
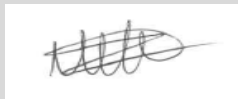


Curriculum Policy

Cippenham Nursery School



Approved by:	Full Governing Body	Date: 04/02/2026
Last reviewed on:	New policy	
Next review due by:	February 2027	
Updated on School Website:	10 th February 2026	
Signed: (Acting Chair of Governors)		
		
(Headteacher)		
		
The school will review this policy annually		

Introduction

At Cippenham Nursery School, we are committed to providing an ambitious, broad and balanced curriculum that enables every child to make excellent progress from their individual starting points. This policy outlines our curriculum intent, implementation and impact. Our curriculum is designed to meet the needs of our diverse community, ensuring all children, regardless of their starting points, make excellent progress.

Our Vision:

"Happy to Be Here, to Play, Learn, Care, Share and be ourselves"

Our Curriculum Vision:

Learning through play and Planning in the moment is our curriculum vision, which incorporates the EYFS statutory requirements and the Characteristic of effective teaching and learning. It is strengthened by the non-statutory guidance, Birth to Five Matters. All seven areas of learning are embedded within our provision, preparing children for the next stage of their learning and development. Our curriculum is underpinned by the four guiding principles from the EYFS statutory framework:

- 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 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. The Early Years Statutory Framework, and our chosen curriculum guidance; Birth to 5 matters, covers the education and care of all children in early years' provision, including children with special educational needs and disabilities (SEND).

Legal and Non statutory Framework

Our curriculum is based on:

- The Early Years Foundation Stage (EYFS) Statutory Framework 2025
- Birth to Five Matters (non-statutory guidance)
- Keeping Children Safe in Education
- Characteristic of effective teaching and learning (Birth to 5)
- Equality Act 2010
- Ferre Laevers – Leuven scales for Wellbeing and Involvement

Curriculum Intent

At Cippenham Nursery School, our curriculum intent is to provide every child with a rich, ambitious and carefully sequenced curriculum that prepares them to be confident, independent learners ready for their next stage of education.

We want our children to:

- Develop strong communication and language skills, building a rich vocabulary that enables them to express themselves clearly and understand the world around them
- Become independent, curious learners who show resilience, creativity and positive attitudes to learning
- Develop the physical skills and emotional regulation needed to manage their own needs and build positive relationships
- Gain the knowledge and cultural capital to understand and appreciate the diverse world they live in
- Be ready for Reception with the foundational skills in early reading, mathematics and personal development they need to thrive.

We ensure all children, regardless of their starting points, make excellent progress through high-quality teaching, targeted support and rich experiences both indoors and outdoors, including Forest School, carpentry, Green skills in the allotment and yoga.

There are 7 areas of learning and development that we must teach at nursery.



Prime Areas

Communication and Language Intent

What we want children to know and be able to do:

By the time children leave Cippenham Nursery School, we want them to:

- Listen attentively and respond appropriately to adults and peers
- Use a rich and expanding vocabulary to express their ideas, feelings and needs
- Understand and follow multi-step instructions
- Engage in extended conversations, asking questions and building on what others say
- Understand and use new vocabulary in context across all areas of learning
- Retell familiar stories using story language and connectives
- Speak confidently in small and large groups

How we achieve this:

We systematically build children's language skills through:

- **Vocabulary-rich environment:** We explicitly teach new vocabulary daily, using visual supports and repetition. Staff model rich language and extend children's vocabulary during play
- **Story time and rhymes:** Daily story sessions using Pie Corbett 'Talk for Writing' techniques, story mapping and props. Children learn a growing bank of stories and rhymes throughout the year
- **Monster Phonics:** Systematic phonics teaching that develops phonological awareness and early reading skills
- **Small group work:** Targeted language interventions for children with EAL or speech and language needs, including support in home languages from our multilingual staff and EAL teaching assistant.
- **Language in the moment:** Staff tune into children's interests and extend language during play, asking open-ended questions and modelling new vocabulary
- **Home language support:** We value and celebrate home languages, with 15 staff members who speak additional languages supporting children to access learning. We offer Language bags to families to continue learning at home on many themed topics. Half termly key vocabulary is sent home via tapestry to practice at home.

Why this sequence:

We start with building listening and attention skills, then focus on understanding before expression. We introduce vocabulary thematically, building on children's experiences and interests. By the end of their time with us, children have the language skills to access the full curriculum and express their ideas. We use the Monster phonics program and Birth to 5 to ensure learning is sequential and built on prior skills and knowledge. See appendix B, 5

Physical Development Intent

What we want children to know and be able to do:

By the time children leave, we want them to:

- Move confidently and safely in a variety of ways, showing good coordination and control
- Handle tools, objects and mark-making equipment with increasing control and precision
- Understand the importance of physical activity and healthy eating
- Manage their own personal hygiene and self-care independently
- Take appropriate risks and understand how to keep themselves safe
- Have the fine motor skills needed for early writing.

How we achieve this:

- **Gross motor development:** Daily outdoor play, Forest School activities (climbing, swinging, building), Active Movement programme, yoga, carpentry and dance
- **Fine motor skills:** Progressive opportunities from large-scale mark making to controlled pencil grip. Carpentry teaches tool handling and hand-eye coordination. Playdough, threading, cutting activities build strength and control
- **Self-care routines:** Supervised independent snack time, dressing for outdoor play, caring for the pets. Staff model and support until children can manage independently. Sequence picture cards to support toileting routine in bathrooms
- **Health education:** Healthy snacks, toothbrushing activities and workshops, discussions about exercise, healthy eating and rest. Partnership with HENRY scheme, Community Dental service and the local Family Hub and outreach support.
- **Risk-taking:** Forest School, carpentry and outdoor provision allow children to assess and take appropriate risks in a safe environment

Why this sequence:

We begin with building core strength and coordination through large movements, then refine control through increasingly precise activities. Self-care skills are taught progressively in partnership with parents, with support gradually withdrawn as children gain confidence and competence. See appendix B, 4

Personal, Social and Emotional Development Intent

What we want children to know and be able to do:

By the time children leave, we want them to:

- Separate confidently from their parents and feel secure at nursery
- Self-regulate their emotions and behaviour, managing frustration and excitement appropriately
- Build positive relationships with adults and peers, showing empathy and kindness
- Be independent learners who can make choices, persist with challenges and ask for help when needed
- Understand and follow nursery rules and routines
- Have high self-esteem and confidence in their own abilities
- Understand their own and others' feelings and be emotionally literate
- Keeping themselves safe

How we achieve this:

- **Attachment-aware practice:** Key worker system, trauma-informed approach, co-regulation leading to self-regulation. All staff are trained in attachment awareness

- **Settling programme:** Flexible settling in sessions, Transition visits from other nurseries, including play sessions for children who have not attended any childcare before, home visits and staggered starts tailored to individual needs
- **Social and Emotional Aspects of Learning topics:** A DfE recognised whole school programme that systematically teaches the five aspects of SEAL, self-awareness, managing feelings, motivation, empathy and social skills throughout the year promoting emotional health and wellbeing and positive behaviour.
- **Wellbeing support:** Ferre Laevers - Leuven scales for tracking for wellbeing and involvement, holistic yoga sessions for vulnerable children, sensory circuits in 'The Nest' for children needing additional support, opportunities to practice mindfulness and a weekly celebration of their efforts in and out of class. Use of the story book 'Worry monster' and feeling stones to express feelings.
- **Positive behaviour approach:** Visual traffic light symbols, co-created class rules, celebration of positive behaviour
- **Independence and safety:** Routines that encourage children to manage their own time, choose activities, solve problems, engage with Pantosaurus teaching and care for the environment

Why this sequence:

We start by ensuring children feel safe and secure through strong attachments. Once settled, we teach emotional vocabulary and regulation strategies. As children develop these skills, they become increasingly independent and able to manage their own learning, behaviour and relationships. See appendix B, 6

Specific Areas

Literacy Intent

What we want children to know and be able to do:

By the time children leave, we want them to:

- Have a love of books and stories
- Understand that print carries meaning and know how books work
- Recognise their own name and some familiar words
- Hear and identify sounds in words (phonological awareness)
- Know letter sounds and be able to blend simple words (through Monster Phonics)
- Make marks with purpose and begin to form recognisable letters

How we achieve this:

- **Monster Phonics:** A DfE approved systematic synthetic phonics programme taught daily, with staff trained in delivery. Phonics embedded throughout provision
- **Story time:** Daily story sessions using Pie Corbett techniques, props and story mapping. Children learn about story structure, characters and sequencing, Parents invited to read to children.
- **Print-rich environment:** Labels, signs, books and writing materials accessible throughout nursery. Children see adults writing for purpose
- **Mark-making progression:** From large-scale outdoor mark making to controlled letter formation. Opportunities in all areas including carpentry (measuring, planning)

- **Phonological awareness:** Daily rhymes, songs and sound games.
- **Home links:** Sharing books and stories online with families available on the school website, access to stories via QR code, celebrating home languages and scripts

Why this sequence:

We build love of books first, then develop understanding of how stories work. Phonological awareness is developed through rhymes and sound games before introducing letter sounds systematically through Monster Phonics. Mark-making progresses from large movements to controlled letter formation as fine motor skills develop. See appendix B,3

Mathematics Intent

What we want children to know and be able to do:

By the time children leave, we want them to:

- Deeply understand numbers to 5 (number bonds/composition: making numbers 1-5 in different ways and cardinality: matching numerals and amounts to 5)
- Subitise up to 3-4.
- Compare quantities using language like 'more', 'less', 'same'
- Compares sizes using Language 'bigger, little, smaller'
- Solve simple addition and subtraction problems practically through songs and rhyme
- Understand and use positional language
- Recognise, create and describe patterns
- Explore and talk about 2D and 3D shapes
- Use mathematical concepts in play and real-life contexts, look for patterns and connections, talking about things they see/notice, and reasoning and explaining their answers.

How we achieve this:

- **Maths Champions programme:** Trained Maths Champion leads curriculum development, ensuring progressive and research-informed teaching
- **Numicon throughout provision:** Numicon resources available in all areas including giant wooden set outdoors. Children use concrete materials to understand number
- **Maths stories:** Staff model mathematical storytelling using small world. Children create their own maths stories
- **Number rhymes and songs:** Large collection of props supporting counting, number bonds and mathematical language
- **'Stories of three':** Props in book corners for retelling, understanding pattern and number
- **Real-life maths:** Measuring in carpentry, counting in Forest School, sharing at snack time, completing puzzles and block play, planning and problem-solving throughout the day during play base activities
- **Mathematical language:** Staff explicitly teach and model mathematical vocabulary during group times, play and planned activities

Why this sequence:

We start with developing number sense through practical counting and comparison through song. Children use concrete materials (Numicon) to understand number relationships before moving to more abstract concepts. Pattern and shape are explored through play and

creative activities. Mathematical language is taught explicitly and reinforced throughout provision. The curriculum's sequence in learning maths is informed by the learning trajectories in the NCETM- National Centre for Excellence in the Teaching of Mathematics and Birth to 5- Objectives. This ensure children's learning is built upon previous knowledge and skills. See appendix B, 1

Understanding the World Intent

What we want children to know and be able to do:

By the time children leave, we want them to:

- Talk about their own family, community and experiences
- Understand that people have different beliefs, cultures and traditions, and show respect for these
- Know about the natural world, including seasonal changes, life cycles and caring for plants, living things and the environment
- Explore and talk about different materials and their properties
- Understand cause and effect through exploration and investigation
- Use technology purposefully
- Know about different occupations and roles in the community
- Understand their place in the world and develop cultural capital

How we achieve this:

- **Forest School:** Fortnightly sessions where children experience nature first-hand, observe seasonal changes, wildlife and life cycles (frogs, butterflies, chicks). Learn about risk, weather and the environment
- **Allotment and animals:** Children care for the guinea pig (Loki) and rabbit (Frosty), grow flowers and vegetables, understand life cycles and responsibility
- **Cultural celebrations:** Festivals including Diwali, Eid, Chinese New Year, Fat Thursday. Asian dance, visiting artists. Children learn about and celebrate diversity
- **Trips and visits:** Using our minibus to visit Fire station, library and other venues, farm animals and minibeasts visit the nursery building cultural capital for disadvantaged children
- **Technology:** Tapestry tablets, programmable or windup toys, cameras. How to find out information online, using technology for a purpose
- **Community links:** Visits from community helpers, Baptist church, library, links with Cippenham School and other local schools, Slough in bloom
- **Investigation and exploration:** Natural resources indoors and outdoors, water play, construction, exploring materials in carpentry
- **Tapestry:** Children and families share their lived experiences via the app

Why this sequence:

We start with children's own experiences and families, then broaden to the local community and wider world. Seasonal learning follows the natural cycle of the year. Cultural learning is woven throughout, celebrating the diversity of our community. Hands-on experiences with living things and materials develop scientific understanding. See appendix B, 2

Expressive Arts and Design Intent

What we want children to know and be able to do:

By the time children leave, we want them to:

- Express themselves creatively through art, music, dance, role-play and storytelling
- Explore and use a wide range of media and materials
- Know about different artists and artistic techniques
- Create their own artwork, explaining their choices and techniques
- Engage in imaginative play, developing narratives and taking on roles
- Sing songs, play instruments and move to music
- Combine different materials and techniques to create their own designs
- Talk about their creations and the creative process

How we achieve this:

- **Artist studies:** Each year we explore different artists, teaching mark-making techniques and providing inspiration. Children's work displayed in our annual Art Gallery for families to visit
- **Open-ended creative provision:** Wide range of materials and resources available continuously. Natural materials from Forest School integrated into creative play
- **Music and movement:** Holistic yoga studio with relaxing or themed music, outdoor music shed and stage. Traditional Asian dance session. Daily singing and music-making, Active movement each morning
- **Role-play areas:** Home corner, Themed areas that change based on children's interests and learning themes. Small world provision supporting imaginative play
- **Carpentry studio:** Children design and create their own projects using real tools, learning techniques and problem-solving
- **Creative expression:** Children encouraged to express feelings, ideas and experiences through multiple creative forms
- **Process over product:** We value the creative process, experimentation and children's own ideas rather than adult-led outcomes

Why this sequence:

We begin by allowing free exploration of materials and media, building confidence and skills. As children develop, we introduce techniques and artists to inspire and extend their work. Role-play develops from simple imitation to complex narratives. Musical skills progress from exploring sounds to learning songs and rhythms. Throughout, we value children's own creative choices and expressions. See appendix B, 7

How These Intent Statements Work Together

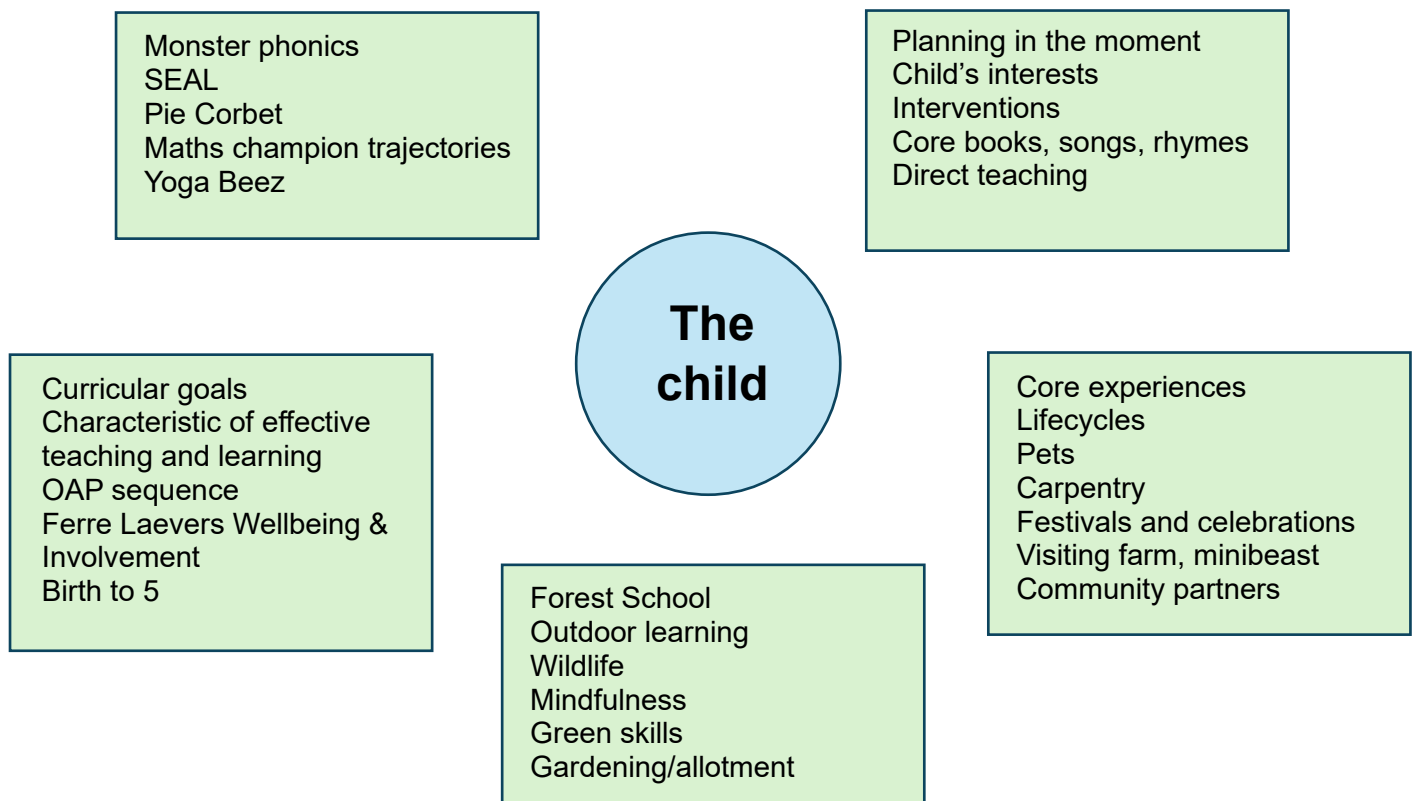
All seven areas are interconnected in our curriculum. For example:

- **Forest School** develops physical skills, understanding of the world, language, and creative expression
- **Carpentry** builds fine motor skills, mathematical understanding (measuring, planning), problem-solving and creativity
- **Story time** develops language, literacy, understanding of the world and personal development through exploring emotions and relationships

Our curriculum is delivered through:

- **Continuous provision** - carefully planned environments where all areas of learning are freely accessible

- **Adult-led teaching** - direct teaching of key skills and knowledge in small groups every day
- **Planning in the moment** – Anna Ephgrave’s ideology of responding to children's interests and extending learning opportunities as they happen
- **Enhanced provision** - resources and activities that build on observations of children's learning



Curriculum Implementation

Our approach

Our staff are flexible, professional and focussed on individual needs. In addition to planning, which reflects the yearly cycle, we 'Plan in the moment'. This results in adapted activities that meet the needs of individual or groups of children. The staff tune in to individual or group 'teachable moments' and the children enjoy the exciting opportunities provided at nursery, both indoors and out including Forest School, carpentry the allotment and Holistic yoga.

Our curriculum is delivered through:

- **Continuous provision** - Carefully planned indoor and outdoor environments where all seven areas of learning are accessible throughout the session
- **Direct teaching** - Short, focused teaching sessions each day covering phonics (Monster Phonics), mathematics, SEAL topics and introducing new skills or vocabulary
- **Plan in the moment** - Staff respond to children's interests and extend learning opportunities as they arise
- **Enhanced provision** - Resources and activities added based on observations of children's learning and interests
- **Key worker system** - Each child has a key worker who knows them well and plans for their individual needs using observations and Focus Child sheets to plan for each child's next steps

The Structure of Our Day

Each session comprises:

- **Active start** - Children arrive and engage in active movement releasing energy, improving wellbeing and focus.
- **Direct teaching time** - Whole group or small group focused teaching (phonics, maths, SEAL, new vocabulary/skills, Sensory circuits for SEND)
- **Free-flow learning** - Extended time for child-initiated and adult-supported learning across all areas, during this time interventions take place for SEN, EAL, SALT
- **Tidy-up and key group time** - Children return to key groups for story, singing and celebration of learning

Our Learning Environment

Resources are reviewed on an on-going basis. Displays are prominent and children can display their own work at their level. Some displays are interactive and others celebrate the children's achievements. Adult height boards inform parents and visitors about the curriculum areas and the range of experiences available to the children.

Our environment includes:

- **Indoor provision** - Areas covering all seven areas of learning, including a Yoga studio, book corners, mark-making areas, maths resources (including Numicon), creative areas, role-play, construction and investigation areas
- **Outdoor provision** - Natural resources, large-scale construction, physical development equipment, allotment with animals (guinea pigs and rabbit), mark-making, maths, music, role play, mud kitchen, sand, water and literacy opportunities
- **Forest School** - We have a Wildlife area which is used to deliver Forest school facilitated by 2 qualified Forest School Leaders. Children visit every other week to allow for the ground to recover.
- **Carpentry studio** - Utilised 2 days a week. All staff have received woodwork training specifically for early years. Children plan, design and build their own projects after learning how to use real tools and hardware safely.
- **The Nest** - A sensory classroom for children with SEND who need a quieter space for intervention, sensory circuits, self-regulate, exploration and learning.

Enrichment

Our curriculum is enriched by:

- Forest School and outdoor learning
- Carpentry sessions
- Yoga (particularly for EYPP and vulnerable children)
- Trips using our minibus (Burnham Beeches, library, etc.)
- Visiting artists and performers (Asian dance, mobile farm)
- Cultural celebrations (Diwali, Eid, Chinese New Year, etc.)
- Annual Art Gallery showcasing children's work

Supporting Different Groups

Children with SEND: There are six TAs, who come under the direction of the SENDCO. They work with specific children with SEND or groups of children as required. Our intervention room is called 'The nest' where children participate in sensory circuits and interventions supporting IEP's, assessments, sensory needs and SALT. All staff learn key vocabulary in Makaton each term to support all children. See appendix C. We use external agencies effectively to support children's learning and assessment. We follow a graduated approach (assess, plan, do, review) and work closely with external agencies including speech and language therapy, educational psychologists and Dingley's Promise.

Children with EAL: Children with English as an Additional language are supported by an EAL teaching assistant and are given opportunities to have conversations and listen to stories in their home languages, whenever possible. We have 15 staff members, who speak additional languages. Language bags are also sent home for parents to continue learning at home on a variety of topics.

Disadvantaged children (EYPP): A very experienced practitioner works with our EYPP children one day a week offering relaxation, extending themed communication and language topics, supporting mental health and wellbeing through holistic yoga classes. We also ensure these children access all enrichment activities to build cultural capital.

Planning

Teachers meet to decide on whole school learning intentions, which will fit the majority of children. They also plan adapted targets for groups and individual children, including information shared by parents about the children's interests.

All practitioners and teachers meet to share planning and evaluate the impact of the curriculum on children's learning and contribute to the Learning journey wall. Staff collate focus child observations and children's interests after each session. Child initiated ideas are planned for, "In the moment" or may be implemented into the following day or subsequent planning.

Assessment

We use:

- **On-entry assessments** - Completed within the first two weeks
- **EYFS Tracker** - Updated each term to track progress across all seven areas for 3–4-year-olds or prime areas for the 2-year-olds
- **Tapestry** - For ongoing observations and sharing with parents
- **Two-year check** – Report completed and shared with parents before the child turns 3 years old on the prime areas of development
- **Focus child observations** - Each child is a focus child regularly, with observations gathered from across the nursery
- **Leuven Scales** - To measure wellbeing and involvement each term
- **Termly data analysis** - To identify gaps and plan interventions
- **EAL assessments** - To track progress of children's communication and language

Key workers have PPA time to record their on-going assessments and observations of the children. Class teams discuss their children outside of sessions and during some staff meetings.

Partnership with Parents

Staff build good relationships with parents and carers, lending support and sharing the children's individual next steps. Informal feedback is given to parents frequently. Every term there is an organised parent consultation meeting.

We engage parents through:

- Home visits before starting
- Play sessions for new starters
- Daily informal conversations
- Tapestry - observations shared at least half-termly
- Termly parent consultations
- Half termly participation sheets for parents to complete with their child during holidays
- Parent workshops (Family Links, HENRY, healthy eating, toothbrushing, toileting, safer internet, Early maths, early reading skills)
- Website with activities to extend learning at home and QR codes for stories to share
- Half termly parents' curriculum highlighting opportunities for home learning
- Half termly Vocabulary list emailed to parents and displayed at nursery
- Family support worker offers early intervention and support on wide range of topics
- Parents invited in throughout the year to join their child for a forest school session, reading to children, watch the Easter hat parade, singing together at Christmas, bringing in their babies for topic discussions, fathers in school week and much more
- Language bags for children who have EAL
- Opportunities for volunteering
- Coffee mornings/afternoon
- Referrals and sign posting

Long-Term Curriculum Overview

Our curriculum follows a yearly cycle that reflects the seasons, children's interests and cultural celebrations in our diverse community. Our long-term overview shows how learning

builds progressively throughout the year across all seven areas of learning. See Appendix A for our full long-term curriculum overview

Curriculum Impact

How We Measure Impact

We know our curriculum is effective because:

- **Progress data** - Our internal assessment data shows that nearly all children make good or better progress. By the time children leave, the large majority are achieving age-related expectations.
- **Tracking specific groups** - We track the lowest/highest achieving 20% of the cohort in Communication & Language and Maths and specific groups e.g., SEND, EYPP, EAL, 3 & 5 termers across all 7 areas so key-workers can support them to access and learn from the curriculum.
- **Reception outcomes** - Over time, Reception children who had previously attended Cippenham Nursery School achieve higher than nationally and other Slough schools, when assessed for GLD.
- **Wellbeing and involvement** - We use the Leuven scales to measure children's wellbeing and involvement on-entry and again each term. For children with low wellbeing and involvement, key-workers discuss with parents and interventions put in place. As these levels improve, the children's progress and achievement also improve.
- **Attendance** - Our attendance is good at 85.7% (Autumn 2025-26), showing children are happy and engaged, this improves further in the spring and summer terms when immune systems have strengthened.
- **Parent feedback** - Parents consistently rate our provision highly, please see the school website
- **Learning walks and observations** - Leaders, governors and other professionals perform learning visits with an objective viewpoint, to ensure the curriculum is being taught and children's knowledge is improving.

Roles and Responsibilities

Governing Body:

- Approve and monitor the curriculum policy
- Hold leaders to account for curriculum implementation and impact
- Curriculum governor (Sue Arthur) conducts learning walks, reviews assessment data and meets with curriculum lead

Headteacher:

- Overall responsibility for curriculum design and implementation
- Ensure statutory requirements are met
- Monitor quality of teaching and learning
- Report to governors on the curriculum's impact on assessments

Deputy Headteacher/SENCO:

- Support curriculum implementation
- Lead on SEND provision within the curriculum
- Monitor progress of vulnerable groups

Teachers and Early Years Practitioners:

- Curriculum lead to ensure weekly learning intentions align with medium term plan
- Deliver the curriculum effectively ensuring a multi-sensory, adaptive and resourced approach
- Plan and assess children's learning
- Work in partnership with parents
- Attend relevant CPD

Maths Champions:

- Lead mathematics curriculum development
- Support staff with maths teaching
- Monitor maths provision and progress

Phonics lead:

- Lead Monster phonics curriculum development
- Support staff with phonic teaching
- Monitor phonic provision

Family Support Worker:

- Support families to engage with the curriculum
- Facilitate transition and settling
- Run parent workshops
- Provide early intervention to support families
- Sign post to services

Staff Development

All staff receive an induction and plentiful CPD opportunities provided by the local authority, Thames Valley Stronger Practice hub, Dingley's Promise and whole school inset days which supports the setting to embed inclusion as a thread that runs through the nursery. Individual staff attend courses that are relevant to their roles within the nursery, their own professional development or as an outcome of their appraisal to improve their practice.

Recent CPD includes:

- Monster Phonics training (all staff)
- Attachment and trauma-informed practice
- SEND and inclusion (AET training)
- Maths Champions programme
- Forest School Leader qualifications
- Learning Behaviours training with Jan Dubiel
- Dingley's Promise
- Yogabeez
- ELLP

Monitoring and Evaluation

This policy will be monitored through:

- Learning walks by leaders and governors
- Staff and parent feedback

- External reviews (TVSP hub, network schools)
- Annual review of policy

Linked policies:

Behaviour policy

Pupil premium policy

Send policy

Safeguarding policy

Appendix A: Long term curriculum plans for 2-year-olds

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Talk for writing	-Stories of 3 Billy Goats 3 Little pigs	-Dear zoo – Christmas version -Nativity	-Enormous Turnip	-We are going on a bear hunt - Goldilocks and the 3 bears	Hungry Caterpillar	Recap
PSED	Settling in- separating from parents, boundaries, Following routines Photo books-family photos Visit pets in allotment & Fish	Feelings Fireworks noise – scared Diwali / Christmas -excited	Then and now/ Self-regulation Baby / family photos	Confidence and self-awareness Kind hands Feed Rabbits and Fish	Relationships/falling out recap/ resolving issues Sharing Learning to negotiate Large field games	Feelings (change) and behaviour Transitions into main nursery Longer story times Forest school rising 3
CL	Listening and attention -Good sitting/looking/listening Makaton signs- Hello / Bye Learn keyworker names	Speaking Using sound in play Making needs known – speaking/ gestures Makaton sign –Yes /No Learn keyworker names	Listening and attention/Understanding Walking through the jungle Makaton sign-Good sitting / listening	Understanding Tidy up Prepositions – in/on Makaton sign- More/please/thank you	Questioning/explaining Can I Makaton sign-Good morning/afternoon	Retelling events Retell stories Share special events Makaton sign recap
PD	Spatial awareness- Moving in different ways Slide, balls, bats. Mud kitchen, self-services, Putting on aprons Handwashing	Mark making- Gloop Sand Foam Mud	Keeping healthy- Brushing teeth – story sack Active movement Eating healthy food Dentist / Doctors	Self-care Dressing Coat Hairdressers	Keeping safe Road safety Sun safety e.g. sun screen and hats	Obstacle course, Pencil grip Introduce scissors
L Monster phonics	Book skills- handling books Pie Corbett signs- Mr Zigger and Mr Zagger Listening walk (activity 2) -Environmental sounds - chimes	Phase 1. Aspect 1 Animal sound lotto (activity 4)	Phase 1. Aspect 2 -Instrumental sounds- instruments (activity 3)	Phase 1. Aspect 3 -Body percussion – clapping/stamping (activity 1) Body percussion – if your happy and you know it (Activity 2)	Phase 1. Aspect 3 Body percussion – walking through the jungle story (activity 4)	Phase 1. Aspect 1 (recap) Listening to sounds on field (Activity 2)
M	Counting, 1-1 correspondence (tagging), Gradient boxes Stacking cups / rings	Introduction to colours Red yellow blue	Puzzles – Shape sorting Orange purple green Size – Big/small	Puzzles- Shape- puzzles Pink, orange purple Introduce Numicon	Black, white Shape printing Number names Numicon, More / Lots	Shape, sorting Number names Numicon Size- Long/short
UTW	Families Harvest, autumn season Pets Explore seasonal fruit /veg/snack time Tech: Electronic toys Allotment / Pet ongoing	Traditions Diwali, bonfire night, Christmas, Autumn changes, Winter Pets Tech: Torches	New life- growth and change Chinese New Year, Valentines, planting. Jungle animals, Donut Day Tech: light box	New life- growth and change Pancake day, Easter, Mother's day Planting, farm animals, Zoo lab, Adult and baby names /lifecycle i.e. mum/baby, dog/puppy Tech: Pull back cars	Minibeasts Lifecycles: bee day, bird watch Planting Insects Tech: IWB research	Holidays Sea animals, Beach/ice cream/ sun cream, transports Picking fruit Veg from allotment Butterflies Tech: IWB games

EAD	Introduction- Introduce basic resources- glue sticks, chalks, mark making Show how to use & store Safety with equipment Singing- Ongoing traditional rhymes with Makaton signs	Introduction- paint glitter Different mark making tools e.g. sponges, stamps Construction – large and small Plant Amaryllis	Loose parts Big tyres, planks, crates, guttering, Dancing with ribbons scarfs using bells, egg shakers Easter nest-cooking Spring flowers- stimulus	Joining Exploring ways to join materials using different tools and techniques -tape Making shakers-use for singing PVA and spreaders	Colour mixing Explore how colours change Use natural materials fruit/veg Other mark making tools Modelling with reclaimed materials, Big box play / making binoculars	Artist Stimuli Kandinsky – Concentric circles Explore circles, sun, wheels
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Long term curriculum plan for 3–4-year-olds

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Important dates to remember						
Talk for writing	-Mr Zigger and Mr Zagger -Stories of 3 -The little red hen -Peace at last	-Dear zoo -Nativity	-The enormous turnip -The Gingerbread Man	-We are going on a bear hunt	-The Very Hungry Caterpillar -Chicken Licken	Recap on Stories of 3
Other main books	-Owl Babies -Peace at last -Colour Monster -Worry Monster	- Christmas Stories - Halloween: Meg and Mog, Funny bones, Room on the broom, Diwali, Gruffalo's Child, Superworm, Stickman - Diwali: Rama and Sita story	- Chinese New Year books -The Great Race -Avocado baby -The highway rat (empathy) - Valentines: Guess how much I love you	-The Gruffalo -Lifecycle books -Easter story -Rhyming books	-Lifecycle books -Minibeasts books	-Going to school stories -Summer/sea life/transport/travelling books
Songs	-Group song -Good morning songs -Tidy up' Wash hands -Put your coat on -Harvest song -Name songs -Everybody do this	-Halloween songs -Christmas songs -Diwali -Bonfire night	-Head shoulders knees and toes -Actions songs	-Frogs/chicks/ butterflies/caterpillars songs -Easter songs	-Frogs/chicks/butterflies/ caterpillars' songs -Isn't it funny how a bear likes honey?	-Summer/school songs
PSED	-Settling in -Separation from parents -Rules class/routines -Sense of self-likes/dislikes	-Relationships -Unique abilities -Understanding differences of gender/ethnicity and ability	-Empathy and concern about friends/animals -Actions=consequences -Feelings -Managing emotions -Self regulation	-Confidence -Autonomy/preferences/ choices/decisions -Behaviour: stop themselves from doing	-Share experiences with others -Sharing -Invites others to play with them/friendships -Sense of belonging	-Kindness tree -Negotiation/compromise -Resolving conflicts -Taking risks -Trying new things

	<ul style="list-style-type: none"> -Choices/decisions -Boundaries 			something they shouldn't (self-awareness)		<ul style="list-style-type: none"> -Adapting behaviour to different situations -Confidence/self esteem
SEAL	New beginning- Belonging to a group <ul style="list-style-type: none"> -Feelings cards -Identity: happy to be me -I feel happy/sad -We are all different and special 	Getting on and falling out <ul style="list-style-type: none"> -Name games -Pass a smile 	Going for goals <ul style="list-style-type: none"> -Then and now -When I was a baby 	Good to be me <ul style="list-style-type: none"> -Birthday celebrations- Something special -mirror We are important/ special -Teddy is excited -Anticipation/prediction: lift the flap books 	Relationships/Uncomfortable feelings <ul style="list-style-type: none"> -Doll is lonely because... -I feel lonely when... -Teddy feels sad when... -Saying bye to a friend/parent etc (death) 	Changes <ul style="list-style-type: none"> -Helping Estelle -Shanice puppet story -Look what I can do -"What if" sheet
CL	<ul style="list-style-type: none"> - Sitting/looking/listening -Makaton signing -Good morning/group songs -Ask simple questions -Talk about things that are not present 	<ul style="list-style-type: none"> -Talk about our feelings/experiences/thoughts -Learning new words -Follow simple instructions -Talking partners -Pass the sentence 	<ul style="list-style-type: none"> -Understanding more complex sentences -Hold conversations -Registration time -Decide/plan what they want to do 	<ul style="list-style-type: none"> -Listen to others in small groups -Understand and asks: what/who/where in questions -Understand prepositions 	<ul style="list-style-type: none"> -Simple concepts fast/slow/good/bad -Long sentences -Using word-endings -Using and, because -Retelling past events in order -Build vocabulary 	<ul style="list-style-type: none"> -Follow direction -Respond to instructions -Ask why happen -Gives explanation -Ask who/what/
PD	<ul style="list-style-type: none"> -Helps with dress/undress/wash hands/ teeth, coat on Feed self and drink from cup Action/finger rhymes/ songs Communicates toilet needs Mark making 	<ul style="list-style-type: none"> -Ring games -Dif ways of moving -Roll a ball circle games -Gaining independence with self-care/ toileting /meal times -Relax kids and calming techniques 	<ul style="list-style-type: none"> -Pantosaurus -Keeping healthy: food, exercise, teeth, being safe, getting lost, road safety... -Increase control in manipulating tools -Relax kids and calming techniques 	<ul style="list-style-type: none"> -Kick/throw/catch a ball -Pedalling on bikes -Balancing/climbing frames -Put on/takes off hats, coats, wellies -Musical statues -Relax kids and calming techniques 	<ul style="list-style-type: none"> -Growing like a sunflower/seed -Obstacle course -Climbing equipment -Balancing -Big lines/circles -Digging -Aware of own needs -Relax kids and calming techniques 	<ul style="list-style-type: none"> -One hand tools -Scarves -Dresses self -Pedalling on bike -Tripod pencil grip -Relax kids and calming techniques
L- Reading	<ul style="list-style-type: none"> Joins with actions and sounds in familiar books and songs 	<ul style="list-style-type: none"> Repeats and uses actions, words and phrases from stories 	<ul style="list-style-type: none"> -Fill in missing words in rhymes and stories -Rhythmic and musical activities with instruments and actions 	<ul style="list-style-type: none"> -Repeat refrains and anticipates key events and phrases in stories 	<ul style="list-style-type: none"> -Structure of stories -Tell own stories -Talk about characters in stories and suggests how the story ends 	<ul style="list-style-type: none"> -Recognise own name, advertising logos etc -Knows that information can be printed, online... -Begins to develop phonological and phonemic awareness

L- Writing	-Mark making: cause and effect	-Draw and write in paper, screen, sand, playdough...	-Distinguish between different marks they make	-Gives meaning to drawings and paintings -Early writing -Imitates adult writing (left to right)	-Attempt to write own name -Recognise own name and other familiar words -Recognise initial letter of own name	-Write own name and attempt to write other names and words
Monster Phonics	Pie Corbett- Mr Zigger and Mr Zagger: Making own stories and actions	Letters and sounds. Phase 1. Aspect 1 and 2 -Environmental sounds -Instrument sounds	Letters and sounds. Phase 1. Aspect 2 and 3 -Instrumental sounds -Body percussion	Letters and sounds. Phase 1. Aspect 3 and 4 -Body percussion -Rhythm and rhyme	Letters and sounds. Phase 1. Aspect 4 and 5 -Rhythm and rhyme -Alliteration	Letters and sounds. Phase 1. Aspect 5 and 6 -Alliteration -Oral blending/segmenting
M	Counting, 1-1 correspondence, sorting, age, size	Introduction to Numicon, 2D shapes, making arrangements/pictures with shapes, puzzles	Height, weight, length, comparing, capacity, more, less, the same	Cardinality, one more, one less, positional language	3D shapes, patterns, composition, matching quantity and numeral, representing numbers	Subitising, time, representing numbers (continue), comparing 2D and 3D shapes
UTW	Families Harvest, autumn, stick insects, farm animals	Traditions Diwali, bonfire night, Christmas, Autumn changes, Winter, wild animals	New life- growth and change Chinese new year, Valentines, babies, planting T: Cameras	New life- growth and change Pancake day, Easter, Mother's day Lifecycles: chicks, tadpoles... T: Beebots	Minibeasts Lifecycles: bees, butterflies... T: Cameras	Holidays Sea animals, Summer, travelling, transports T: IWB games
FOREST SCHOOL	Safety talks, forest school expectations Exploring forest school	Wormery Composting Observing Changes Leaves Autumn	Litter picks Bird feeders Bird watching Nests Planting bulbs Observing changes	Den building Frog life cycle Parents visits Climbing	Habitats Bee day, Spiders Butterfly lifecycle Fire pit Summer Planting	Field games Finding bugs Rope skills, knots, tying
EAD	Mixing colours Using chalk, paint, cotton buds...	Using different paint brushes, sponges, stamps, roll-ons... Drawing circles, lines....	Designing and making- Carpentry studio	Collage, creating pictures with different textures, mix of media	Construction	Artist Stimuli

This overview is a guide, not a rigid plan. We remain responsive to children's interests and needs, planning 'in the moment' to capture learning opportunities as they arise. Our curriculum is flexible and child-centred whilst ensuring coverage and progression across all seven areas of learning

Appendix B: Building blocks for 7 areas of learning and development

Appendix 1

Mathematics

Shape, space & measure (inc. spatial awareness / ordering & sequencing patterns)



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

R6

Early Learning Goal
End of Primary School
Reception Year!

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

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.

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 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.

R
4/5

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.

Completes simple puzzles

Builds with a range of resources

Notices patterns and arranges things in patterns.

R
3/4

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.

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

R
2/3



Mathematics Numbers and Patterns

Early Learning Goal
End of Primary School
Reception Year!

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.

R6

Has a deep understanding of number to 10, including the composition of each number. Subitises (recognises 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,

R
5/6

Knows that the last number reached when counting a small set of objects tell 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.

R
4/5

Has started to consistently use language showing recognition of more or less... there are more apples than bananas!

Displays counting behaviour when taking part in activities using objects – the dinosaur has two legs, the cow has four....

Recites numbers to 5 with confidence and to 10 but may miscount when getting to 7/8 occasionally. Knows when they hold both hands up this represents 10 and one hand is 5.

Says one number for each item in order: 1,2,3,4,5. Shows 'finger numbers' up to 5.

R
3/4

Takes part in finger rhymes with numbers.

Starting to use fingers when listening to counting rhymes following adult actions correctly in time with counting in sequence.

Has an understanding that the amount of digits on one hand is 5.

Developing counting-like behaviour, such as making sounds, pointing or saying some number names such as 1 and 2.

Reacts to changes of mount in a group. Notices more or less amounts.

R
2/3

Appendix 2



Understanding the World Past and Present

Early Learning Goal
End of Primary School
Reception Year!

Able to talk about lives of people around them and their roles in society.
Knows some similarities. differences between the past and present.
Understands the past through settings, characters and events shared with them through books and in class.

R6

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.

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.

R
4/5

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.

R
3/4

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.

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

They have a simple understanding of night and day.

R
2/3



Understanding the World The Natural World

Able to confidently explore the world around them and link what they see in their own drawings & conversations. Is 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 & changes that happen in the natural world, E.g. Autumn.

Early Learning Goal
End of Primary School
Reception Year!

R6

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

R
4/5

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.

R
3/4

Closely observes what animals, people and vehicles do.

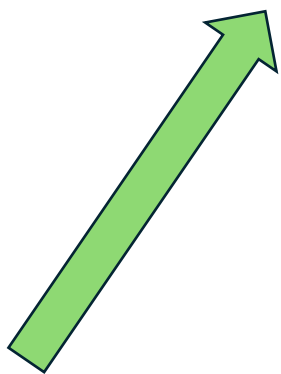
Shows curiosity in animals or objects they are familiar with in the natural world they have experienced.

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

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

Enjoys stories based on animals and nature.

R
2/3



Appendix 3



Literacy Writing Links to Physical Development Fine Motor

Early Learning Goal
End of Primary School
Reception Year!

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.

R6

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

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

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, expressing a hand preference.

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

R
4/5

Holds tools and objects with whole hand grasps showing developing control to use and manipulate the tool for a purpose. Will pick up scissors and attempt if not successful 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.

R
3/4

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

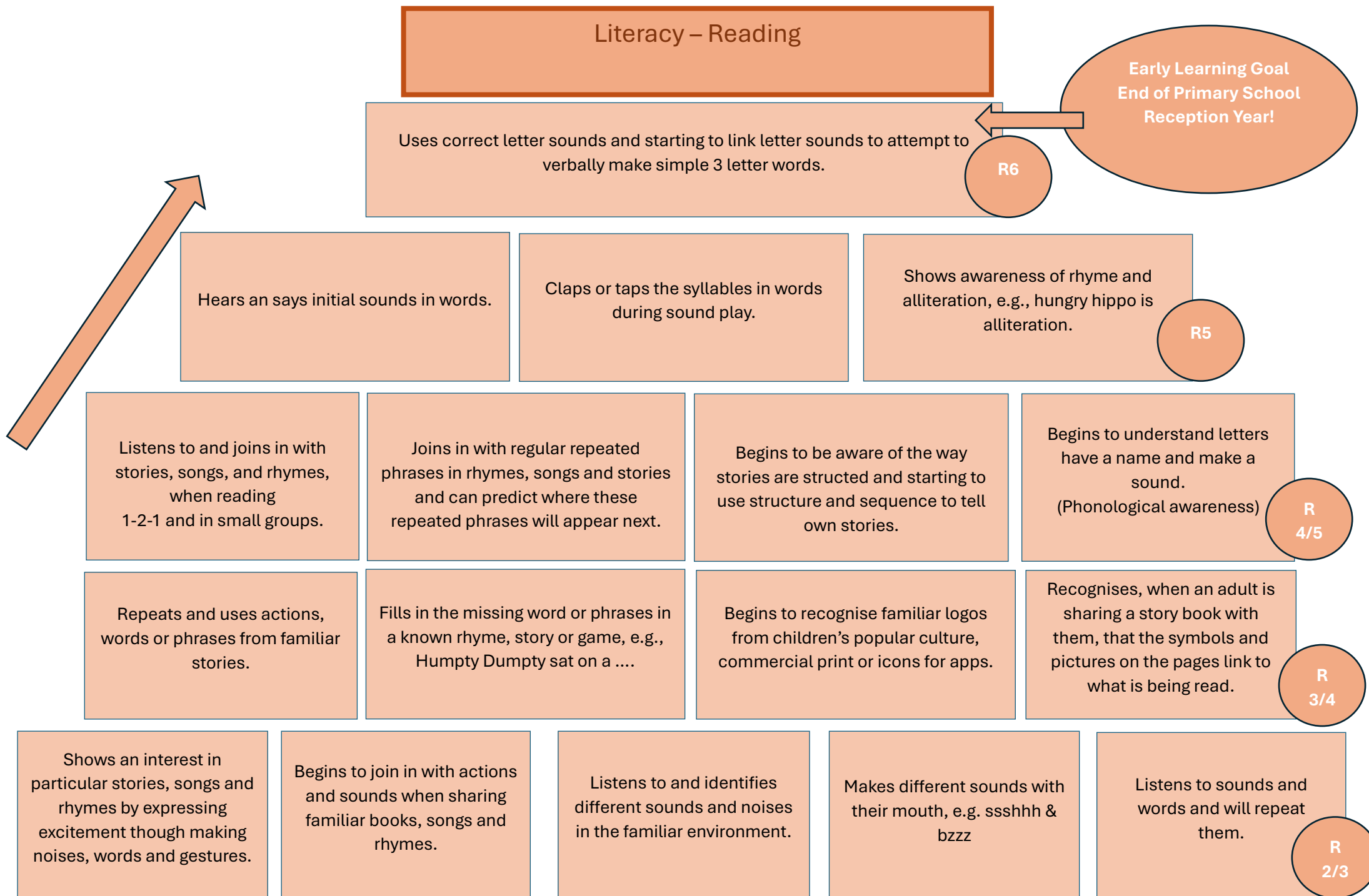
Uses arm and hand movements to make big and small marks using different resources. Links the cause and effects of mark making.

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 grip.

R
2/3



Appendix 4

Physical Development PD / PSED Health & Self Care

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!

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

R6

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!

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



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.

R
4/5

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 know to use soap and technique of handwashing.

Uses the toilet independently, may need promoting 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.

R
3/4

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.

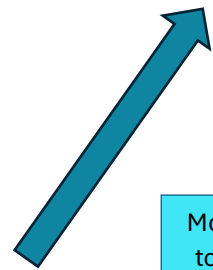
Notifies adults when they need the toilet or need help with changing dirty pull ups. Showing an awareness of their bowl and bladder needs.

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 6months old. Teats are bad for developing teeth and speech.

R
2/3





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 & co-ordination when moving.

Can run, jump, dance. Hop, skip & 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 co-ordination.

Can throw / play with objects such as balls, hoops and bats with some control and sense of direction.
Developing hand / eye co-ordination.

R
4/5

Able to move their entire body and limbs to carry out tasks independently with some for 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.

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.

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

R
3/4

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 when 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.

R
2/3

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 marking 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.

R
4/5

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 materials 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 I their hands and moves them with purpose and direction – cars, buckets, balls, hoops etc.

R
3/4

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.

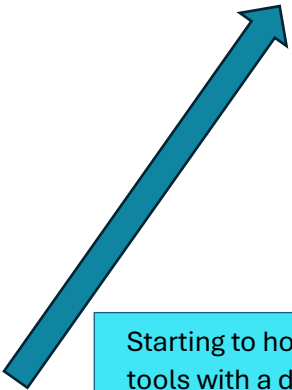
When in a sitting position, they can pick up and move objects of interest using their hands, with some co-ordination and purpose moving the items from one place to another moving their hands / arms and torso position.

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 / pr 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 co-ordination and purpose to move the item from one place to another

R
2/3



Appendix 5



Communication and Language Skills Speaking

Early Learning Goal
End of Primary School
Reception Year!

Participates in group, class and 1-2-1 discussions / conversations.
Offers explanations and shares ideas about why things happen.
Is able to express ideas, feelings and experiences using full sentences.

R6

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

Beginning to ink words with and / because to make simple multi-words 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.

R
4/5

Names common objects and links them to sounds they can 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"

R
3/4

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

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

Attempts to say single words but may not say them correctly. Yes, no, gone, yum, mummy, daddy, 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 when naming specific items or people.

R
2/3



Communication and Language Skills Understanding

Early Learning Goal
End of Primary School
Reception Year!

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

R6

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

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.

R5

Understanding & following instructions helps adults keep children safe and helps children stay safe!

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

Beginning to understand more complex sentences / instructions – put the toy away and come and sit down.
Stop, please stay still!

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

R
4/5

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. Is 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 non-verbal cues.

R
3/4

Follows others 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”

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

R
2/3

Children do not recognise dangers the way that 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 way, but this is part of their learning boundaries, rules and routines.



Communication and Language Skills Listening & Attention

Early Learning Goal
End of Primary School
Reception Year!

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.

R6

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.

R5

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

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

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

R
4/5

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 starts to spend short periods of time on an activity, before moving to another interest.

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

R
3/4

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 sound, voices or environmental noises.

Moves whole body to sounds they enjoy.

Begins to recognise and respond to repeated simple interactive rhymes with a familiar person.
E.g. This little piggy

R
2/3

It is an adult's responsibility to ensure that children learn to respect when an adult is asking them to follow consistent routines and behaviour boundaries means there is not an opportunity for negotiation or a bribe 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 routine. 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 & instruction that may necessarily keep them safe.

Personal, Social and Emotional Development (PSED) Sense of Self

Children will be confident in themselves, and this will allow them to be secure enough to try new activities, show independence, resilience, perseverance in the face of challenge.

R6

Acts with certainty in familiar environments and understands that their actions have consequences.

Demonstrates an awareness of being evaluated by others and their self-confidence can be impacted by how they feel they are being seen.

R5

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

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 that routines are important as they keep us safe and healthy.

Responds quickly to their name and can identify their name and photograph.

Has a growing awareness of their uniqueness and abilities. I am fast, tall ...

Has an awareness of their own and others similarities and differences.
Is aware of belonging to groups in different settings and environments.

R
4/5

Interested in their own and other's characteristics, noses and eyes etc.

Begins to use me, you and I in their talk, showing an awareness of their social identity.

Becoming stronger in asserting their likes and dislikes.

Experiments with what their bodies can do, setting themselves challenges such as pulling a large trolley of toys or sand.

R
3/4

Understands that a reflection in the mirror is a version of who they are. They start to explore this self through touching themselves and watching and looking at their reflection as they do this.

Responds to their own name.

Enjoys finding own nose, eyes or tummy as part of interactive games.

Shows separation anxiety as they become aware that they are separate individuals to trusted family members.

Shows a growing autonomy through asserting choices and preferences such as different tastes and rejects things.

R
2/3

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 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 a bath bomb in your bath?"

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.

Personal, Social and Emotional Development (PSED) Making Relationships

Early Learning Goal
End of Primary School
Reception Year!

Works and plays co-operatively.

Forms positive relationships with adults and friendships with peers.
Shows sensitivity to others' emotions and needs.

R6

Enjoys playing alone, alongside and with others inviting others to play and attempting others to join into play.

Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.

R5



Shows a growing consideration of other people's needs and gradually more impulsive control – being able to give up a toy to another person.

Uses their experiences of seeing adult behavior to model their own interactions with people to form relationships.

Seeks out interactions with others sharing play ideas and offers others to join their play.

R
4/5

Is happy to be with others from a familiar group or setting who they have grown to trust. Is still shy and may show anxiety around others they are not familiar with.

Engages with another person when they need something or is able to get help using direct interactions for another person's attention, may use gestures, touch and simple vocabulary.

Builds relationships with special people who they know can meet their needs.

Shares interests and attention by looking and joining in with others who direct attention and focus on them or are creating a situation of high interest.

R
3/4

Has developed secure trusting relationships with main caregivers and siblings. Is wary of unfamiliar people.

Explores environments when their parent / key caregiver or trusted person is nearby.

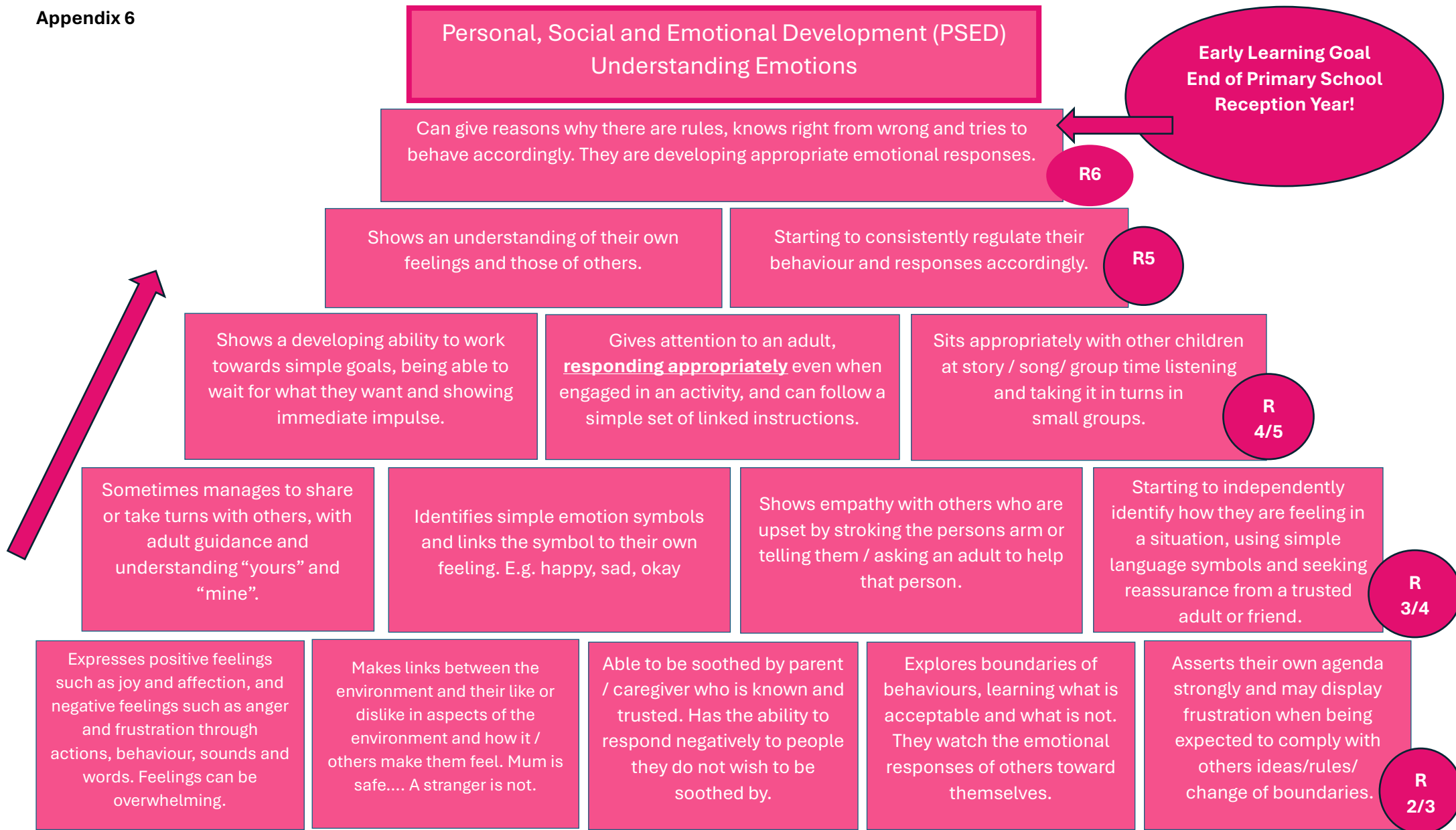
Offers empathy in the form of comfort that they themselves would find soothing.

Closely watches other interactions and body language to begin to understand their intentions and meaning.

Shows an interest in other children by watching them and interacting with them through offering them toys.

R
2/3

Appendix 6



Tip: To support children in developing their emotional regulation & 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.

Appendix 7





Expressive Arts & Design

Creating with Materials

Early Learning Goal
End of Primary School
Reception Year!

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 stories.

R6



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 shape they are creating.

R
4/5

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

Is showing some awareness that mixing the primary colours will produce other colours. E.g. Mixing red and yellow makes orange.

Uses mark making to represent ideas like movement and sound.

Recognises that different materials and combining substances and materials can create sounds.

R
3/4

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.

Is 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.

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

R
2/3

Appendix C: Makaton long term planning

Term	Signs	Links
Autumn 1	Good morning Good afternoon Children Teachers Yes/No Please Thank you	Good morning: https://www.youtube.com/watch?v=5XtH1Q3T0Eg Good afternoon: https://www.youtube.com/watch?v=HcUE1l2jRdI Children: https://www.youtube.com/watch?v=Iwg9zbZf1ps Teachers: https://www.youtube.com/watch?v=-ObtbLADMt8 Yes/No: https://www.youtube.com/watch?v=8u6cDkylXU8 Please & thank you: https://www.youtube.com/watch?v=cjZVMj3B7XE
Autumn 2	Hello Toilet Eat Drink More help home	Hello: https://www.youtube.com/watch?v=H98TVU0GE20 Toilet: https://www.youtube.com/watch?v=krPuhBKQCxU Eat: https://www.youtube.com/watch?v=kLFwK1-einI Drink: https://www.youtube.com/watch?v=JIVIS1IA Tmk More: https://www.youtube.com/watch?v=eTn9Fmmpw_U Help: https://www.youtube.com/watch?v=OgWqIqmi5bU Home: https://www.youtube.com/watch?v=awRsp6kgNac
Spring 1	Sit Look listen Big/Long Small/Short The same hot	Sit: https://www.youtube.com/watch?v=KesoyI-6jME Look: https://www.youtube.com/watch?v=0ewzzp0vcnY Listen: https://www.youtube.com/watch?v=SZvxeZIC7oM Big: https://www.youtube.com/watch?v=SZvxeZIC7oM Small: https://www.youtube.com/watch?v=HVOstZ_0wNc The same: https://www.youtube.com/watch?v=Up08iiLdaOw Hot: https://www.youtube.com/watch?v=yj56-vMxerg
Spring 2	Happy Sad Sleep Rabbit Cow Horse pig	Happy: https://www.youtube.com/watch?v=JoJC0TSFb5I Sad: https://www.youtube.com/watch?v=Grew-8ZGjaI Sleep: https://www.youtube.com/watch?v=zEjLenq9j18 Rabbit: https://www.youtube.com/watch?v=nx2QuFTk0TQ Cow: https://www.youtube.com/watch?v=RECaE8G8xlc Horse: https://www.youtube.com/watch?v=HjR4NI+tQtg4 Pig: https://www.youtube.com/watch?v=K5-2h1hGN0g
Summer 1	Frog Dog Cat Sun To paint flower	Frog: https://www.youtube.com/watch?v=9M40CqNQjxQ Dog: https://www.youtube.com/watch?v=j4iEY0kAuFY Cat: https://www.youtube.com/watch?v=EZ-nKjYr61E Sun: https://www.youtube.com/watch?v=yA2UgyAB7_k To paint: https://www.youtube.com/watch?v=n9wRTQ9G4Wk Flower: https://www.youtube.com/watch?v=aRGNIeG0JMO
Summer 2	Egg Caterpillar Butterfly Tomato Sunflower To grow Time	Egg: https://www.youtube.com/watch?v=0E6xgiTPUoc Caterpillar: https://www.youtube.com/watch?v=G8Uy88miDs8 Butterfly: https://www.youtube.com/watch?v=1EkNIbYh34Q Tomato: https://www.youtube.com/watch?v=_62uee3OTd4 Sunflower: https://www.youtube.com/watch?v=M0rzq1PdJxk To grow: https://www.youtube.com/watch?v=lxz21sCJ_IQ Time: https://www.youtube.com/watch?v=WnrZcf6uujo