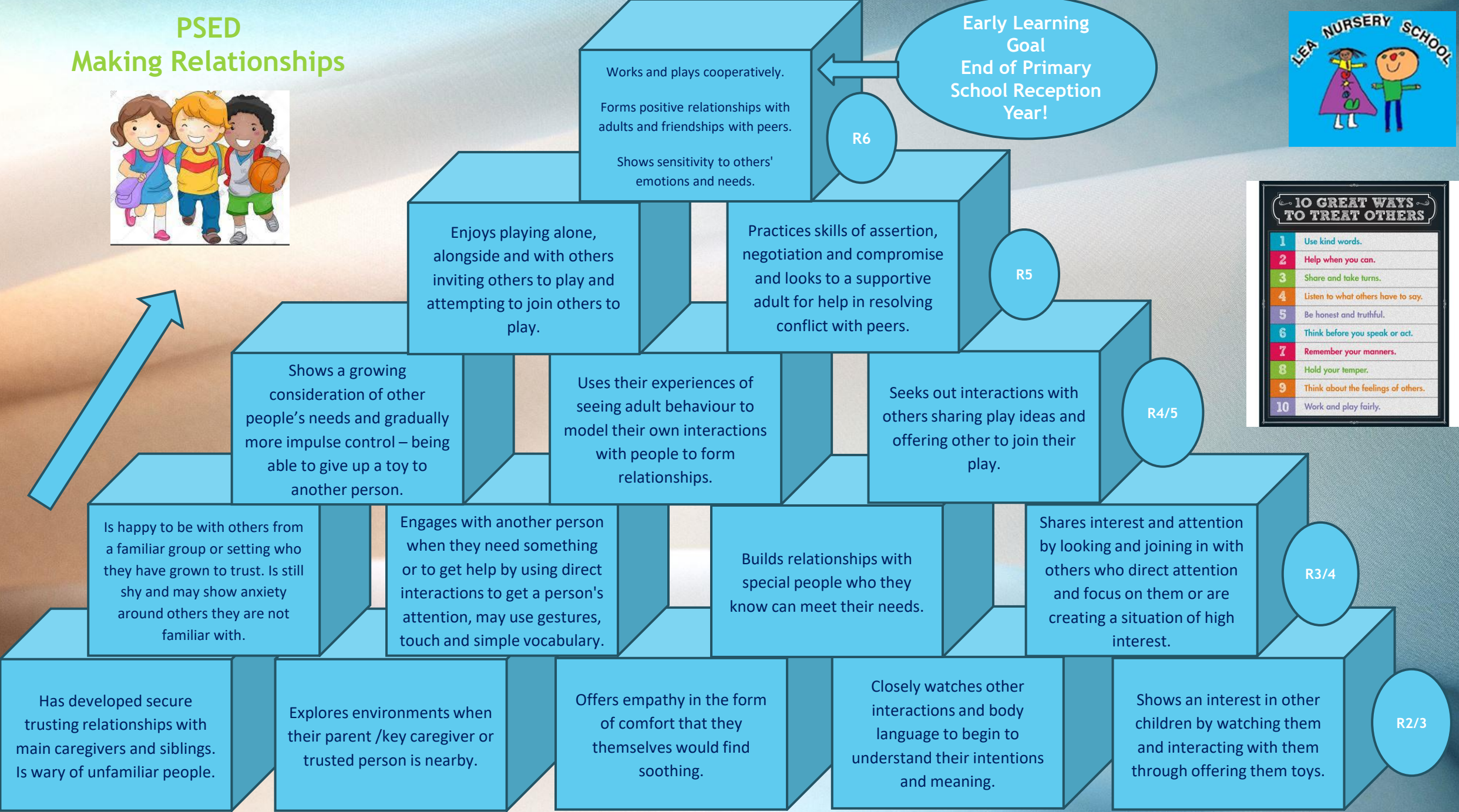
Tip: While it is important for children to develop their sense of self. It is key that they continue to learn to respect boundaries, rules and routines are important as they keep us safe and healthy.

It is the adult's responsibility to ensure children learn to respect when an adult is asking them to follow consistent routines and behaviour boundaries there is not an opportunity for negotiation or a bribed to comply. Bribing and negotiating means that as children grow, they do not develop the healthy mental understanding that sometimes they are not in control or that they may have to follow other instructions, rules and routines. E.G when in a job, or when they become a teenager - if they are used to negotiating and being bribed, they will lack respect for adult advice and instruction that maybe necessary to keep them safe.

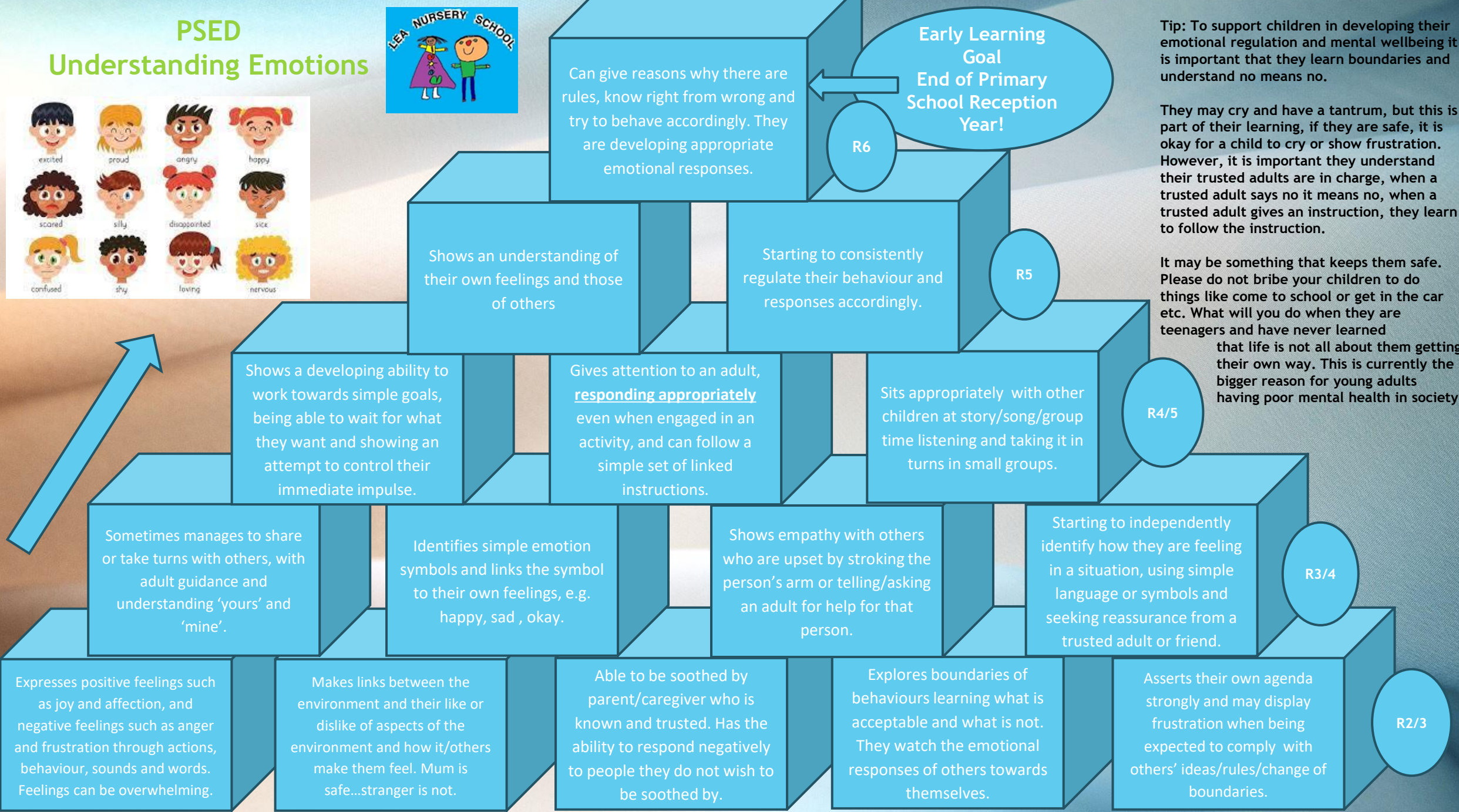
PSED Making Relationships



10 GREAT WAYS TO TREAT OTHERS	
1	Use kind words.
2	Help when you can.
3	Share and take turns.
4	Listen to what others have to say.
5	Be honest and truthful.
6	Think before you speak or act.
7	Remember your manners.
8	Hold your temper.
9	Think about the feelings of others.
10	Work and play fairly.



PSED Understanding Emotions



Can give reasons why there are rules, know right from wrong and try to behave accordingly. They are developing appropriate emotional responses.

R6

Early Learning Goal
End of Primary School Reception Year!

Shows an understanding of their own feelings and those of others

Starting to consistently regulate their behaviour and responses accordingly.

R5

Shows a developing ability to work towards simple goals, being able to wait for what they want and showing an attempt to control their immediate impulse.

Gives attention to an adult, **responding appropriately** even when engaged in an activity, and can follow a simple set of linked instructions.

Sits appropriately with other children at story/song/group time listening and taking it in turns in small groups.

R4/5

Sometimes manages to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'.

Identifies simple emotion symbols and links the symbol to their own feelings, e.g. happy, sad, okay.

Shows empathy with others who are upset by stroking the person's arm or telling/asking an adult for help for that person.

Starting to independently identify how they are feeling in a situation, using simple language or symbols and seeking reassurance from a trusted adult or friend.

R3/4

Expresses positive feelings such as joy and affection, and negative feelings such as anger and frustration through actions, behaviour, sounds and words. Feelings can be overwhelming.

Makes links between the environment and their like or dislike of aspects of the environment and how it/others make them feel. Mum is safe...stranger is not.

Able to be soothed by parent/caregiver who is known and trusted. Has the ability to respond negatively to people they do not wish to be soothed by.

Explores boundaries of behaviours learning what is acceptable and what is not. They watch the emotional responses of others towards themselves.

Asserts their own agenda strongly and may display frustration when being expected to comply with others' ideas/rules/change of boundaries.

R2/3

Tip: To support children in developing their emotional regulation and mental wellbeing it is important that they learn boundaries and understand no means no.

They may cry and have a tantrum, but this is part of their learning, if they are safe, it is okay for a child to cry or show frustration. However, it is important they understand their trusted adults are in charge, when a trusted adult says no it means no, when a trusted adult gives an instruction, they learn to follow the instruction.

It may be something that keeps them safe. Please do not bribe your children to do things like come to school or get in the car etc. What will you do when they are teenagers and have never learned that life is not all about them getting their own way. This is currently the bigger reason for young adults having poor mental health in society

Physical Development (PD)

Moving and Handling

Gross Motor



Early Learning Goal
End of Primary
School Reception
Year!



• Negotiates space/obstacles safely with awareness for themselves and others.

• Demonstrates strength, balance & coordination when moving.

• Can run, jump, dance, hop, skip and climb.

R6

Climbs frames and obstacles with confidence and ease using hands, arms and leg movements appropriately to negotiate equipment/environments. Is able to carry out self care tasks.

Is confident to jump off obstacles using arms and legs to control their landing.

Can skip, hop, bend over and move their body in a variety of ways to travel from one point to another.

R5

Runs and moves around obstacles, showing spatial awareness of themselves and the environment they are moving in.

Can sit up/stand and balance for longer periods of time showing their developing postural stability.

Kicks a ball with some control and direction.

Developing eye/foot coordination.

Can throw/play with objects such as balls, hoops and bats with some control and sense of direction.

Developing hand/eye coordination.

R4/5

Able to move their entire body and limbs to carry out tasks independently with some for of control such as dressing, undressing and going to the toilet. They may need some adult support from time to time.

Starting to use balance bikes to travel, may attempt to use bikes with pedals but push with their feet still and occasionally attempt to pedal.

Showing a growing ability to control their speed when fast walking and running. Showing more control over their ability to run and learning to skip and hop.

Climbs up steps and is learning to jump off objects from a safe height landing with knees slightly bent.

Copies movements made by adults showing an understanding of how their body and limbs move, e.g. when playing Simon Says or attempting to join in with Cosmic Yoga.

R3/4

Able to walk with developing balance, maybe unbalanced when moving up and down from one height to another.

Picks up and moves objects of interest. Able with some coordination and purpose to move items from one place to another.

Continues to be able to play crawling games moving alternate legs and arms.

Sits up unaided and if attention is focused, they can sit for a period without falling or needing to lay down.

Sits down and stands up from an age-appropriate chair/or suitable placed object using their arms and hands to support their movements.

R2/3

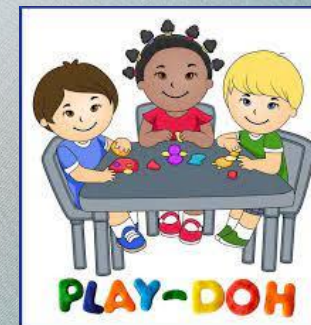
Physical Development (PD)

Moving and Handling

Fine Motor



Early Learning Goal
End of Primary
School Reception
Year!



• Uses objects in their hands showing, control, coordination and use for specific purpose.

R6

Throws objects with a specific sense of direction and force and able to throw more consistently balls/objects into a target. Shows developing hand/eye coordination.

Is starting to use scissors to cut paper and materials with developing control, direction and hand strength.

R5

Starting to hold mark making tools with a developing tripod hold. Will pick up tools using finger and thumb and moving into the hand to use.

When picking up objects or tools is consistently using a dominant hand to do so.

Throws objects with a developing sense of direction and force – attempting to throw balls/objects into a target. Showing developing hand/eye coordination.

Uses scissors with developing control and force showing some control and hand strength.

R4/5

Picks up tools and attempts to use them for the correct purpose.

Cuts with a knife.

Mark makes with pens, pencils, brushes, chalk.

Uses pincer grip (thumb and index finger) to pick up small items such as beads, buttons, jigsaw pieces and small bits of paper.

Manipulates soft material such as play dough into different shapes using squeezing, rolling and pushing hand movements. Tears paper using pincer movements to create enough force.

Holds toys in their hands and move them with purpose and direction – cars, buckets, balls, hoops etc.

R3/4

Holds objects using a whole hand grasp, can move the object to and from their face to look at it and orally explore or, if appropriate, eat it.

When in a sitting position, they can pick up and move objects of interest using their hands, with some coordination and purpose moving the item/s from one place to another moving their hands/ arms and torso position.

Can sit up unaided and if attention is focused, they can sit for a period without falling or needing to lay down.

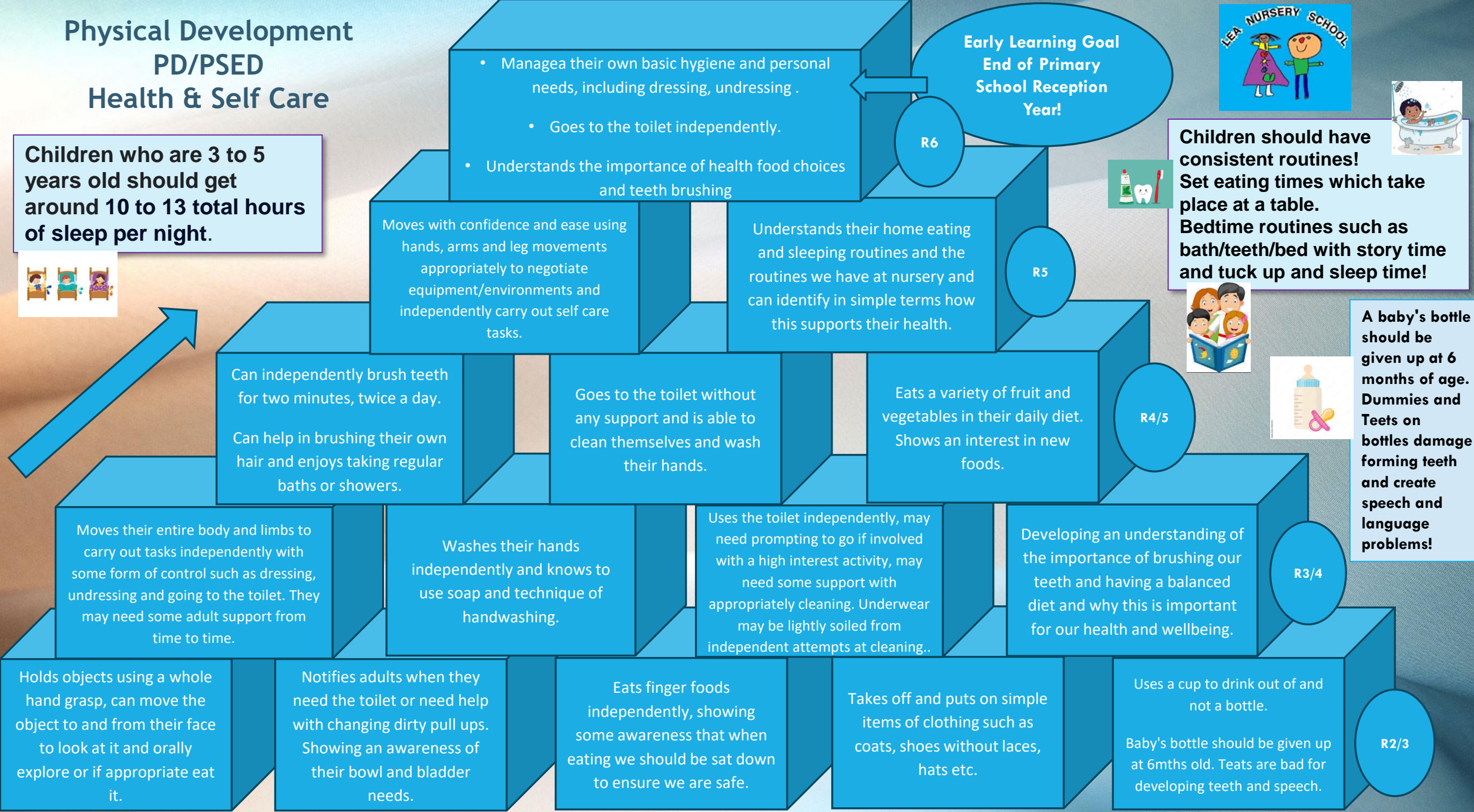
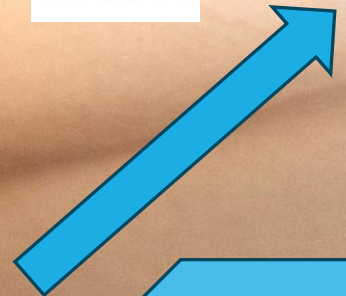
Can sit down and stand up from an age-appropriate chair/or suitable placed object using their arms and hands to support their movements.

When standing or walking about they can pick up with their hands items with some coordination and purpose to move the item from one place to another.

R2/3

Physical Development PD/PSED Health & Self Care

Children who are 3 to 5 years old should get around 10 to 13 total hours of sleep per night.



Holds objects using a whole hand grasp, can move the object to and from their face to look at it and orally explore or if appropriate eat it.

Notifies adults when they need the toilet or need help with changing dirty pull ups. Showing an awareness of their bowl and bladder needs.

Eats finger foods independently, showing some awareness that when eating we should be sat down to ensure we are safe.

Takes off and puts on simple items of clothing such as coats, shoes without laces, hats etc.

Uses a cup to drink out of and not a bottle.
Baby's bottle should be given up at 6mths old. Teats are bad for developing teeth and speech.

R2/3

Moves their entire body and limbs to carry out tasks independently with some form of control such as dressing, undressing and going to the toilet. They may need some adult support from time to time.

Washes their hands independently and knows to use soap and technique of handwashing.

Uses the toilet independently, may need prompting to go if involved with a high interest activity, may need some support with appropriately cleaning. Underwear may be lightly soiled from independent attempts at cleaning..

Developing an understanding of the importance of brushing our teeth and having a balanced diet and why this is important for our health and wellbeing.

R3/4

Can independently brush teeth for two minutes, twice a day.
Can help in brushing their own hair and enjoys taking regular baths or showers.

Goes to the toilet without any support and is able to clean themselves and wash their hands.

Eats a variety of fruit and vegetables in their daily diet. Shows an interest in new foods.

R4/5

Moves with confidence and ease using hands, arms and leg movements appropriately to negotiate equipment/environments and independently carry out self care tasks.

Understands their home eating and sleeping routines and the routines we have at nursery and can identify in simple terms how this supports their health.

R5

- Managea their own basic hygiene and personal needs, including dressing, undressing .
- Goes to the toilet independently.
- Understands the importance of health food choices and teeth brushing

R6

**Early Learning Goal
End of Primary
School Reception
Year!**



**Children should have consistent routines!
Set eating times which take place at a table.
Bedtime routines such as bath/teeth/bed with story time and tuck up and sleep time!**



A baby's bottle should be given up at 6 months of age. Dummies and Teets on bottles damage forming teeth and create speech and language problems!

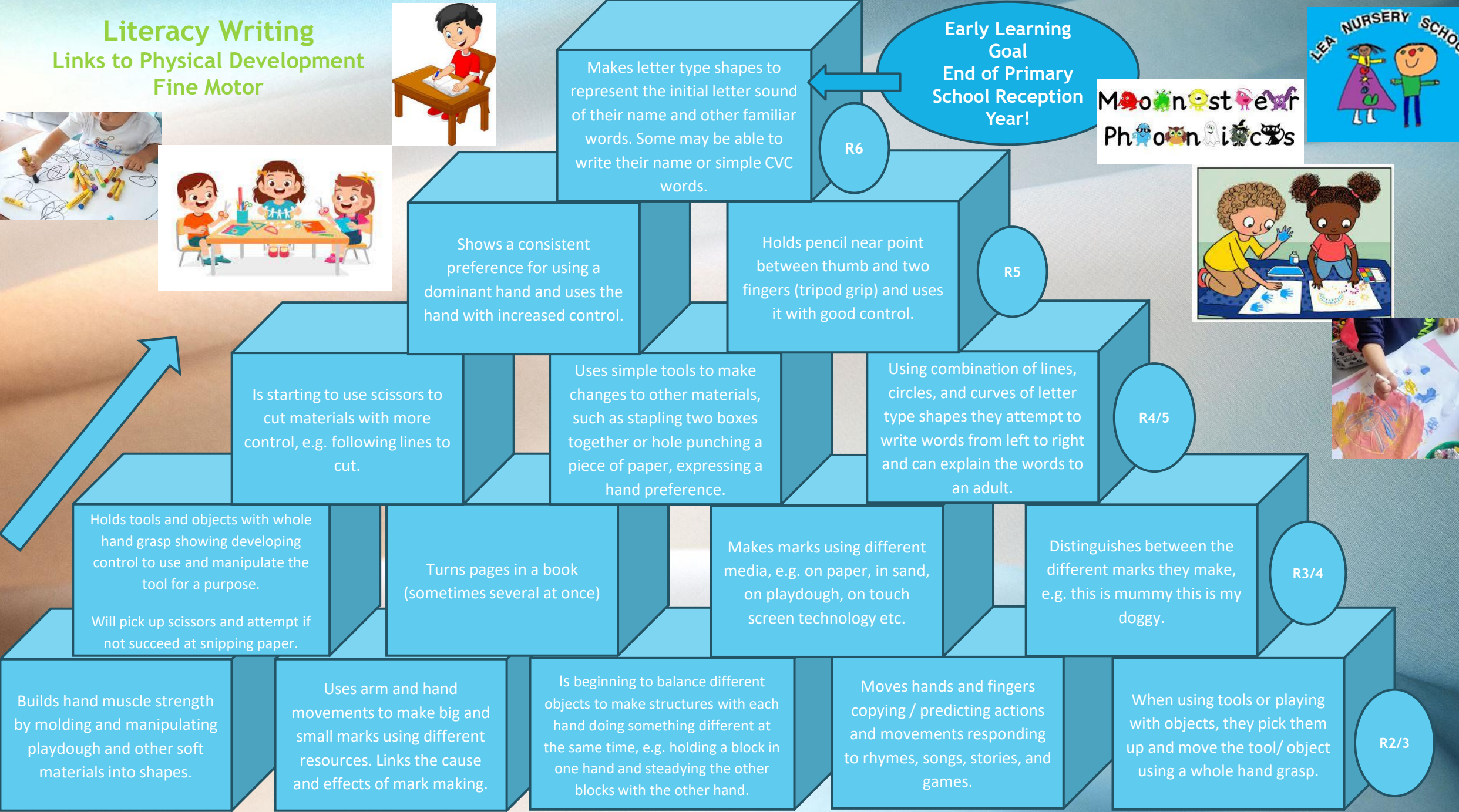
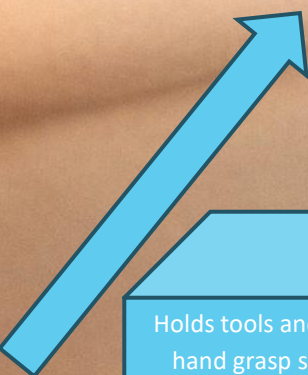
Literacy Writing

Links to Physical Development

Fine Motor



Early Learning Goal
End of Primary
School Reception
Year!



Builds hand muscle strength by molding and manipulating playdough and other soft materials into shapes.

Uses arm and hand movements to make big and small marks using different resources. Links the cause and effects of mark making.

Is beginning to balance different objects to make structures with each hand doing something different at the same time, e.g. holding a block in one hand and steadying the other blocks with the other hand.

Moves hands and fingers copying / predicting actions and movements responding to rhymes, songs, stories, and games.

When using tools or playing with objects, they pick them up and move the tool/ object using a whole hand grasp.

Holds tools and objects with whole hand grasp showing developing control to use and manipulate the tool for a purpose.
Will pick up scissors and attempt if not succeed at snipping paper.

Turns pages in a book (sometimes several at once)

Makes marks using different media, e.g. on paper, in sand, on playdough, on touch screen technology etc.

Distinguishes between the different marks they make, e.g. this is mummy this is my doggy.

Is starting to use scissors to cut materials with more control, e.g. following lines to cut.

Uses simple tools to make changes to other materials, such as stapling two boxes together or hole punching a piece of paper, expressing a hand preference.

Using combination of lines, circles, and curves of letter type shapes they attempt to write words from left to right and can explain the words to an adult.

Shows a consistent preference for using a dominant hand and uses the hand with increased control.

Holds pencil near point between thumb and two fingers (tripod grip) and uses it with good control.

Makes letter type shapes to represent the initial letter sound of their name and other familiar words. Some may be able to write their name or simple CVC words.



R2/3

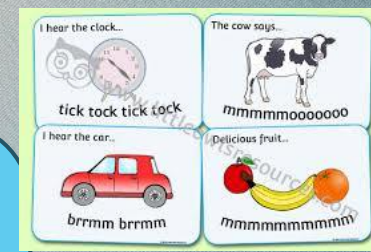
R3/4

R4/5

R5

R6

Literacy - Reading



Early Learning Goal
End of Primary School Reception Year!

Uses correct letter sounds and starting to link letter sounds to attempt to verbally make simple 3 letter words.

R6

Hears and says initial sounds in words.

Claps or taps the syllables in words during sound play.

Shows awareness of rhyme and alliteration, e.g. hungry hippo is alliteration.

R5

Listens to and joins in with stories, songs, and rhymes, when reading 1-2-1 and in small groups.

Joins in with regular repeated phrases in rhymes, songs and stories and can predict where these repeated phrases will appear next.

Begins to be aware of the way stories are structured and starting to use structure and sequence to tell own stories.

Begins to understand letters have a name and make a sound.
(Phonological awareness)

R4/5

Repeats and uses actions, words or phrases from familiar stories.

Fills in the missing word or phrases in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...

Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps.

Recognises, when an adult is sharing a story book with them, that the symbols and pictures on the pages link to what is being read.

R3/4

Shows an interest in particular stories, songs, and rhymes by expressing excitement through making noises, words and gestures.

Begins to join in with actions and sounds when sharing familiar books, songs and rhymes.

Listens to and identifies different sounds and noises in the familiar environment.

Makes different sounds with their mouth, e.g. shh & buzz.

Listens to sounds and words and will repeat them.

R2/3

Mathematics Number



Verbally counts beyond 20, recognising the pattern of the counting system;
 - Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
 - Explores and represents patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Has a deep understanding of number to 10, including the composition of each number.
 - Subitises (recognise quantities without counting) up to 5;
 - Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Knows that the last number reached when counting a small set of objects tells you how many there are in total 'cardinal principle'.

Links numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5.

Solves real world mathematical problems with numbers up to 5.

Developing fast recognition of up to 3 objects, without having to count them individually 'subitising'

Says one number for each item in order: 1,2,3,4,5.

Shows 'finger numbers' up to 5.

Recites numbers past 5.

Takes part in finger rhymes with numbers.

Compares amounts, saying 'lots', 'more' or 'same'.

Counts in everyday contexts, sometimes skipping numbers – '1-2-3-5'

Developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

Reacts to changes of amount in a group of up to three items.

R6

R5/
R6

Early Learning Goal
End of Primary School Reception Year!



R4/5

R3/4

R2/3

Mathematics

Shape, space & measure

(inc. spatial awareness/ordering and sequencing)



Early Learning Goal
End of Primary School Reception Year!

Selects, rotates and manipulates shapes using their spatial reasoning skills.
Composes and decomposes shapes starting to recognise a shape can have other shapes within it, just as numbers can.
Copies and creates repeating patterns.
Whilst playing is seen to compare length, weight and capacity.

R6

Identifies quantities and shows some awareness that an amount will require more or less containers when being transferred, e.g. when pouring water or milk into a cup.
Shows a forming understanding of capacity and spatial awareness.

Talks about and explores 2D and 3D shapes, e.g. circles, rectangles, triangles and cuboids using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

R5



Compares sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Can be heard discussing mathematical ideas throughout the day, inside and outdoors, such as those in stories like 'The Enormous Turnip,' 'The Turnip is bigger than the dog!'

Talks about and explores 2D and 3D shapes enjoying exploring how shapes are similar and different

R4/5



Builds with a range of resources.

Completes simple puzzles

Notices patterns and arrange things in patterns.

Uses positional language when climbing, tunnelling and hiding using spatial words like 'on top of', 'up', 'down' and 'through'. Showing spatial awareness and where their body is in the environment.

R3/4

Combines objects like stacking blocks and cups.

Climbs and squeezes themselves into different types of spaces.

Puts objects inside others and takes them out again.

Independently explores through play capacity of containers using water and other materials, e.g. pushing playdough into a cup.

Ex[plores patterns/size by matching colours together and putting blocks or toys in groups or order.

R2/3

Understanding the World People, Culture and Communities



Eid Mubarak



Pancake Day!



Early Learning
Goal
End of Primary
School Reception
Year!

- Can describe their immediate environment using knowledge for stories, discussions and observations etc.
- Knows some similarities between cultures/religions – drawing on information that has been shared with them.
- Can explain some similarities between life in this country and life in other countries, drawing on knowledge they have been exposed to and learned about.

R6

Shows an awareness and interest in different occupations and ways of life indoors and outdoors.

Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.

R5



Happy Diwali

In pretend play imitates everyday actions and events from own family and cultural background.

Enjoys joining in family customs, wearing special clothes and routines and sharing this with his close friends and trusted adults.

Aware that they have similarities and differences that connects them to and distinguish them from others.

R4/5



Is interested in photographs of themselves and other familiar people and objects.

Makes friends and shows an understanding of similarities and differences.

Makes connections between the features of their family and other families.

Starting to notice differences between people and points this out.

R3/4

Recognises key people in their own lives and has a sense of belonging to their key carer and trusted adults.

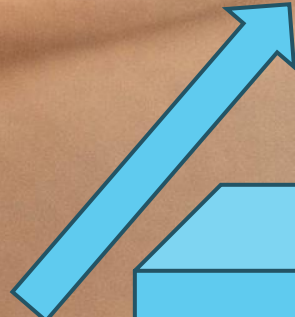
Showing curiosity in people, their clothes and special food they may make, e.g. Grandma's cookies

Enjoys stories about people, their lives and represented as characters.

With adult support they enjoy new experiences based on various cultural and religious events.

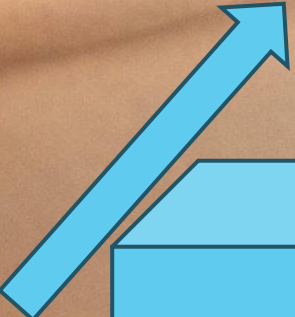
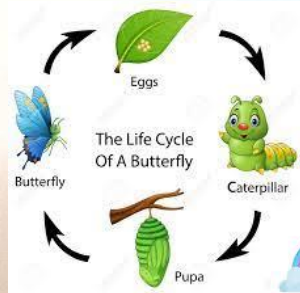
They can identify people and the environments they belong to, e.g. teacher and pointing to their teacher when out and about.

R2/3



Understanding the World

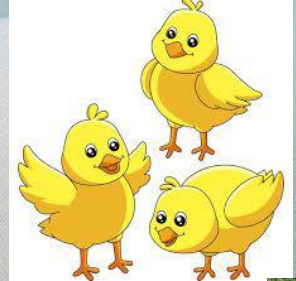
The Natural World



- Able to confidently explore the world around them and link what they see in their own drawings and conversations.
- Able to identify similarities and differences between the natural world around them and contrasting environments drawing on information that has been taught and shared with them.
- Shows an understanding of processes and changes that happen in the natural world, e.g. autumn.

R6

Early Learning Goal
End of Primary
School Reception
Year!



Developing an understanding of growth decay and changes over time.

Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world.

Can identify materials that can change state and shows an awareness of the different states and the vocabulary used to describe them, e.g. water turning to ice and melting back to water.

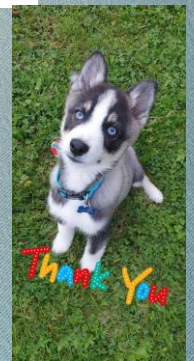
R5

Can talk about some of the things they have observed, such as plants, animals, natural and found objects showing care and concern for living things and the environment.

Notices detailed features of objects in their environment.

Enjoys playing with small world reconstructions and in role play - building on first-hand experiences, e.g. visiting farms, garages

R4/5



Explores objects by linking together different approaches, e.g. shaking, hitting, pulling

Shows a consistent curiosity in exploring familiar experiences in nature – grass, puddles and mud.

Understands where familiar objects belong in specific environments, e.g. saucepan in the kitchen, bucket and spade in the sandpit.

Is curious to explore materials with different properties and shows an awareness of the differences, e.g. wet sand makes better sandcastles.

R3/4

Closely observes what animals, people and vehicles do.

Shows curiosity in animals or objects they are familiar with in the natural world they have experienced.

Enjoys stories based on animals and nature.

Shows an awareness of common farm animals and is starting to link sounds to the animal such as cow goes moo.

Able to repeat actions that have an effect and can combine objects and actions showing an understanding that things are used in different ways.

R2/3

Understanding the World

Past and Present



Through stories and cultural events can identify specific celebrations and people who are from the past and those from the present, e.g. Queen Elizabeth II and King Charles III.

Able to look at objects and pictures from the past and compare them with objects and pictures of how things are now showing some understanding of the differences.

R6

Early Learning Goal
End of Primary School Reception Year!



R5

Can make sense of their own life story and family's history and share this in simple terms with others.

Able to talk about things in their past, such as last year/before we went to the farm to see the animals.

Able to show some understanding of events that have happened and events coming up, such as summer holidays and next is Halloween.

R4/5

Starting to consistently use vocabulary such as yesterday and today or now to show an understanding of time.

Through adult led conversation the child can make simple links between a grown up and their stories of when the grown up was a child. Linking a child becomes an adult over time.

Can understand basic chronology of events. Routines such as getting up, having breakfast, going to school etc.

Shows an understanding that when they were a baby, they had a bottle and a dummy but now they do not.

R3/4

Can follow simple routines.

With adult support can sequence visual prompts that link to their consistent daily routines.

Can identify that they go to sleep and then they wake up.

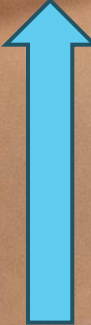
They have a simple understanding of night and day.

Can understand the order of simple events in terms of now and next. Now we have snack and next we will play

R2/3

Expressive Arts and Design

Creating with Materials



- Able to safely use and explore a variety of materials, tools and techniques.
- Confident to experiment with colour, design, texture, form and function.
 - Shares their creations, explaining the process they have used.
- Makes use of props and materials when role playing characters in narratives and stories.

R6

Early Learning Goal
End of Primary School Reception Year!



Draws with increasing complexity and detail, such as representing a face with a circle and including detail.

Explores, uses and refines a variety of artistic effects to express their ideas and feelings.

R5



Is starting to use scissors to cut materials with more control. (E.G following lines to cut)

Uses simple tools to make changes to other materials (such as stapling two boxes together or hole punching a piece of paper).

Uses a combination of lines, circles, and curves they attempt to draw closed shapes (from left to right) and can identify the names of the shapes they are creating.

R4/5



With an adult to guide them they join in with collaborative creative experiences/activities sharing ideas, resources and skills, e.g. cutting vegetables for using for joint collage print.

Is showing some awareness that mixing the primary colours will produce other colours, e.g. blue and yellow make green.

Uses mark making to represent ideas like movement and sound.

Recognises that different substances and materials can create sounds.

R3/4

Enjoys exploring different messy substances such as foam, cornflower or paint, using their fingers and different parts of their bodies.

Experiments with tools and their hands to rip, tear and cut different materials.

Shows an understanding that movement using certain items will leave marks.

Able to mark make using different media on surfaces and using movements linked to their feelings/mood. A frustrated child may scribble on a wall.

Combine different materials and explores the outcome and shows an awareness of different textures through feeling and facial expression and simple vocabulary.

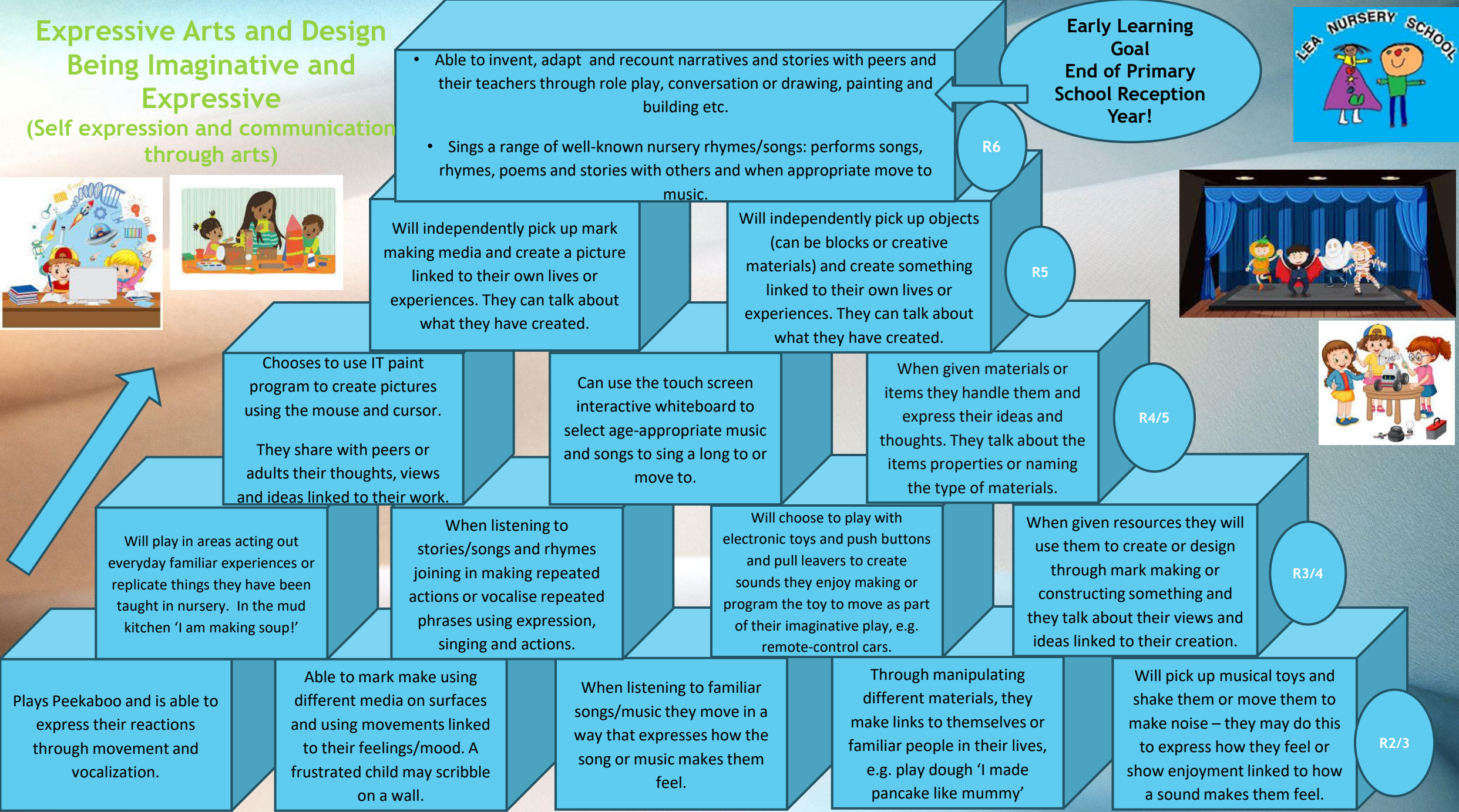
R2/3

Expressive Arts and Design Being Imaginative and Expressive

(Self expression and communication through arts)



Early Learning Goal
End of Primary School Reception Year!



Planning

Long Term Planning

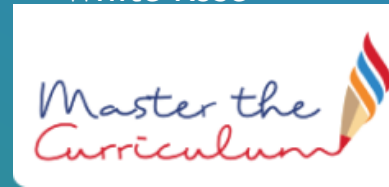
We create a nursery environment plan to show our classroom and outdoor design for the year along with an overview of our daily timings and routines- see slide 31 to 33.

We use 3 core documents Early Years Foundation Stage Statutory Framework/Development Matters/Birth to 5 Matters

To ensure we are supporting focused skills development in line with the EYFS objectives, we subscribe to 3 core schemes of work.



White Rose



Medium Term Planning

These schemes are approved by the DFE and have been reported by educational professionals to have resulted in positive skills development in children. These three schemes provide skills development coverage across the 7 areas of learning due to their cross curricular nature.

Medium Term Planning

We produce and use a termly curriculum overview to plan out key events and topic focus - see example slide 34. We plan termly cultural capital experiences including the use of external companies and animals to ensure we offer a curriculum with breadth and depth.

Short Term Planning

Children, Staff & SLT collaboratively produce weekly planning - see example slides 35 & 36. On this document we identify our weekly skills development focus and objectives taken from our long-term planning documents and skills development building blocks.



Bumble Bees

Sensory circuits and differentiated curriculum learning experiences/skills dev

Raluca Preda - Lead Teacher/SENCo TAs- Nour Alabdallat & Vanessa Wright

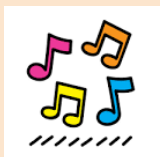
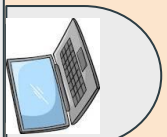
Bumble Bees

Max 8 SEN Children



Leopards

Ms Sana Bibi



Music/Tech/Yoga Zone

4 Children

1 Staff member

4 children

1 Staff member

Focus Learning Area. Staff lead skills progression activities to support children's skills development and learning.

Outdoor Creative/Explorers Area

Main indoor area with curriculum learning experiences/Skills dev
3 Staff

Ms Seema Sharma - Lead Teacher/
Deputy Head
N1 & N2s EYP KW:
Ms Khairan Nisa, Ms Jas Hothi, Ms Sana Bibi, Ms Roja Naralasetti
N1 & N2s
TA/PPA Cover - Ms Aga Diller

Main outdoor area with curriculum learning experiences/Skills dev
3 Staff



Kangaroos

2-Year-Olds

Ms Kaneez Kaleem, EYP

Ms Rashmi Kumari, TA



Kitchen Breakfast/Lunch Area



Butterflies

Ms Khairan Nisa EYP



Meerkats

Ms Seema Sharma
LT DH DSL /
Ms Linda Stay HT
DSL



Children's Toilet



Lions

Ms Jas Hothi, EYP



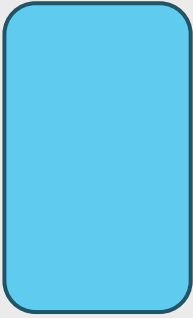
Pandas

Ms Roja Naralasett/EYP



Child's Toilet





Garden Trolley

Outdoor reading area and story time

Mud Kitchen

Mud/
Digging area

Covered outdoor Multipurpose Area

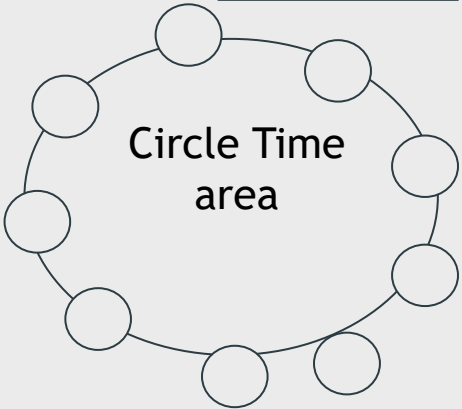
Grass Area

Haleema's Buddy Bench

Balancing / Climbing equipment

Bug Hotel

Climbing Frame



Sheds

Sandpit

2-Year-Olds

EYP 2-Year-Old Lead: Ms Kaneez Kaleem
2-Year-Old TA:
Ms Rashmi Kumari

Parents to take children to Room to staff. Children play in room.
Children learn to self register. Toilet training opportunity.

8:35 - 9am / 12:20 - 12:40 arrival and drop inside 2 yr old room.

9am - 9:15am / 12:40 12:55

2-year-olds free play outside.

9:15am - 9:25 am / 12:55 - 1:05pm

Focussed activity time.

Thursday 9:25 to 11:35 Kaneez PPA

9:25 am - 10:10 / 1:05 pm - 1:45 pm

child initiated exploration and learning.

10:10am - 10:30am / 1:45pm - 2:05pm

toilet and handwashing followed by snack time.

10:30 am - 11am / 2:05pm - 3pm

child initiated exploration and learning.

11:00 / 3pm

Tidy up / Clothing Check / Songs / Story

11:20/ 3:20pm

Parents come to 2-year-old room to collect - Garden Gate entry and exit front door.



N1s/N2s

Rising 3s/3-year-olds/4-year-olds
Curriculum Lead Ms Seema Sharma - Deputy Head/DSL

8:30/ 12:20 - All N1 & N2 EYPs + Teachers out in garden to receive children.

Parents Drop off children into garden, they can drop at the gate or pop in briefly to handover to keyworker.

9am - 9:15am / 12:40 - 12:55

All N1 & N2 children to group areas for self registration, feelings, weather, day of the week, how many children are in today...

9:15 am - 10:10 / 12:55 pm - 1:45pm

Children carosel between child initiated self exploration and focussed activity time.

10:10am - 10:30am / 1:45pm - 2:05pm

Toilet and handwashing followed by snack and group time including PSED Health & Self Care/story/songs/rhyme time.

10:30 am - 11am / 2:05pm - 3pm

Children carousel between child initiated self-exploration and focussed activity time.

11:00 / 3pm

Tidy up / Clothing Check / Songs / Story/Rhyme Time

11:20/ 3:20pm

Parents come in garden gate and collect from main nursery classroom.

Monday: 3:30pm to 4:30pm

Staff Meeting - curriculum reflection & planning

Thursday: 1hr Staff meeting - pupil reflection/evaluation/assessment

Thursday: PM SLT Meeting

Friday:Headteacher in provision

Breakfast Club
7:45am - 8:30am

Lunch club Wednesday
11:40am - 12:20pm





Bumble Bees



We pride ourselves on meeting our children's individual needs. We evaluate our provision and curriculum offer every year and regularly throughout the year to ensure we create appropriate learning opportunities for all children. Part of our provision is our Bumble Bee area - children who benefit from being around less children, a quieter area and who may need additional support are invited to be part of our Bumble Bees group. We have permanent Bumble Bee children and visiting Bumble Bee Children.

Our SENCo also leads our English as an Additional Language and Speech and Language groups within the Bumble Bee area. Children identified with a need for further support to ensure their inclusion have individual learning plans created by our SENCo. All staff are made aware of these plans and we regularly meet to highlight children's progress and skills progression targets.

The routine for children in our Bumble Bee Provision is:

8:30am to 9am Parents Drop off children into our outdoor area, they can drop at the gate or pop in briefly to handover to keyworker.

9am - 9:15am / 12:40 12:55

Sensory Circuits & Self Registration Time

9:15am - 10:10 am / 12:55 - 1:45pm

Focussed activity time & Child initiated exploration and learning.

Including:

Bucket time

I Talk

English as an Additional Language Intervention groups

Speech and Language Intervention groups

10:10am - 10:30am / 1:45pm - 2:05pm

toilet and handwashing followed by snack time.

10:30 am - 11am / 2:05pm - 3pm

Focussed activity time & Child initiated exploration and learning.

Including

Bucket time

I Talk

English as an Additional Language Intervention groups

Speech and Language Intervention groups

11:00 / 3pm

Tidy up / Clothing Check / Songs / Story/Rhyme Time

11:20/ 3:20pm

Parents come to Bumble Bee room to collect - Garden Gate entry and exit.

Bumble Bee/ 2-Year-Old Lead Teacher/SENCo: Ms Raluca Preda
Bumble Bee TA: Ms Nour Alabdallat
Bumble Bee TA: Ms Vanessa Wright
Bumble Bee TA: Ms Aga Diller (Monday Only)



Lea Nursery School Autumn Term 2 (2023)

Headteacher: Linda Stay / Deputy Headteacher: Seema Sharma / Chair of Governors: David Turner



At Lea Nursery we engage in cultural capital events, festivals and celebrations throughout the year and these experiences offer lots of opportunities for children's curriculum skills development expected to be covered during a child's time in the Early Years Foundation Stage. We also ensure that we maintain our links with parents and offer a variety of parent information sessions throughout the year. Outlined below is an overview of the curriculum aspects to be covered, the main planned experiences and parent meetings for the Autumn Term 2023.

Wk. 1 30/10 to 3/11	Wk. 2 6/11 to 10/11	Wk. 3 13/11 to 17/11	Wk. 4 20/11 to 24/11	Wk. 5 27/11 to 1/12	Wk. 6 4/12 to 8/12	Wk. 7 11/12 to 15/12
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(We plan with a skills-based approach looking at the EYFS curriculum skills objectives children are working towards, and we combine the skills focus with our topic and celebrations, events to create relevant learning experiences)

Topic: Festivals of Light & Winter

Parent Meetings:	Parent Meetings:	Parent Meetings:	Parent Meetings:	Parent Meetings:	Parent Meetings:	Parent Event:
<p>Behaviour Management with the headteacher</p> <p>Curriculum overview with the headteacher.</p>	<p>2-Year-Old Check & Transition Meetings with MS Kameez and new Keyworker.</p>	<p>Autumn Term Progress parent and Keyworker meetings. TBC</p>	<p>Autumn Term Progress parent and Keyworker meetings. TBC</p>	<p>Autumn Term Progress parent and Keyworker meetings. TBC</p> <p>Monday 4th December – Visit from Father Christmas with his Elf of safety! Arrive 20 minutes before end of session for meet and greet and photos.</p>	<p>Autumn Term Progress parent and Keyworker meetings. TBC</p> <p>Monday 4th December – Visit from Father Christmas with his Elf of safety! Arrive 20 minutes before end of session for meet and greet and photos.</p>	<p>Winter Celebration Assembly – 12/12/23</p> <p>End of am and pm sessions starts 20 minutes before home time.</p>
<p>Child Focus Bonfire Night/Fireworks Night/Guy Fawkes.</p> <p>Key Text: Peace at Last</p>	<p>Child Focus Diwali: 12/11/23</p>	<p>Child Focus Yule/Advent/Christmas Dec – Jan</p>	<p>Child Focus Yule/Advent/Christmas Dec – Jan</p>	<p>Child Focus Yule/Advent/Christmas Dec – Jan</p>	<p>Child Focus Jewish - Chanukah (Hanukkah) December 15, 7, 2023 – December 15, 2023, beginning on the Hebrew calendar date of 25 Kislev, and lasting for eight days.</p> <p>Kathika Deepam: 6 December is a festival of lights that is observed mainly by Hindu Tamils</p> <p>Bodhi Day: 8 December – Day of Enlightenment, Buddhism.</p>	<p>Child Focus Yalda: 21 December – Winter Solstice.</p> <p>Yule/Advent Dec – Jan Christmas Day - 25/12 – Christian Celebration of the birth of Jesus.</p> <p>Koliada or Koleda is the traditional Slavic name for the period from Christmas to Epiphany December to honor the sun during the Northern-hemisphere winter solstice. It also involves groups of singers who visit houses to sing carols and give gifts.</p>

Lea Nursery School

Headteacher: Linda Stay / Deputy Headteacher: Seema Sharma / Chair of Governors: David Turner



Skills:
CL: Listening/ show responses to stories/information/songs/music and rhymes – showing a developing understanding.
PSED: Has an awareness of own uniqueness and similarities and differences with others and various cultures and countries. Confidence at working and playing with others cooperatively. Developing an understanding of own and others' emotions.
PD: Gross and fine motor development.

UW: Aware of similarities and differences that connect them and distinguish them from others/ Can talk and identify natural changes in weather, season and linking this with animals and plants and how they change/ Develop a basic understanding of events that have happened in the past and events happening or coming up.
L - Phonics: Environmental Sounds: I can identify outdoor sounds and sounds I do and do not like - Whoosh, Bang, Zoom, Shhh.../ Writing: Developing the ability to hold tools to cut/mark make/create and manipulate materials with control and purpose.

M: Recognising Numbers 1 - 10 and applying the knowledge to sorting and counting/ colours / shapes.

EA: Can take materials and substances and use them to express and create work using their imagination and express in their work knowledge about topics they are learning about – for example, Fireworks paintings or creating playdough divas.

Bumble Bees

Max 8 SEN Children



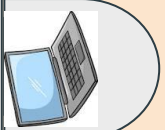
Bumble Bees

Sensory circuits and differentiated curriculum learning experiences/skills dev based on the nursery skills focus

Raluca Preda - Lead Teacher/SENCo TAs- Nour Alabdallat & Vanessa Wright



Leopards
Ms Sana Bibi



Music/Tech/Yoga Zone

2nd October - 6th October Key Skills Focus

Skill: 1) (PD- Moving & Handling) Shows increasing control in holding, using and manipulating a range of tools and objects (Fine motor)
2) (C&I- Speaking) Building vocabulary by naming and describing the movement/tools & vegetables.

Exploring: Children with support are able to hold the knife with a grip which allows them to attempt to cut the vegetables. Children to learn the name of the different vegetable and talk about the colour, size and how it feel.

Developing: Children are able to hold the knife and are able to try different techniques to cut/chop the fruit and vegetable into smaller pieces. . Children to learn the name of the different vegetable and talk about the colour, size and texture.

Consolidating: Children to hold the knife with a good grip and using the technique of cutting are able to cut/chop pieces of vegetables. Children to describe the vegetables describe what they can see, touch and smell. Children to talk about the similarities and differences between the different vegetables (**development of critical thinking skills**)

E - carrots, beetrot, vegetables, potatoes, rhubarb hold, cut, knife, healthy

D - long carrot, round cauliflower, beetrot, rhubarb, healthy

C - same, different, long orange carrot, healthy eating, health, growing

Outdoor Creative/Explorers Area

Main indoor area with curriculum learning experiences/Skills dev
3 Staff

Mathematical opportunities

Weekly Number is 2

Colour on Monday = Green

Colour on Tuesday = Purple

Wed/Thur/Friday = Red, Yellow & Blue, Green, Purple

Literacy: Environmental Sounds -

What sound does a bell make?

telephone Are they similar?

Expressive and creative

PD (Fine Motor) building control and hand strength

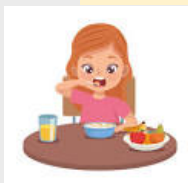
Main outdoor area with curriculum learning experiences/Skills dev
3 Staff

Playdough Colour of the day- green, purple, then later in the week, consolidating all the colours learnt + cutting tools manipulation and skills for cutting.

Env sounds: Role Play with Henry Hoover cars in small world area. Try and link with colour.

Colour pencils sharpened.
Vegetable template - colouring/collaging. (creative area)

Staff model creative and focus activities and guide children. Promote use of language speaking and listening. Lego blocks with colours - what colour are vegetables?



Kitchen
Breakfast/Lunch



Start of session: N1s/N2s - Self registration - intro to a photo of themselves - can they find their photo and move it to in school? How am I feeling? Weather today and Day of the week and day of the week song. Counting the number of children who arer in group. Use pictorial prompts. (Covers **Maths/UW/PSED/CL/L**)

2-Year-Olds/Bumble Bees - Hello song, KW/TA sing song and hand each child their photo/Number Rhymes/Share colour of the day.

Snack time. PSED/CL handwashing, working on sharing, healthy eating and learning about vegetables and milk, manners. Sharing the text - Olivers Vegetables - Discuss the importance of healthy eating and importance of eating fruit and vegetables.

Garden Trolley

Water tray - Try and fish items out of the tray using hands.

Outdoor reading area and story time. Olivers vegetables story and other stories.

Developing the ability to develop trusting relationships with staff/CLL.

Mud Kitchen

Using vegetables dug from digging area to cook with. Provide plastic knives and saucepans etc

Digging

Area- Vegetables hidden in the soil to find and dig up.

Covered construction Area.

Grass Area

Hula Hoops for self exploration.

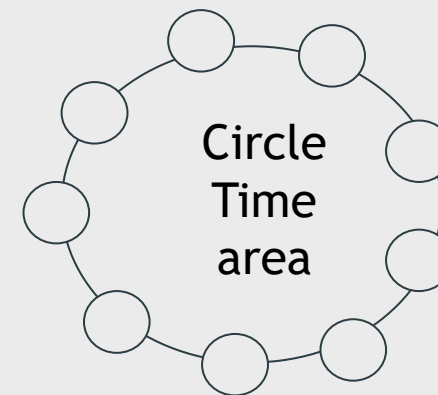
Small hoops and cones colour match.

Colour coordinated equipment for colour of the day.

Bug Hotel

Staff to guide and support key focus skills within the experiences on offer. See page 1.

Climbing Frame



Sheds

Sandpit

Open in free flow after registration time till snack time

Staff - Every member of staff is a valued integral part of our nursery setting

1 Office Manager 1 Admissions & Administrations Officer 1 Housekeeper 10 Governing Members

▶ 4 Teaching Assistants - Level 2 to 3 Qualified in Childcare/ Children's Development & Learning

An Early Years Teaching Assistant is responsible for helping the teacher with classroom activities and duties. This includes helping prepare and set up the classroom for lessons, helping children with reading, writing and learning and reporting progress of children to the Early Years Practitioners/teachers and parents/guardians.

▶ 5 Early Years Professionals - Level 3 & 4 Qualified in Children's Development & Learning

Early Years Professionals are seen as agents of change whose professional expertise, leadership skills and exemplary practice transform the early years services and ensure that all settings offer the highest quality experiences and education for all young children between 0 to 5 years of age

▶ 1 SENCo/Lead Teacher - Qualified Teacher Status (QTS)

SENCOs, must be a qualified teacher in mainstream schools, oversee the strategic development of SEN policy and provision and as such is advised to form part of the leadership team. In addition, they ensure the implementation of the SEN policy on a day-to-day basis.

A Lead teacher is the head of a grade level or a department. Lead teachers impact the overall grade level or school goals, as their role is broader than that of being in their classroom. These are experienced teachers that support other teachers/staff in a variety of ways.

▶ 1 Deputy Head - Qualified Teacher Status (QTS)

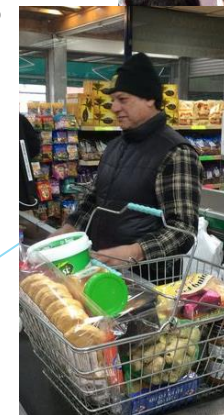
The Deputy Headteacher is a leading professional in the school, accountable to the Headteacher. The Deputy Headteacher assists in providing vision, leadership and direction for the school and helps to ensure that it is managed to meet its aims and targets.

▶ 1 Headteacher - Qualified Teacher Status (QTS)

The role of the Headteacher is to provide strategic leadership and professional management for TGFS. This will secure success and improvement for the school; ensure high quality education and personalised learning for all its pupils and high standards and achievement in all areas of the school's work. The governors will expect the Headteacher to lead by personal example in demonstrating a full and professional commitment to excellence in education.

Cultural Capital

- ▶ The Cultural Capital theory states that social success of a person depends on his or her accumulated life experiences (cultural capital). In schools this translates into the importance of bringing extra-curricular activities such as outdoor learning, travel, music and the arts into children's lives.
- ▶ At Lea Nursery School we include in our planning lots of cultural capital experiences and events. These include but are not limited to the following:
- ▶ Learning about different cultural celebrations and religious events/festivals through experience days.
- ▶ Inviting people from the local community to visit and meet the children. These include firepersons, police, vets, oral hygiene professionals (including the tooth fairy!), health visitors, teachers from Claires Court Schools, Maidenhead etc.
- ▶ Introducing different types of foods, learning about traditions and making culturally related recipes.
- ▶ Including forest school lessons within our curriculum.
- ▶ Making visits to people/places in our local and wider community.





At Lea Nursery School we believe enriched learning takes place through offering children a wide range of experiences. A large part of our enrichment programme and cultural capital is offering children safe, well managed opportunities to learn about life skills and the world around us through the support of animals.

At Lea Nursery School your child will have opportunities to learn about self-care, oral health, kindness, life cycles and much more when our trained, risk assessed, well managed animals come to visit.

Animals due to visit our nursery this academic year are as follows:



Story time and healthy me support dog: Specially selected canine, Bandit the Pomsy, will visit the children from time to time to support our teaching of a variety of aspects of our curriculum. Support dogs are proven to provide children in schools comfort, encourage positive social behaviour, enhance self-esteem, motivate speech, and inspire children to have fun and enjoy the experience of reading and learning.



Living Eggs Company: Children watch eggs hatch and chicks develop on site. They learn about the importance of meeting a living being needs such as giving food, water, clean shelter and love and care.



Farm 2 Ewe: Is a farm that visits the nursery, and they bring to life so many aspects of the national curriculum and engage the pupils in a very short time. They have a range of accredited lesson plans which they deliver to our nursery children. They structure the animal encounters to bring to life particular subjects.



Caterpillar Company: We have caterpillars come to us and the children get to watch them turn into cocoons and then emerge into butterflies that we release together into the wild hedgerow that surrounds our school.



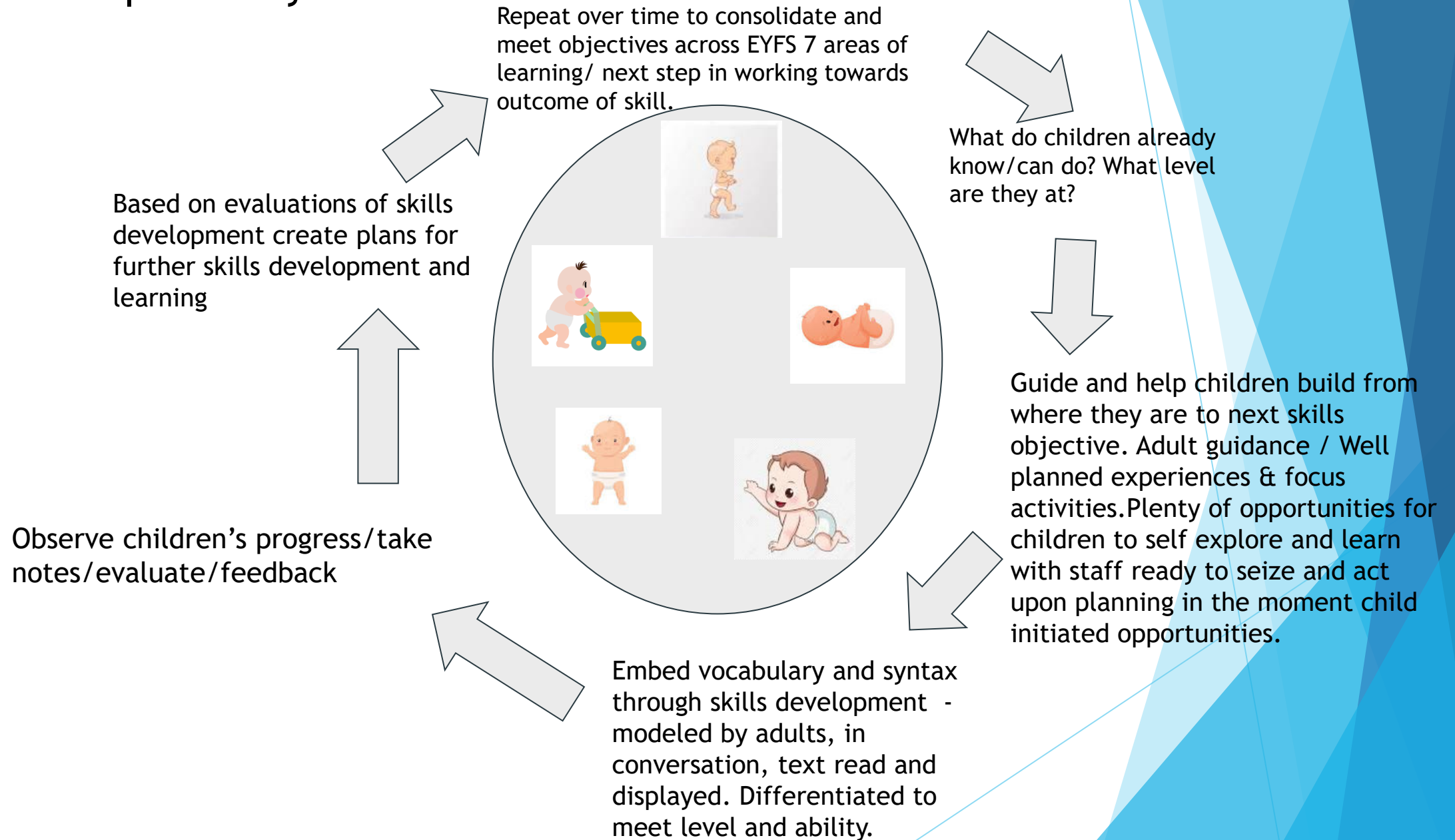
****We are very respectful that not all children or adults are comfortable around animals. Sessions with any animal will be carefully risk assessed, managed in a carefully sectioned area of the nursery setting, children will not be made to meet or touch animals if they do not wish to do so. All interactions will be closely monitored by staff and the animal's main trainer and carer. All animals will be assessed for their suitability and ability to comply with our strict health and safety and safeguarding standards. Should children have safe monitored contact with an animal they will be taken to wash their hands immediately after the interaction. We are aware of individual children's medical conditions, and we will assess each session according to professional and medical recommendations to ensure the wellbeing of all our children. We also will ensure the safety and wellbeing of the animals when they are in the nursery setting.***

Should you have any concerns or wish for your child not to take part in a specific animal related visit please let your child's keyworker know. Once again, we would like to reassure you that all sessions will be run with extreme care and to the highest of safety standards.

Yours sincerely

Linda Stay
Headteacher
Lea Nursery School
head@lea-nursery.slough.sch.uk
01753 536492

Skills Development Cycle





Recording, Evaluation & Assessment

Recording: every child has a learning journal - this is a hardcopy diary of the child's progress which is presented to the child when they complete their time at the nursery.

The journal consists of:

- Skills progression statements based on the building blocks of skills progression
 - I can statements linked to Mastery of Maths/Monster Phonics/Jigsaw PSHE
 - Photos and observations collected on Evidence Me by Keyworkers/Staff
- +
- Samples of children's work
- Skills development objective documents created from staff observations/evaluations and in collaboration with parents
- A formal report is included when the child completes their time with us which contains numerical progress data that has tracked the child's progress

Evaluation of each child's skills development progress takes place daily through observations, weekly through staff information sharing opportunities and termly through parent and key worker meetings.

We carry out specific assessments once a term on every child. When children arrive, we carry out a baseline assessment - information is gained from staff observations and from information shared with us by parents at our induction meeting.

Our first review meeting with parents focuses on the 3 prime areas and objectives are based on development in these areas, as these are the foundation building blocks for development in the specific areas.

In an academic year we meet all parents in the Autumn Term, Spring Term and a report is given to our N2s (leavers) in the Summer Term at their graduation.

Parents of N1 children are invited to our end of year workshare/stay and play where they will get to look through the learning journal and have an informal chat with the keyworker. We encourage the children to share their journal with their parents.

Our 2-year-old team meet parents at drop off and pick up in the classroom to ensure informed handover takes place. This is as well as meeting with parents formally. This is due to the age of the children. All 2-Year-Olds are observed and assessed during their time as a 2-Year-Old and a formal 2-Year-Old Check document is completed at the end of their time in our Kangaroos Room.

Reports

Recorded on the report is the child's progress data. Data is created by evaluating & assessing the child's development within each of the 7 areas using our skills progression building blocks. For ranges 2 to 5 we identify if a child is emerging in a range, within the range or secure in that range for each area and sub area. See a sample report on slides 42 & 43.

Lea Nursery School
 Report for: RW
 Key Worker: Mrs Hothi
 Headteacher: Linda Stay
 Chair of Governors: Dave Turner



AGE MTHs: 4 years 6 months

Start Date: September 2022

Leaving Date: 21st July 2023

Home Language: English



XXXX arrived at Lea Nursery a quiet and timid child. However, he quickly developed into a confident, curious child who loved to engage in sustained activities to complete tasks. He has made secure friendships and plays collaboratively with other children. He has enjoyed learning using key texts such as The Hungry Caterpillar, Elmer the Elephant and Jack and the Beanstalk. He has embraced our cultural capital experiences that included our royal celebrations and high tea; meeting our visiting chicks and watching our school caterpillars turn into butterflies.

XXXXX's communication and language skills have progressed well, and he is able to express feelings, thoughts and ideas through spoken sentences which link together to convey a clear meaning. He understands what has been read to him and shows this understanding by answering questions, retelling stories, and using his own words and recently introduced vocabulary. He listens to others and has a secure age-appropriate attention span.

XXXXX manipulates a range of tools and equipment using both hands but is starting to favour his dominant hand. Equipment used includes paintbrushes, writing tools, scarves, ribbons etc. He attempts to make marks forming letter type shapes using a combination of lines, circles and curves. He is developing his pencil grip and currently uses a whole hand grip. XXXXXX climbs stairs, steps and moves easily across climbing equipment using alternate feet. He can maintain his balance by using his hands and body position. He has good spatial awareness and can adjust his speed and direction to avoid obstacles.

XXXXX has good self-care skills; he can dress and undress independently and put on shoes. He independently uses the toilet and understands the importance of washing hands. He will re direct attention to other experiences when a situation does not go his way. His emotional and social skills are balanced and secure. He understands being fair and is usually able to share with others and take turns.

Remember: Continuing to share stories at home, having regular routines and boundaries all help with children's learning and development. When out and about it is good to play games such as I Spy and games where you give short simple clues. Another fun game to play is first person to spot 10 objects, this can be increased to 20 and more to develop counting skills and one to one correspondence. Continue to encourage teeth brushing! Focus on healthy eating as promoted by Lea Nursery, the healthier the food we eat the better our bodies and brains develop making us good learners. Keep active, drink plenty of water and spend plenty of time outdoors.

Head Teacher Comment

XXXXX is a character who is full of life. you all as a family should be admired for learning to cope with his eczema and the challenges this presents. XXXX loves to share his ideas, views, and opinions with staff. I have had a lot of lovely conversations with XXXXX during our time together at nursery. He recently was sharing his ideas of what I should buy Miss August for her leaving gift. He showed a real understanding of her as a person and suggested a nice perfume, or some pens as I keep taking hers! XXXXX is very bright and able; his mind is always processing information that he hears and sees. It is important that children only have access to age-appropriate media and TV, but this is even more important for XXXXX as his age verses his thirst for knowledge could create interests beyond his actual understanding and maturity. I know you manage this well currently. As you know, XXXXX can become very interested in things such as toys, people, or objects – this can lead to him hyper focussing on these things – this week it has been lollipop creative sticks – we are sorry your house must be full of them 🍭. I know myself and staff really appreciate the positive relationship we have with XXXXXX and your family, and we are looking forward to remaining in contact as his brother joins us.

Linda Stay

Headteacher Lea Nursery



	09/12/21	25/05/22	11/10/22	28/02/23	Final 22/05/23
Wellbeing	4	4	4	4	5
Involvement	4	3	4	4	5

Prime Area Data	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure
PSED Making Relationships	Range: 2S	Range: 3E	Range: 4E	Range: 4W	Range: 5W
PSED Sense of Self	Range: 2W	Range: 3E	Range: 4E	Range: 4W	Range: 5E
PSED Understanding Emotions	Range: 2S	Range: 3W	Range: 4E	Range: 4W	Range: 5E
Physical Moving and Handling	Range: 4W	Range: 4W	Range: 4S	Range: 5E	Range: 5S
Physical Health & Self Care	Range: 4E	Range: 4W	Range: 4S	Range: 5E	Range: 5S
CL Listening & Attention	Range: 4E	Range: 4W	Range: 5E	Range: 5E	Range: 5S
CL Understanding	Range: 4E	Range: 4S	Range: 5E	Range: 5E	Range: 5S
CL Speaking	Range: 3W	Range: 3S	Range: 4S	Range: 5E	Range: 5S

Specific Area Data	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure	Learning Range & Level Emerging / Within / Secure
Literacy Reading	Range: 3E	Range: 3 W	Range: 4W	Range: 4S	Range: 5W
Literacy Writing	Range: 4W	Range: 4S	Range: 5E	Range: 5E	Range: 5W
Mathematics	Range: 2S	Range: 3E	Range: 4E	Range: 4W	Range: 5E
Understanding the World People and Communities	Range: 2S	Range: 3W	Range: 4W	Range: 5E	Range: 5S
Understanding the World The World	Range: 4W	Range: 4W	Range: 4S	Range: 5E	Range: 5S
Understanding the World Technology	Range: 4E	Range: 4W	Range: 5E	Range: 5E	Range: 5W
Expressive Arts (ED) Creating with Materials	Range: 3E	Range: 3W	Range: 4S	Range: 4S	Range: 5W
Expressive Arts Being Imaginative and Expressive	Range: 3S	Range: 3S	Range: 4W	Range: 4S	Range: 5W



Sources and useful links

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.gov.uk/government/publications/development-matters--2>

<https://birthto5matters.org.uk/>

<https://www.lea-nursery.slough.sch.uk/>

<https://www.facebook.com/LeaNurserySchoolWexhamSlough/>

<https://help-for-early-years-providers.education.gov.uk/>

<https://monsterphonics.com/>

<https://masterthecurriculum.co.uk/nursery-maths-scheme/>

<https://jigsawpshe.com/pshe-eyfs-england>

Linked Policies
Behaviour Policy
Healthy Schools Policy
Pupil Premium Policy
SEND Policy
Outdoor Learning Policy
Display Policy
Safeguarding Policy

