



# Our Curriculum

A long term plan for our 2,3 and 4 year olds

(The **why**, the **what** we want our children to learn, **how** we will teach and **how** we will measure the impact.)

“A caring community of curious learners”

“Activities are not a substitute for building increasingly detailed structures of knowledge. Think about WHAT you want children to learn BEFORE you decide HOW you intend them to learn it”

An Ofsted Speaker at the Newham Early Years Conference

Ofsted's Definition of teaching:

393. Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress.

July 2022

Where it all began... **Our why** - the ideas which inform our intent

Our Lark Hill Nursery School Curriculum has evolved over time through many experiences, reading, research, thoughts and inspirations. We have drawn on Reggio, Scandinavian Nurseries, In the moment, EEF Research booklets and taking part in research with local Universities.

The child has a hundred languages, a hundred hands, a hundred thoughts, a hundred ways of thinking and playing." Loris Malaguzzi

Language at age 5 is the single most important factor predicting literacy outcomes at age 11

EEF Pathways to Literacy

1 in 5 people in poverty in 2020/2021 which is 13.4 million people and of those 3.9 million were children.

Joseph Rowntree Foundation

13 out of 60 of our children this year have support plans for their SEND.

"A distinction is sometimes drawn between talking with children and simply talking to children: talking to children tends to be more passive, while talking with children is based on their immediate experiences and activities and is likely to be more effective."

EEF 'Supporting high quality interactions in the Early Years'

"When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos." L.R.Knost

On average children only have one hour outdoors a day yet prisoners in America are guaranteed two hours a day.

Persil Advert 2016

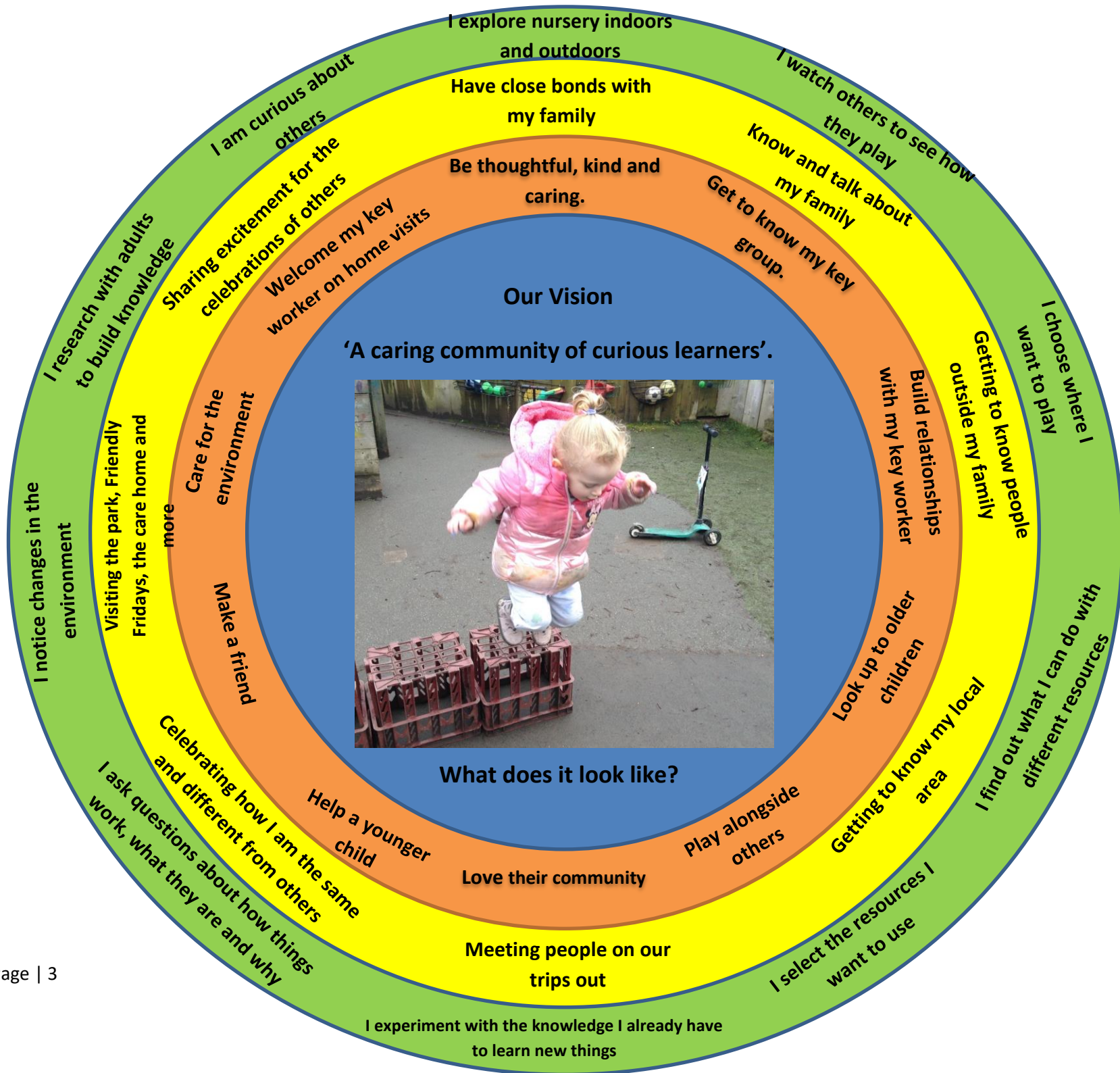
"Where a child repeatedly experiences hostile responses from their primary caregivers, where they are not given the time, space and words to label and talk through their feelings, they consequently communicate their feelings of fear, anxiety, embarrassment and frustration in ways which do them more harm than good. "

Mine Conkbayir

Poorer children have half of the vocabulary of their more affluent peers.

Pathways to Literacy EEF

In Stockport Schools in March 2022 there are 140 languages spoken.



Make a prediction and test my ideas

Catch and throw

Climb our climbing wall

Ask a relevant question

Make up my own story

Know the fiveness of 5



Follow instructions to build a 3D model

I use text purposefully to communicate a message

Make a model from wood

Identify characteristics of animals, plants and insects

What I am learning to do

Understand the role of important people in our community

Create a masterpiece (dance, painting, sculpture)

Follow a simple recipe

Grow something

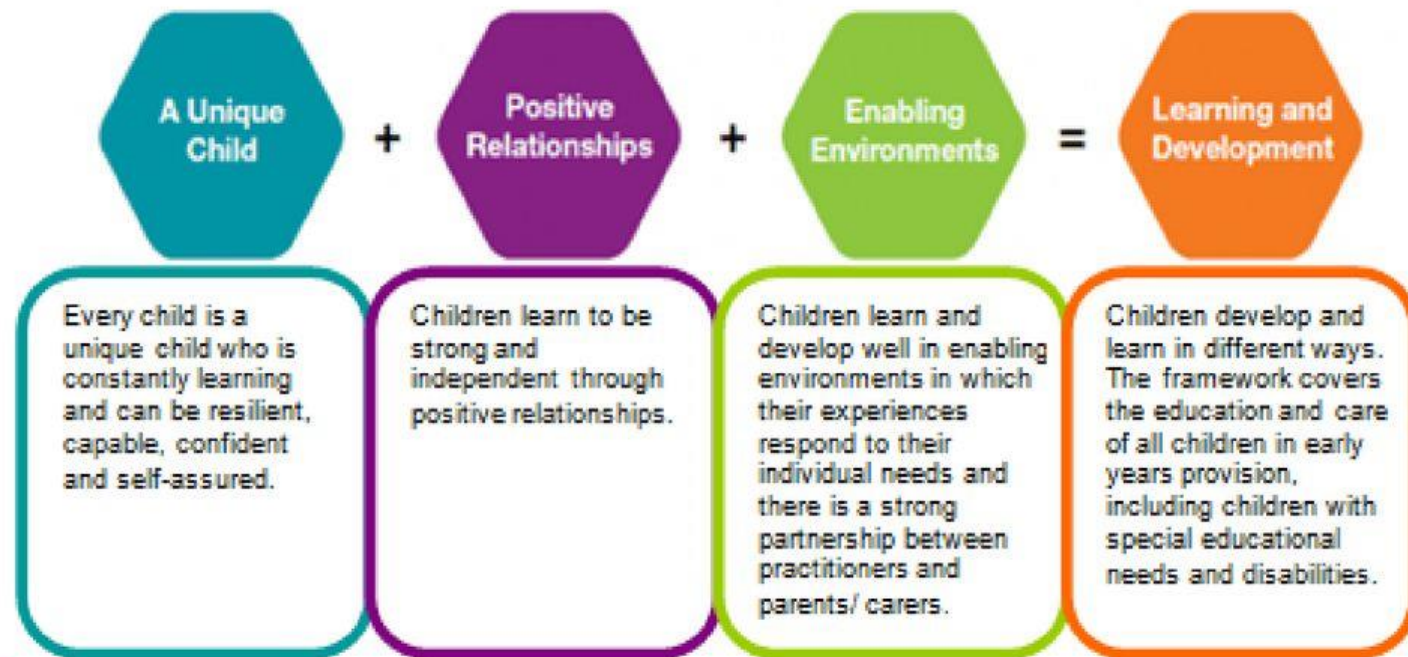
Observe how something grows and changes

Be an independent learner with high well being

Have a positive self image

I can write my own name

# The EYFS has 4 themes



## Characteristics of Effective Learning

### 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  
 Keep trying  
 Enjoying achieving what they set out to do

### Creative and Critical Thinking

#### THINKING

Having their own ideas  
 Making links  
 Working with ideas

## Areas of Learning and Development

## Birth to 5 Matters Aspects

### Prime Areas

Personal, Social and Emotional Development

Making Relationships

Sense of Self

Understanding Feelings

Physical Development

Moving and handling

Health and Self-care

Communication and Language

Listening and Attention

Understanding

Speaking

### Specific Areas

Literacy

Reading

Writing

Mathematics

Mathematics

Understanding the World

People and Communities

The World

Technology

Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive

The areas of Development	
Communication and Language	Listening and Attention Understanding Speaking
Personal , social and emotional development (PSED)	Making relationships Sense of Self Understanding feelings
Physical Development	Health and Self care Moving and handling
Literacy	Reading Writing
Mathematics	
Understanding the World	People and communities The world Technology
Expressive arts and Design	Creating with materials Being imaginative and expressive









## A focus on learning to communicate. How we teach new vocabulary

### The vocabulary teaching process

After selecting the vocabulary to be taught, the next part of the STAR process is 'teach'. This quick process sketches a brief outline of the word which is further embellished by natural exposure to the word in different contexts until, over time, the word is fully established.

The introductory 'teach' sequence should cover the following features which are then described further.

#### Summary of teaching sequence

	<p><b>Symbol:</b> use a picture or symbol that represents the word.</p>
	<p><b>Phonology (sound):</b></p> <ul style="list-style-type: none"> <li>• clap syllables</li> <li>• say word to partner.</li> </ul>
	<p><b>Semantics (meaning):</b></p> <p>Use a combination of:</p> <ul style="list-style-type: none"> <li>• sensory experiences</li> <li>• simple vocabulary to define the word</li> <li>• relating the word to what they know</li> <li>• telling a story.</li> </ul>
	<p><b>Action:</b> gesture or sign where possible.</p>
	<p><b>Word Aware song:</b> use a song to reinforce the word.</p>
	<p><b>Word Wall:</b> the word and picture go on the Word Wall to remind adults to use the words in context.</p>

## The key aspects of our Early Years Curriculum.

The 3 Prime Areas of Learning are the foundation of our curriculum, the 4 Specific Areas of Learning help children to strengthen and apply the prime areas. We deliver our curriculum in a holistic way using both adult led and child initiated experiences. We plan for our children to work their way through our **curricular learning pathway and skills development**. We offer provocations linked to our themes and also children's interests to inspire new learning opportunities.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Overarching Themes</b>	Who am I ?	Out and About	Growing and changing
<b>Core books</b> <b>2 year olds</b> <small>This identifies the key aspects of our Early Years Curriculum. The 3 Prime Areas of Learning are the foundation of our curriculum, the 4 Specific Areas of Learning help children to strengthen and apply the prime areas.</small>	Where's Spot? Dear Zoo	Construction 5 little ducks	Owl Babies Brown bear, brown bear
<b>Core books</b> <b>3 and 4 year olds</b>	Knock, knock You choose Lima's Red Hot Chilli A world of Festivals	Shark in the park We're going on a bear hunt Hairy Maclary Changing seasons	The very hungry caterpillar Jasper's Beanstalk Astro Girl Me and my body



Group Times for 2 year olds – Focus on the whiteboard each fortnight

Focus	This could include but not limited to....
<p><b>Physical / Sensory/Spatial awareness</b></p>	<p>Yoga, balls, parachute, rainbow ring, playdough, threading, puzzles, construction with small blocks, mark making, sorting.</p>
<p><b>Heuristic</b> (comes from the Greek word 'heuriska' which means 'serves to discover or reach an understanding of')</p>	<p>Weekly sessions exploring properties of everyday objects. Gives children the opportunity to determine their own actions and make choices. Adults observe silently to think about their patterns of play and interests.</p>
<p><b>Core books</b></p>	<p>Getting to know and love our core books by heart. Responding to the features of the books. Exploring number when counting the images, singing the songs and rhymes in the books.</p>
<p><b>Time to talk</b></p>	<p>With my key worker looking at something interesting, sharing photos, developing a sense of belonging to our group.</p>
<p><b>Music</b></p>	<p>Using percussion instruments, finding out how they work, learning and singing core rhymes, number rhymes and songs.</p>



Group Times for 3 and 4 year olds – Focus on the whiteboard each fortnight

Focus	This could include but not limited to....
<b>Core books</b>	Getting to love and know the books, responding to the features of the book.
<b>Language</b>	Storytelling, Tales Toolkit, Chat time about experiences and provocations
<b>Maths</b>	Counting, subitising, problem solving, sorting, shape, measure
<b>Phonics</b>	Singing, Exploring sounds with instruments, Listening to music, Nursery Rhymes, Letters and Sounds Phase 1 ideas, Stockport Music Scheme, Read, write inc sounds
<b>Physical</b>	Fine and gross motor, dance, sewing, parachute, rainbow ring, cutting, drawing, woodwork, cooking, Yoga, relaxation

<b>COMMUNICATION AND LANGUAGE LEARNING PATHWAY</b>				
<b>Our steps to becoming...</b>  <b>A COMMUNICATOR WHO LISTENS AND LEARNS FROM EXPERIENCES.</b>	<b>Step 1</b> <b>Initial skill</b> <b>Range 2</b>	<b>Step 2</b> <b>Emerging new skills</b> <b>Range 3</b>	<b>Step 3</b> <b>Developing new skills</b> <b>Range 4</b>	<b>Step 4</b> <b>Gaining confidence</b> <b>Range 5</b>
		<p>I am playful and move my body to sounds I enjoy. I concentrate intensely on an object for a short period. I am easily distracted. (fleeting attention)</p> <p style="text-align: center;"><b>(Listening and attention)</b></p> <p>I am learning to understand body language. I respond to simple questions. I know single words.</p> <p style="text-align: center;"><b>(Understanding)</b></p> <p>I enjoy playing with sounds and babbling. I might copy your words or use single words. I might look or point to make requests.</p> <p style="text-align: center;"><b>(Speaking)</b></p>	<p>I join in with actions in rhymes and songs. I can make my own choices. I lose interest quickly and choose something else (rigid attention).</p> <p style="text-align: center;"><b>(Listening and attention)</b></p> <p>I understand what is expected of me in different situations. I can understand non-verbal cues and simple sentences. I can select familiar objects by name.</p> <p style="text-align: center;"><b>(Understanding)</b></p> <p>I know different types of words and am beginning to put two together to copy others and ask simple questions. I can talk about people or things not present.</p> <p style="text-align: center;"><b>(Speaking)</b></p>	<p>I like noises adults make in stories, songs and rhymes. I respond appropriately to familiar sounds. If I am playing it can be hard to get my attention, using my name helps (single channelled attention).</p> <p style="text-align: center;"><b>(Listening and attention)</b></p> <p>I understand concepts like fast, slow, action words and two part sentences. I can answer who, what and where questions.</p> <p style="text-align: center;"><b>(Understanding)</b></p> <p>I learn new words quickly and use them to share my ideas and feelings, often jumping from one topic to the next. I ask what, where and who questions and use some word endings.</p> <p style="text-align: center;"><b>(Speaking)</b></p>

<u>AREA OF LEARNING</u>	<u>Step 5</u> <u>Flying high</u>
<u>Communication and Language</u>	<p><b>Listening and attention:</b> My listening behaviour varies, I might fidget but I am still listening or I might be sitting still but not engrossed in the activity. I may show two channelled attention (can listen and do).</p> <p><b>Understanding:</b> I understand a range of complex sentence structures and am beginning to understand humour and I can follow stories with no picture/prop support. I engage in conversations responding appropriately to what the other has said. I understand who, what when, where, why and how questions.</p> <p><b>Speaking:</b> I extend my vocabulary by grouping and naming and exploring them meaning of new words. I use language I've learnt from my experiences within my play and I can organise and clarify my thinking and ideas to introduce a narrative to my play. I link statements and stick to a theme when speaking.</p>

<b>PERSONAL, SOCIAL AND EMOTIONAL LEARNING PATHWAY</b>				
<p><b>Our steps to becoming...</b></p> <p><b>A LEARNER WHO IS CONFIDENT, CARING AND CURIOUS</b></p>	<b>Step 1 Initial skill Range 2</b>	<b>Step 2 Emerging new skills Range 3</b>	<b>Step 3 Developing new skills Range 4</b>	<b>Step 4 Gaining confidence Range 5</b>
		<p>babbling, movement or looking. I seek comfort and support from a familiar adult. I am wary of new people.</p> <p><b>(Making relationships)</b> I know what I like and don't like. I respond to my own name. I am anxious when separated from carers.</p> <p><b>(Sense of self)</b> I am beginning to express a range of emotions and know what that emotion is. I explore boundaries of behaviour.</p> <p><b>(Understanding emotions)</b></p>	<p>I explore an environment with an adult close by but can find long periods of socialising overwhelming. I will sometimes watch others, engage in play or play alone.</p> <p><b>(Making relationships)</b> I recognise physical differences with others e.g. hair and skin. I challenge my own physical ability. I have a sense of me, you and mine.</p> <p><b>(Sense of self)</b> I can show a range of emotions e.g joy and anger. I show big emotional responses. I only see my own ideas.</p> <p><b>(Understanding emotions)</b></p>	<p>I am comfortable within familiar environments with adults and children I know. I am beginning to understand other people's feelings and how they might have an effect on me.</p> <p><b>(Making relationships)</b> I am beginning to know who I am and where I come from. I am showing an interest in the characteristics of other people. I have my own ideas.</p> <p><b>(Sense of self)</b> I am beginning to adapt my behaviour and show empathy. I know how to self-soothe. I am starting to be aware that my actions might hurt others and there are consequences for my actions.</p> <p><b>(Understanding emotions)</b></p>

**Personal, Social and Emotional  
Development**

**Making relationships:** I represent what I know about social interactions through my play and have developed close friendships with other children. I am able to co-operate in play and understand that others have different points of view to me, if we disagree I am becoming more able to negotiate and compromise to solve problems. I know when I need an adults help and seek them out when I need support.

**Sense of self:** I am able to recognise what makes me unique, what communities I am a part of and I like to chat about them. I am confident to share my opinions, wants and needs with others and I can tell you what I am good at and what I am getting better at. I know what I want to play and how I want to do this.

**Understanding emotions:** I can talk about and understand my own and others' feelings. I understand the effects of behaviours on others' feelings and try to repair relationships where I might have caused upset to others. I seek support from adults to help me figure out challenging situations and refuel my emotions. I am aware of behavioural expectations and am sensitive to issues like justice and fairness.



PHYSICAL DEVELOPMENT **LEARNING PATHWAY**

	<b>Step 1 Initial skill Range 2</b>	<b>Step 2 Emerging new skills Range 3</b>	<b>Step 3 Developing new skills Range 4</b>	<b>Step 4 Gaining confidence Range 5</b>
<b>Our steps to becoming...  A MOVER-STRONG AND HEALTHY, WHO WILL TAKE A RISK</b>	<p>I tend to crawl around but am adept at changing from this position into others. I can walk independently on firm surfaces and use furniture for support. I explore my own size and movements by climbing in and around objects and furniture.</p> <p><b>(Gross Motor skills)</b></p> <p>I pick up objects using the palmer grip and I like to explore their movement between my hands. I enjoy finger rhymes and sensory exploration. I explore movement by pushing, pulling and lifting objects. I am beginning to manipulate objects with one hand.</p> <p><b>(Fine Motor skills)</b></p> <p>I feed using my hands. I am interested in sounds and making them. I am happy for you to change my nappy. I can tell you what I have done in my nappy.</p> <p><b>(Health and Self Care)</b></p>	<p>I am a confident walker and runner. I can change from standing to squatting or sitting positions with ease. I show an interest in dance by imitating others' movements.</p> <p><b>(Gross Motor skills)</b></p> <p>I like action songs and rhymes. I can use each hand for a different purpose at one time. I make connections between my movements and the marks they make. I can use gestures to aid my communication.</p> <p><b>(Fine Motor skills)</b></p> <p>I might have a daytime nap or sometime to rest. I enjoy cuddles. I use physical expressions to show my feelings. I respond to music through dance. I know which foods and drinks I like and want to feed myself. I'll let you know I need changing.</p> <p><b>(Health and Self Care)</b></p>	<p>I can change from standing to being on the ground without using my hands. I am beginning to walk, run and climb on varied terrain. I enjoy moving. I use wheeled toys with increasing skill. My hand/foot eye co-ordination is becoming more accurate. I am beginning to show preference for a dominant hand/foot.</p> <p><b>(Gross Motor skills)</b></p> <p>I turn the pages in books, sometimes many at once. I am showing increased control when I manipulate tools. I hold mark making materials with my thumb and all fingers.</p> <p><b>(Fine Motor skills)</b></p> <p>I need time for rest and calm. I can feed and drink competently. I know when I need to go to the toilet. I can take off clothing on my own. I recognise danger and seek help.</p> <p><b>(Health and Self Care)</b></p>	<p>I move cross equipment using alternate feet. I can maintain my balance on equipment and slopes using my body and hands to stabilise myself when necessary. I move with spatial awareness, negotiating space successfully to avoid collisions. I can balance on one foot momentarily.</p> <p><b>(Gross Motor skills )</b></p> <p>I can grasp and release a ball with two hands. I can create marks by pivoting from my shoulder and elbow. I am gaining confidence and accuracy when manipulating a range of tools.</p> <p><b>(Fine Motor skills)</b></p> <p>I know my body including name of body parts and how I am feeling. I am willing to try different foods. I have developed eating, sleeping and toileting routines. I can dress mostly by myself. I play safely and can assess risk.</p> <p><b>(Health and Self Care)</b></p>

## Physical Development

**Gross motor skills:** I move confidently in a range of ways, experimenting with and adapting movements to navigate space and reduce risk. I can jump off objects and land appropriately and show increasing control as I push, pull, throw, catch etc.

**Fine motor skills:** I handle tools, objects and materials with increasing control and intention. I show a preference for a dominant hand and can use anti clockwise movements to retrace vertical lines. I am beginning to form recognisable letters with the correct pencil grip.

**Health and self care:** I understand the need for a balanced diet and I show an awareness of the importance of healthy routines. I can describe the texture of food and notice changes when cooking. I can talk about the changes happening in my body. I show an understanding of risk and safety and take action to manage risks. I am usually dry and clean during the day.

**LITERACY LEARNING PATHWAY**


	<b>Step 1 Initial skill Range 2</b>	<b>Step 2 Emerging new skills Range 3</b>	<b>Step 3 Developing new skills Range 4</b>	<b>Step 4 Gaining confidence Range 5</b>
<b>A READER, AN AUTHOR AND AN ILLUSTRATOR.</b>	<p>I handle books with interest. I respond to sounds in the environment. I respond to simple rhythms and songs. I notice pictures and symbols.</p> <p style="text-align: center;"><b>(Reading)</b></p> <p>I engage in sensory play and this allows me to make connections between my actions and the marks I have made.</p> <p style="text-align: center;"><b>(Writing)</b></p>	<p>I am interested in books and have some favourites. I am beginning to join in with actions and sounds in songs.</p> <p style="text-align: center;"><b>(Reading)</b></p> <p>I know that my marks are of value. I enjoy the sensory experience of making marks. I understand cause and effect to make marks.</p> <p style="text-align: center;"><b>(Writing)</b></p>	<p>I have favourite stories and rhymes and know some words or phrases from them. I fill in missing words. I spot logos. I clap along and join in with rhymes.</p> <p style="text-align: center;"><b>(Reading)</b></p> <p>I distinguish between the marks I make. I enjoy drawing and writing.</p> <p style="text-align: center;"><b>(Writing)</b></p>	<p>I can listen and join in with a story. I know stories have a structure and tell my own. I recognise some environmental print.</p> <p style="text-align: center;"><b>(Reading)</b></p> <p>I give meaning to signs and symbols. I make marks and early writing in my play. I imitate adults. I am interested in my own name and attempt to write the letters. <b>(Writing)</b></p>

<u>Area of learning</u>	Challenge Pathway Step 5
<u>Literacy</u>	<p><b>Reading:</b> I enjoy a range of books and draw upon my phonics knowledge to help me read the words and interpret the pictures. I can describe the key features and narratives of stories in increasing detail and I can re-enact stories often including everyday literacy artefacts like letters, shopping lists etc within my play. I know that information can be retrieved from books and other sources. I can recall and talk about stories that I have heard and retell it in my own way. I am beginning to hear and say initial sounds, segment and blend sounds knowing which letters represent some sounds. I am beginning to link sounds to letters and frequently used digraphs. I am learning to read some high frequency and phonically decodable words and sentences.</p> <p><b>Writing:</b> I enjoy writing for purpose and creating my own stories with words and pictures. I give meaning to the marks I make. I use my phonics knowledge to help me identify sounds and link them to letters and write recognisable letters in sequences such as writing my name. I am beginning to write labels and captions and this will progress into writing simple sentences.</p>

MATHEMATICS LEARNING PATHWAY				
	Step 1 Initial skill Range 2	Step 2 Emerging new skills Range 3	Step 3 Developing new skills Range 4	Step 4 Gaining confidence Range 5
<b>A PROBLEM SOLVER</b>	<p>I show awareness of number names in songs and rhymes. I look for things that have moved out of sight.</p> <p><b>(Number)</b> I explore space, position and direction pointing where I want to go.</p> <p><b>(Spatial awareness)</b> I stack objects with flat surfaces.</p> <p>I respond to changes in shape. I attempt to match shapes to their correct spaces.</p> <p><b>(Shape)</b></p>	<p><b>Comparison:</b> I respond to words like lots and more.</p> <p><b>Counting:</b> I say some counting words and may engage in counting like behaviour.</p> <p><b>Cardinality:</b> I use number words like 1 or 2 and can sometimes give 1 or 2 things when asked.</p> <p><b>(Number)</b> I enjoy filling and emptying containers. I investigate fitting inside and moving through spaces</p> <p><b>(Spatial awareness)</b></p>	<p><b>Comparison:</b> I am beginning to compare and recognise changes in the number of things using words like lots, more and the same.</p> <p><b>Counting:</b> I begin to say numbers in order some of which are in the right order (ordinality).</p> <p><b>Cardinality:</b> In everyday situations I can take 2 or 3 objects from a group. I am beginning to notice numerals. I am beginning to count on their fingers.</p> <p><b>(Number)</b> I move my body and toys around objects and explore fitting into spaces. I begin to remember my way around</p>	<p><b>Comparison:</b> I compare two small groups of up to 5 objects and notice when they are the same.</p> <p><b>Counting:</b> I may enjoy counting verbally as far as I can go. I touch each item saying one number for each item. I use some number names and number language in play. I begin to recognise numerals 0 to 10.</p> <p><b>Cardinality:</b> I subitise 1, 2 or 3 objects. I count up to 5 items recognising the last number said is the total number of objects counted. I link numerals with amounts up to 5. I explore using my own marks to give mathematical meaning.</p> <p><b>Composition:</b> I begin to learn that numbers are made up of smaller numbers. I begin to use understanding of number to solve practical problems. I am</p>

	<p>I join in with repeated patterns in songs and stories. I initiate and continue repeated actions. <b>(Pattern)</b></p> <p>I show an interest in objects of contrasting sizes (in meaningful contexts). I get to know and enjoy the daily routine.</p> <p>I show an interest in emptying containers. <b>(Measures)</b></p>	<p>I push objects through different shaped holes and attempts to fit shapes into spaces.</p> <p>I am beginning to select a shape for a specific space. I use blocks to create my own simple structures. <b>(Shape)</b></p> <p>I am becoming familiar with patterns in daily routines. I join in and predict what comes next in a story or a rhyme. I arrange items in my own patterns e.g. lining up toys <b>(Pattern)</b></p> <p>I show an interest in size and weight. I explore capacity by selecting, filling and emptying containers. I am beginning to understand that things might happen now or at another time. <b>(Measures)</b></p>	<p>familiar environments. I respond to some spatial and positional language. I explore how things look from different viewpoints. <b>(Spatial awareness)</b></p> <p>I choose puzzle pieces and try to fit them in. I recognise that two objects have the same shape. I make simple constructions. <b>(Shape)</b></p> <p>I join in and anticipate repeated sounds and actions. I am interested in what happens next in everyday routine. <b>(Pattern)</b></p> <p>I explore differences in size, length, weight and capacity. I am beginning to understand talk of past and future. I am beginning to anticipate times of the day. <b>(Measures)</b></p>	<p>beginning to recognize that each counting number is 1 more than the one before. I can separate a group of 3 or 4 objects in different ways and beginning to recognise that the total stays the same. <b>(Number)</b></p> <p>I respond to and uses the language of position. I predict, moves and rotate objects to create the shape I would like. <b>(Spatial awareness)</b></p> <p>I choose items based on their shape for a purpose. I respond to informal language and common shape names. I show awareness of shape similarities and differences between objects. I enjoy partitioning and combining shapes to make new shapes. I attempt to create arches and enclosures using trial and improvement. <b>(Shape)</b></p> <p>I create my own spatial patterns showing some organisation or regularity. I explore and continue simple patterns (ABAB). I join in with simple patterns and predict what comes next (including sounds). <b>(Pattern)</b></p> <p>I can find the shorter, longer, heavier, lighter of two objects. I can recall a sequence of events in everyday life and events. <b>(Measures)</b></p>
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<u>Area of learning</u>	Challenge Learning Pathway Step 5 Flying high
<u>Mathematics</u>	<p><b>Comparison:</b> I use number names and symbols when comparing numbers and I am interested in large numbers. I estimate the number of things in a set, showing some understanding of relative size.</p> <p><b>Counting:</b> I enjoy reciting numbers from 0-10+ and back from 10-0. I am becoming more confident at putting numerals in order from 0-10.</p> <p><b>Cardinality:</b> I engage in subitising numbers to 4 and maybe 5. I can count up to 10 objects from a larger group and match the numeral with a group of items.</p> <p><b>Composition:</b> I show awareness that numbers are composed of smaller numbers, exploring partitioning in different ways. I begin to conceptually subitise larger numbers by subitising smaller groups within the number. I can add or subtract 1 with numbers to 10 using concrete resources. I begin to explore and work out mathematical problems using signs and strategies of my own choice including numerals, tallies, add and subtract.</p> <p><b>Spatial awareness :</b> I use spatial language including following and giving directions, using relative terms and describing what i can see from different viewpoints. I investigate turning and flipping objects in order to made shapes fit, predicting and visualising how they might look (spatial reasoning). I enjoy making simple maps of familiar and imaginative environments using landmarks.</p> <p><b>Shape:</b> I use informal language and analogies as well as mathematical</p>



terms to describe shapes. I enjoy composing and decomposing shapes, learning which shapes make up others. I use my own ideas to make models of increasing complexity.

**Pattern:** I spot patterns in the environment beginning to identify the pattern rule. I chose familiar objects to create and recreate repeating AB patterns. I am beginning to identify the unit of repeat.

**Measure:** I enjoy tackling problems involving prediction and discussion of comparison, length, weight or capacity whilst paying attention to fairness and accuracy. I become familiar with measuring tools in everyday experience and play. I am increasingly able to order and sequence events using everyday language related to time. I am beginning to experience measuring time with timers and calanders.



UNDERSTANDING THE WORLD LEARNING PATHWAY				
	Step 1 Initial skill Range 2	Step 2 Emerging new skills Range 3	Step 3 Developing new skills Range 4	Step 4 Gaining confidence Range 5
<b><u>An explorer of the world</u></b>	<p>I know when I smile or laugh etc. that I can influence people to join me. I recognise the key people in my life and share a sense of belonging with them. <b>(People and communities)</b></p> <p>I observe what animals, people and vehicles do. I look for dropped or hidden objects. I like combining objects and know they can be used in different ways. <b>(The world)</b></p> <p>I can explore and make sense of objects and how they behave. <b>(Technology)</b></p>	<p>I am curious about people, animals and objects and am interested in stories and photographs of them. I like to look at photos of myself with them. <b>(People and communities)</b></p> <p>I am curious to explore new and familiar experiences in nature. I explore objects by linking together different approaches and remember where they belong. I can match parts of objects that fit together. <b>(The world)</b></p> <p>I anticipate repeated sounds, sights and actions. I show interest in toys with flaps and simple mechanisms and begin to operate them <b>(Technology)</b></p>	<p>I have a sense of my family and pets. I imitate everyday actions from my own culture and background. I am beginning to have my own friends. I am learning about the similarities and differences from others. <b>(People and communities)</b></p> <p>I notice detailed features of objects in their environment. I can talk about things I have observed in nature. I enjoy playing with small world reconstructions building on first hand experiences. <b>(The world)</b></p> <p>I seek to acquire basic skills in turning on and off basic equipment. I can operate mechanical toys. I play with water including pipes and funnels to investigate low technology. <b>(Technology)</b></p>	<p>I am interested in the lives of people who are familiar. I enjoy joining in with family customs and routines. I talk about significant events in my own experience. I recognise and describe events for family and friends. I show interest in different occupations and ways of life (indoors and outdoors). I know some of the things that make me unique and talk about similarities and differences. <b>(People and communities)</b></p> <p>I comment and ask questions about aspects of their familiar world. I talk about why things happen and how they work and my effects on them. I am learning about growing and changing. I show care and concern for living things and the environment. <b>(The world)</b></p> <p>I know how to operate simple equipment. I show an interest in technological toys. I show skills in making toys work to achieve sounds, light, movement etc. I know that information can be retrieved from digital devices. I can play with a range of materials to learn cause and effect. <b>(Technology)</b></p>

<u>Area of learning</u>	Challenge Pathway Step 5 Flying high
<u>Understanding the World</u>	<p><b>People and communities:</b> I enjoy joining in with my family routines and traditions and I recognise the similarities and differences between myself, my family, community and others. I can talk about past and present events and I know that not everyone has the same likes and dislikes to me.</p> <p><b>The world:</b> I look closely and know about some similarities, differences and changes in the world around me. I talk about the features of my immediate environment and how they might differ from other environments. I can make observations of plants and animals and explain what I see and why changes might happen.</p> <p><b>Technology:</b> I can complete simple programs of devices and I can use ICT to interact with age appropriate software. I can create videos, drawings etc on a screen and I can use the internet with adult support to find and retrieve information. I have developed digital literacy skills by being able to access, understand and interact with different technology.</p>

<b>EXPRESSIVE ARTS AND DESIGN LEARNING PATHWAY</b>				
	<b>Step 1 Initial skill Range 2</b>	<b>Step 2 Emerging new skills Range 3</b>	<b>Step 3 Developing new skills Range 4</b>	<b>Step 4 Gaining confidence Range 5</b>
<b><u>An artist and a creator of masterpieces</u></b>	<p>I experiment with a range of media by using all of my senses.</p> <p><b>Creating with materials</b></p> <p>I respond to and engage with the world.</p> <p><b>Being imaginative and expressive</b></p>	<p>I continue to explore and experiment with an increasing range of media.</p> <p>I sing and move while singing and listening to sounds in music.</p> <p>I copy and improvise actions I have seen.</p> <p>I notice and am interested in how I can change materials.</p> <p><b>Creating with materials</b></p> <p>I express myself through actions and sounds.</p> <p>I pretend that one objects represents another (especially when they have characteristics in common) e.g. block as a phone).</p> <p><b>Being imaginative and expressive</b></p>	<p>I join in singing songs. I create sounds by rubbing, shaking, tapping, striking or blowing.</p> <p>I show an interest in anything which makes a sound and how I can make and change them. (loud, fast, quiet, slow).</p> <p>I experiment with ways to enclose a space. I create shapes and represent actions, sounds or objects.</p> <p>I enjoy and respond to playing with colour in a variety of ways.</p> <p>I use 2d and 3d shapes to explore materials and express ideas.</p> <p><b>Creating with materials</b></p> <p>I use everyday materials to explore, represent and create my world. I begin to engage in pretend play using movement and sounds.</p> <p>I describe sounds and music imaginatively. I create rhythmic sounds and movements.</p> <p><b>Being imaginative and expressive</b></p>	<p>I can explore and learn how sounds and movements can be changed. I enjoy joining in with moving, dancing and ring games. I can sing familiar songs and tap out simple repeated rhythms. I can create sounds with intention. I continue to explore colour and how it can be changed. I know I can sue lines to enclose a space. I use drawings to represent actions based on imagination, observation and experience. I uses various construction materials and tools for a purpose.</p> <p><b>Creating with materials</b></p> <p>I use movement and sounds to express themselves. I experiment and create movement and drawings in response to and to accompany music, stories and ideas. I sing to myself and make up simple songs. I notice what others do and copy, mirror and add my own ideas spontaneously. I engage in imaginative play based on own ideas and experiences. I use available resources to create props or imaginary ones to support play. I play alongside others engaged in the same thing.</p> <p><b>Being imaginative and expressive</b></p>

<p style="text-align: center;"><b><u>Area of learning</u></b></p>	<p style="text-align: center;"><b>The Challenge Pathway Step 5 Flying High</b></p>
<p style="text-align: center;"><b><u>Expressive Arts and Design</u></b></p>	<p><b>Creating with materials:</b> I know many songs and dances and I make music in a range of ways. I develop my thinking by exploring and extending my knowledge of materials and tools. I develop my ideas by experimenting with diverse materials such as light, loose parts etc to show my discoveries and understanding. I like to express myself through dance, song and art.</p> <p><b>Being imaginative and expressive:</b> I create representations of real and imaginary ideas. I can I choose instruments carefully to achieve the desired sound. I use and combine art forms and respond imaginatively to art forms, making suggestions of what I think or feel. I can introduce a narrative to my play and work co-operatively to see it through.</p>

## Skills Development

*These are the skills we believe are important for our children to develop to ensure they become lifelong learners*

**At Lark Hill Nursery School we recognise that children will have had different and unique experiences before they join us. Our children might be at different stages of development within their skills provision depending on their previous experiences, how long they have been at Nursery etc. We use this document as a guide to help us identify what skills children have already and how we can support them to meet their next steps. It is not age dependant.**

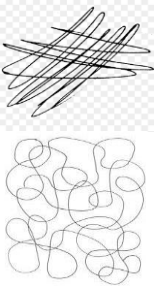

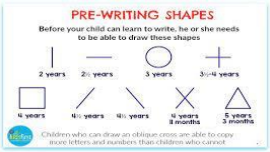
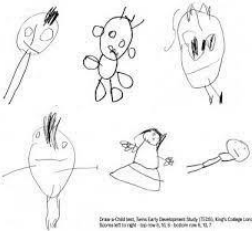

<b>Communicating</b>	<p>I can understand objects of reference when an adult is communicating next choices (nappy, lunch box)</p> <p>Adults model Makaton and simple language</p> <p><b>Observe if:</b> Children recognise objects and their meaning</p>	<p>I can use some Makaton, Nonverbal cues with adults modelling simple vocabulary</p> <p><b>Observe if:</b> Children begin to mimic signs and words to communicate</p>	<p>I can use some Makaton with adults modelling vocabulary including Match +1 (repeat the word adding another e.g bear – brown bear)</p> <p><b>Observe if:</b> Children begin to mimic signs and words to communicate</p>	<p>I can play alongside adults and children whilst adults commentating on my play.</p> <p>(This supports the children hearing language that relates to them)</p> <p><b>Observe if:</b> Children hear and build vocabulary linked to their interests from adults modelling</p>	<p>I can use some Makaton to ask and answer who, what and where questions. Model the use of verbs in routines such as setting up at lunchtime e.g. “S is carrying a chair.”</p> <p><b>Observe if:</b> Children begin to understand and answer questions, moving on to asking the questions</p>	<p>Adults support me with to and fro conversations. For those not ready to vocalise adults to leave space in the conversation.</p> <p><b>Observe if:</b> Adults play with and alongside children and talk through their thinking. (Adult builds a tower and it falls, adult vocalises their next steps thinking) Children can begin to see and talk about their thinking. With adults modelling their thoughts they can begin to understand the thought process</p>	<p>I can play alongside and with adults and children. Adults talk through my thinking when problem solving. (Adult builds a tower and it falls, adult vocalises their next steps thinking)</p> <p><b>Observe if:</b> Children can begin to see and talk about their thinking. With adults modelling their thoughts they can begin to understand the thought process</p>
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<p><b>WellComm skills development</b></p>	<p>I can point with my eye gaze to ask for something or share an interest. I can use gesture to ask for something. I can copy environmental sounds when playing. I am beginning to understand yes or no.</p> <p><b>Section 1</b> <b>I understand</b> Give an item on request. Point to the correct picture on request.</p> <p><b>I use:</b> Gesture to ask for things</p>	<p>I can use my voice and actions to have an impact on others.</p> <p><b>Section 2</b> <b>I understand</b> Use everyday objects Follow simple every day instructions.</p> <p><b>I use:</b> Beginning to use words to request. I can use 20 words. I can copy words.</p>	<p>I can use my voice and actions to have an impact on others.</p> <p><b>Section 3</b> <b>I understand</b> 100 words (objects and some actions) I follow a simple two key word instruction.</p> <p><b>I use</b> Single words in songs and rhymes. 20 to 50 words to name everyday objects. Single words to describe an action. Two words together. Copy a familiar phrase.</p>	<p>I can point at the correct picture if you say an action word. I am beginning to understand 'who' and 'where' questions.</p> <p><b>Section 4</b> <b>I understand</b> Simple describing words. 'No' plus an object. Pronouns, I, you, we, my, your A 3 key word instruction including a doing word.</p> <p><b>I use</b> 200 words Simple phrases including doing word. 'In' and 'on' in simple phrases. 'ing' to describe an action pronoun e.g. running, jumping, climbing 'I', 'you' and 'we', 'big' and 'little' appropriately.</p>	<p>I can identify and object by its function. I can link sentences together with words such as like and because.</p> <p><b>Section 5</b> <b>I can understand</b> Remember and say the names of two things. Plurals.</p> <p><b>I can use</b> Begin to use 'what', 'where' and 'who'. Plurals. A 3 word level sentence.</p>	<p>I use a range of tenses.</p> <p><b>Section 6</b> <b>I can understand</b> Pronouns 'he' and 'she', 'behind' and 'in front' Negative forms 'isn't' Verbs in past tense 'Why', 'where', 'who' and 'what' questions</p> <p><b>I can use</b> Pronouns 'he' and 'she' Beginning to link phrases with and/because, plurals/ past tenses. Verbs in past tense e.g. ran, slept, ate 'Where', 'who' and 'what' questions.</p>	<p>I can vary the intonation, volume, rhyme and phrasing of my voice to make my meaning clear.</p> <p><b>Section 7</b> <b>I can understand</b> 'Many', 'few', 'long' and 'short'. Meaning of 'why' 'First' and 'last'. Pronouns his and her. Pronouns 'they' and 'their' 'Same' and 'different' A four key word request.</p> <p><b>I can use</b> Comparatives 'bigger', 'longer' and 'smaller'. Pronoun his and her. 'Because' to link sentences. A 4 word key request.</p> <p><b>Section 8</b> <b>I understand</b> 'Either' and 'or' 'When' and 'after' <b>I can use</b> A range of prepositions Range of question words Superlatives (e.g. big, bigger, biggest, short, shorter, shortest)</p>
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<p><b>Hold own body weight</b></p>	<p>I run safely on my whole foot . I hold adult’s hand when accessing crates or balancing along wall. I pick up toys from the floor without falling over</p>	<p>I lie prone, kneel or squat to play with equipment I demonstrate core strength for sitting on a chair with both feet on the floor.</p>	<p>I squat with steadiness and stand without using my hands</p>	<p>I copy and hold a simple body shape. I climb onto or down from equipment independently</p>	<p>I coordinate body movement that crosses the mid line. I kicks a large ball without falling over I walk along a line whilst maintaining my core strength and balance.</p>	<p>I stand and demonstrate core strength when throwing a large ball I can copy and begin to hold yoga positions</p>	<p>I throw a small ball or beanbag over arm. I jump and land safely on different surfaces I balance on one foot for five seconds</p>	<p>I successfully and safely negotiate the climbing wall and rope swing I hold various yoga positions with increasing control</p>
<p><b>Have good spatial awareness</b></p>	<p>I walk around inside without falling on tripping over equipment/ resources  I play/sit alongside others being aware of my own space.</p>	<p>I run outdoors avoiding obstacles. I begin to move in response to music. I copy adult actions to songs</p>	<p>I explore movement on different levels and surfaces e.g. crawling through a tunnel, climbing up on equipment, obstacle courses</p>	<p>I negotiate space successfully adjusting speed and direction</p>	<p>I take part in dance and movement activities copying and following simple instructions</p>	<p>I explore moving in different ways e.g. hopping, rolling, skipping, jumping, slithering and directions I negotiate space successfully when playing chasing games with other children</p>	<p>I hold hands and create a circle with peers. I show increasing control over an object e.g. throwing, rolling, catching</p>	<p>I know how to form a circle with a group of peers. I use and understand directional vocabulary I create and explore obstacles.</p>

<b>Ride a tricycle or two wheeler bike</b>	I push and pull large wheeled toys around indoors and outdoors, .	I climb onto a tricycle without falling. I sit on a tricycle and pushes with feet backwards and then forwards	I begin to propel with feet and some steering to avoid obstacles I understand stop and go.	I use core strength to hold up and balance whilst swinging leg over to sit on balance bike	I begin to move a bike slowly and then with increasing confidence. I pedal a tricycle with increasing speed	I steer with control to avoid obstacles. I use feet to propel balance bike at speed, avoiding others and obstacles	I share and takes turns on bikes and wheeled toys, using a timer when needed.	I know how and where to park bikes and other wheeled toy. I ride a range of bikes with control.
<b>Using One handed tools e.g. scissors</b>  <b>Cross curricular links: Literacy</b>	I explore some simple tools with adult support e.g. plastic tongs, sponges, playdough tools, threading	I explore some simple tools e.g. plastic tongs, sponges, playdough tools, threading	I am starting to cut soft items such as playdough, banana and cooked pasta	I am using simplified tools such as loop scissors.	Adults support me to use regular scissors E.g. adult hold paper whilst I make cuts	I can use scissor with some independence e.g. cutting starting by cutting soft items	I am beginning to use tools with more precision e.g. cut along lines, cut around simple shapes	I can cut independently for a purpose
<b>Independent self help skills (toileting, dressing etc.)</b> <b>Cross curricular links: PSED</b>	I recognise when my nappy is wet or soiled. Adults talking me through steps to put on outdoor clothing		I can complete one step of my self care with little support. I find undressing is easier than dressing. I respond to adult using visual cues or vocal cues. "Shoes off and then I will be with you."		I respond and copy when adults model how to complete self-help skills where possible. I am keen and proud of myself for attempting to be independent. I am showing an interest in using the toilet and with reminders am almost toilet trained.		I can independently put on and take off my coat and manage my toileting needs.	
<b>Recognising name</b>  <b>Cross curricular links: PSED</b>	I recognise and respond to my name verbally. E.g. when an adult uses my name I recognise that this means me.	I recognise and label myself in a mirror or picture.	I self-register and recognize where my peg space and by recognising my picture with adult support	I self-register and recognize where my peg space and by recognising my picture.	I self register with my picture and name.	I self-register with printed name only with adult support to point out graphemes.	I self-register with printed name only.	



<p><b>Reading for pleasure</b></p>	<p>I explore a range of age related books in a variety of areas. I access books where I feel comfortable. I will choose our core books.</p>	<p>I share books with adults and interact with the pictures, talking through and turning pages. I will choose our core books.</p>	<p>I make up storylines mimicking real experiences. I join in with parts of our core books.</p>	<p>I make up storylines mimicking stories. I can recite some parts of our core books independently, with friends and an adult.</p>	<p>I enjoy making parts of books that mimic known books in Nursery. I know some of the core books by heart.</p>	<p>I enjoy making books that mimic known books in Nursery. I know some all the core books by heart and enjoy retelling and sharing them with others..</p>
<p><b>Drawing for pleasure</b></p> <p><b>Cross curricular links: Physical devpt</b></p>	<p>I strengthen my upper body- by crawling, climb, washing windows, Painting vertically and joining in action songs. I strengthen both my arms by moving both of my hands moving and squeezing.</p>	<p>I scribble and make lines, then lines and enclosed spaces.</p> 	<p>I create an oversimplified representation of a person.</p> 	<p>I explore finger isolation activities such as finger painting, finger action songs. I am developing some control with Pincer grip activities such as peg boards and threading. I make marks including pre-writing shapes- dots, vertical lines, horizontal lines and circles.</p> 	<p>I make arks including more complex pre-writing shapes- crosses, zig-zags, rectangles, squares and triangles. I make a simple representation of a person with a head, body, arms, and legs showing a range of emotions eg happy/ sad.</p> 	<p>I make simple pictures of familiar objects using shapes beginning to choose colours for the purpose.</p> 

<p>Writing for purpose</p> <p>Cross curricular links: Understanding of the World</p>	<p>I mark make on horizontal and vertical surfaces. I use a variety of mark making tools e.g. chalks, pencils, paint, water</p>	<p>I see adults writing for a purpose. Adults talk through what I am writing and why. E.g. name on a drawing so that we know who it belongs to or using a post it note as a reminder.</p>	<p>I use everyday objects for writing within designated areas of learning. In the writing area I use pens and paper to mark make and write. I mimic the way adults write.</p>	<p>I use everyday objects for writing within different areas of learning. In the role play area I use note pads, shopping list pads so they can mimic what they see being written in their experiences</p>	<p>I write for a purpose with adult support. Adults might suggest reasons to write as I play e.g. you're going to the shops, maybe you could write a list.</p>
<p><b>BAKE A CAKE</b></p> <p>Understand about hygiene</p> <p>Handle ingredients and manipulate tools independently</p>	<p>I know when to wash my hands – before snack or when dirty (with support). I explore new foods, textures and tastes</p> <p>I play outdoors explore and develop gross physical skills with increasing confidence</p>	<p>I communicate my own likes and dislikes for foods and textures.</p> <p>I explore sand and water and a range of real life equipment e.g. spoons, cups, sieves, funnels, jugs, etc.</p>	<p>I know to cover coughs and sneezes – catch it, kill it, bin it.</p> <p>I wash my hands using soap, water and dry with a paper towel independently.</p> <p>I cookin the mud kitchen – explore textures and combine natural resources .</p> <p>I explore play dough and equipment to mix, roll, flatten, squash and squeeze, tip, pour, fill, measure, cut, create, represent – effecting change to a malleable material.</p>	<p>I talk about germs and why washing and drying hands is important</p> <p>I select resources appropriate to the task including ingredients.</p>	<p>I help to clear area after snack and cooking I talk about health practices and self-care.</p> <p>I manipulate tools and equipment one handed with control and intention I collaborate and share resources I independently complete my goal.</p>

<p>Follow a recipe</p>	<p>I communicate using words I talk to others in and about my play/activities</p>	<p>I use an increasing vocabulary – learning new words rapidly. I link signs and/or symbols for a purpose. I explore a range of books and texts.</p>	<p>I know that text has meaning</p>	<p>I notice then recognise signs and environmental text. I know some number names. I order numbers 1-5 verbally, then with numerals</p>	<p>I represents numeral with fingers. I know numerals 1-5 and relates to counting and quantity I compare and talk about differences in measures and amounts. I names a range of tools and processes. I talks about the activity and the end result.</p>
<p><b>CARE FOR A LIVING THING</b></p>	<p>I can play outdoors and am curious to explore and investigate. I experience nature through puddle jumping, mud play, sand and water play. I enjoy looking at photographs of myself.</p>	<p>I experience changes in weather when playing outdoors on a sunny, windy, rainy, snowy, frosty day etc. I interact with small world environments e.g. farm, zoo I enjoy stories with animals as the characters I play with soft toy animals I am beginning to name some animals. I am excited to see chicks hatch out.</p>	<p>I notice seasonal changes with support such as leaves on trees, flowers, minibeasts I share non fiction texts about animals or plant. I can name animals and their babies. I am patient to watch and excited to see chicks hatch out or watch as caterpillars change in to butterflies.</p>	<p>I share my own baby photo and can spot how I have changed. I engage in seasonal exploration weather, digging for worms, plants, leaves, journey cards I can talk about plants and what they need. I refer back to non fiction books when I have found a creature or to look up a plant.</p>	<p>I share non fiction books and research on the iPad to answer questions I ask about animals and plants. I sow seeds and plant bulbs and know they need soil, water and light. I handle minibeasts with care and kindness. I know to pick up rubbish and have some knowledge of recycling. I care for plants and creatures.</p>

<p><b>Create a masterpiece</b> Independently selects resources</p>	<p>I explore and experiment with a range of sensory materials I select resources/items of my choosing with support then independently I explore sensory experiences – glue, finger paint, paint, gloop, sand, water, foam I arrange objects</p>	<p>I creates with blocks, loose parts and other available resources I select and make marks with various resources – indoors and out I explore and manipulates malleable materials with increasing purpose and control</p>	<p>I create 2d collages I explore handling scissors safely – opening and closing with two hands and then in one hand I use a range of one handed tools with increasing control, intent and understanding of safety</p>	<p>I use scissors to cut play dough work towards paper, card, string, tape, boxes I thread using a variety of large resources Selects shapes for a purpose I know how to use a range of paints – water colours, powder paints and ready mixed</p>	<p>I colour mix for a purposes. I cut with increasing accuracy. I combine a range of methods to achieve a planned effect I collaborate to share knowledge and demonstrate techniques to other children I plan and select resources they require to achieve their goal.</p>
<p>Use a range of joining techniques</p>	<p>I investigate cause and effect toys I explore using sticky tape and masking tape to stick on different items and surfaces.</p>	<p>I know how to use a tape dispenser I select and uses different types of tape to join things together</p>	<p>I know how to and can use a stapler safely and effectively I know how to create holes using hole punchers</p>	<p>I know how to and use hammer and nails safely and effectively. I experiment with a range of joining equipment to fix materials together</p>	<p>I use what I know about equipment to make appropriate choices to fix and join items together. I apply other skills learnt to help problem solve to achieve their goal. I adapt choices of joining method when it is not successful. I help others and asks for help to find solutions.</p>
<p>Use the most appropriate type of glue</p>	<p>I explore joining paper, card and other materials using wind up glue sticks</p>	<p>I am able to wind the glue stick to appropriate height I use wind up glue stick to fix items to paper or card</p>	<p>I apply PVA glue with a spreader I know to spread glue to the area that I want to fix on or edges to attach</p>	<p>I adapt choice of glue when fixing is not successful I combine methods of gluing and sticking to achieve a planned effect</p>	<p>I understand the need for drying time I demonstrate gluing techniques to other children and help others.</p>

## Assessment for Learning

### The bigger picture: 2 Year Checks and Learning Reviews

Before their 3<sup>rd</sup> birthday all children require a progress check focusing on the areas of Communication and Language , Physical development and Personal Social and Emotional Development. At Lark Hill Nursery School we call this a 2 year check The 2 year check consists of a collection of photographs and observations collected over time of what the child has been learning at Nursery and how adults have been extending and supporting their development. To complete the 2 year check key workers will have a discussion with the family to identify where a child is up to with regards to their development and how best to support them in their future learning an development. The term after their 2 ear check the key person completes a learning review.

Children aged 3 or 4 receive a 'Learning Review' twice a year. A learning review is a collection of observations and photographs collected over time , detailing what children have been learning at nursery, how they've been learning and what adults have been doing to extend and support their learning and development. At the end of each learning review a child's key worker writes a summary of what they think these observations show about a child's learning and development at that time and they will suggest some next steps for the child. At the end of each learning review there is a chance to meet with the family and discuss the achievements of the children.

*For our children with additional needs and support plans these reviews are called 'Celebrating my Learning at Nursery' and they take place every half term.*

*For our children eligible to Early Years Pupil Premium and our Bilingual Learners the learning reviews take place every term.*

### What's next?- Skills and knowledge progression documents

We use our skills and knowledge progression grids to help us identify what skills and knowledge children have and what we need to support them with next. We use them to identify not only individual next steps but identify those of the key group and whole cohort. This helps provide staff with ideas to support children's learning in both child led play



Copy of Condensed  
AET Progression Frame

and adult led activities. For some children we might also assess against an additional framework.

### The whole child: Curriculum Learning Pathway

We assess using our curriculum learning pathway twice a year. We highlight where we think a child is working within each of the areas of learning and share this with families. The idea is that we will then reassess formatively using our learning reviews and skills and knowledge documents to help us to support the child to make progress to reach the next step of the learning pathway.

# Celebrating my Learning at Nursery- Spring 1 2023

Edit

Authoried by Chloe Higgins added 10 Feb 2023 03:58 PM  
Approved by Jo O'Raw on 12 Feb 2023 09:23 AM

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## Liked by



was carefully looking and positioning the tyres to try and control which way they would roll.

observed by Chloe

### ICE CREAM SHOP

went to a friend who was pretending to be the shopkeeper and he said, "Chicken please," and holding out his hand. Unfortunately the shop had run out of chicken they only had ice cream. I said, "Say ice cream please," and copied, "ice cream please," and pretended to wait. The shop keeper was still serving the other customers and did not have time to wait around, so he went to find something else to do.

observed by Chloe

### CLIMBING WALL

wanted to climb the climbing wall. He tried at first from the ground and then used a crate another child had left next to the wall. He stood and tried to figure out what to do. He then said, "Chloe you can help," and I supported him to climb the wall.

observed by Chloe

### SUMMARY

has handled the transition to a 30 hour place brilliantly. He enjoys group time, lunchtime and storytime but understandably gets a little tired towards the end of the day. We began in January by encouraging to try school dinners. He did try a few things like pasta and lasagne but otherwise he was not very interested.

has dinner in the little room with a group of about 6 children. He feeds himself independently and enjoys this smaller, quieter environment. It has been great to see progression with his bottle. I will continue to support to enhance his skills when pouring drinks and drinking independently from a cup. language is coming along really well. He is clearer, easier to understand and is putting 3-4 words together. He asks questions such as 'why?' and 'where?' He uses his language to communicate needs and feelings and he shows really good understanding. becoming more and more confident in his physical ability. He is more willing to have a go at something independently. He might ask

### Skills Development

*These are the skills we believe are important for our children to develop to ensure they become lifelong learners*

At Lark Hill Nursery School we recognise that children will have had different and unique experiences before they join us. Our children might be at different stages of development within their skills provision depending on their previous experiences, how long they have been at Nursery etc. We use this document as a guide to help us identify what skills children have already and how we can support them to meet their next steps. It is not age dependant.

Communicating	<p>Objects of reference to communicate next choices (nappy, lunch box)</p> <p>Adults model Makaton and simple language</p> <p><b>Observe if:</b> Children recognise objects and their meaning</p>	<p><u>Makaton</u>, Nonverbal cues with adults modelling simple vocabulary</p> <p><b>Observe if:</b> Children begin to mimic signs and words to communicate</p>	<p><u>Makaton</u> with adults modelling vocabulary including Match +1 (repeat the word adding another e.g bear – brown bear</p> <p><b>Observe if:</b> Children begin to mimic signs and words to communicate</p>	<p>Adults play alongside and with children commenting on play.</p> <p>(This supports the children hearing language that relates to them)</p> <p><b>Observe if:</b> Children hear and build vocabulary linked to their interests from adults modelling</p>	<p>Adults use <u>Makaton</u> to support children to ask and answer who, what and where questions. Model the use of verbs in routines such as setting up at lunchtime e.g. “S is carrying a chair.”</p> <p><b>Observe if:</b> Children begin to understand and answer questions, moving on to asking the questions</p>	<p>Adults support rallying conversations. For those not ready to vocalise adults to leave space in the conversation.</p> <p><b>Observe if:</b> Adults play with and alongside children and talk through their thinking. (Adult builds a tower and it falls, adult vocalises their next steps thinking) Children can begin to see and talk about their thinking. With adults modelling their thoughts they can begin to understand the thought process</p>	<p>Adults play with and alongside children and talk through their thinking when problem solving. (Adult builds a tower and it falls, adult vocalises their next steps thinking)</p> <p><b>Observe if:</b> Children can begin to see and talk about their thinking. With adults modelling their thoughts they can begin to understand the thought process</p>
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	COMMUNICATION AND LANGUAGE GOAL			
	Step 1 Initial skill Range 2	Step 2 Emerging new skills Range 3	Step 3 Developing new skills Range 4	Step 4 Gaining confidence Range 5
<p><b>Our steps to becoming...</b></p> <p><b>A COMMUNICATOR WHO LISTENS AND LEARNS FROM EXPERIENCES.</b></p>	<p>I am playful and move my body to sounds I enjoy. I concentrate intensely on an object for a short period. I am easily distracted. <b>(Listening and attention)</b></p> <p>I am learning to understand body language. I respond to simple questions. I know single words. <b>(Understanding)</b></p> <p>I enjoy playing with sounds and babbling. I might copy your words or use single words. I might look or point to make requests. <b>(Speaking)</b></p>	<p>I join in with actions in rhymes and songs. I can make my own choices. I lose interest quickly and choose something else (rigid attention). <b>(Listening and attention)</b></p> <p>I understand what is expected of me in different situations. I can understand non-verbal cues and simple sentences. I can select familiar objects by name. <b>(Understanding)</b></p> <p>I know different types of words and am beginning to put two together to copy others and ask simple questions. I can talk about people or things not present. <b>(Speaking)</b></p>	<p>I like noises adults make in stories, songs and rhymes. I respond appropriately to familiar sounds. If I am playing it can be hard to get my attention, using my name helps (single channelled attention). <b>(Listening and attention)</b></p> <p>I understand concepts like fast, slow, action words and two part sentences. I can answer who, what and where questions. <b>(Understanding)</b></p> <p>I learn new words quickly and use them to share my ideas and feelings, often jumping from one topic to the next. I ask what, where and who questions and use some word endings. <b>(Speaking)</b></p>	<p>I can listen 1 to 1 or in small groups if interested. (focusing attention) I enjoy engaging with repeated refrains in familiar stories. I can listen or do and change focus. <b>(Listening and attention)</b></p> <p>I understand positional language. I respond to more complex instructions. I know what objects are for. <b>(Understanding)</b></p> <p>I widen my vocabulary through my experiences, community and culture and form more complex sentences. I can talk about what has happened accurately and what might happen, sometimes using the correct tense. I can ask who, what, when and how questions. <b>(Speaking)</b></p>



## Celebrating my Learning at Nursery-Spring 1 2023

Authored by Chloe Higgins added 10 Feb 2023 03:58 PM  
Approved by Jo O'Flaw on 12 Feb 2023 09:23 AM

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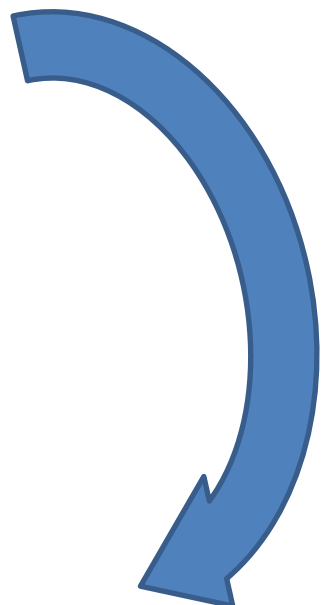
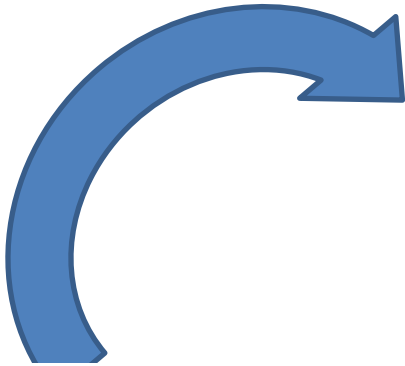


was carefully looking and positioning the tyres to try and control which way they would roll.  
observed by Chloe

**ICE CREAM SHOP**  
went to a friend who was pretending to be the shopkeeper and he said, "Chicken please," and holding out his hand. Unfortunately the shop had run out of chicken they only had ice cream. I said, "Say ice cream please," and he replied, "Ice cream please," and pretended to wait. The shop keeper was still serving the other customers and I did not have time to wait around, so he went to find something else to do.  
observed by Chloe

**CLIMBING WALL**  
wanted to climb the climbing wall. He tried at first from the ground and then used a crate another child had left next to the wall. He stood and tried to figure out what to do. He then said, "Chloe you can help," and I supported him to climb the wall.  
observed by Chloe

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