



Oxhill Nursery School Curriculum Policy

Oxhill Nursery School is a maintained Nursery school for children aged 2 – 4 years. The nursery school is located in Oxhill, Stanley and we receive children from a wider geographical area including Tanfield, Catchgate, Dipton, Annfield Plain, South Moor, Tantobie and surrounding villages. We understand the children attending our school have a wide range of different prior life experiences. We recognise the importance of working with the families of our children to develop an understanding around starting points and to become partners together in their child's learning journey at Oxhill Nursery.

Our Ethos

For many children, Oxhill Nursery School is the first experience of school education. We endeavour our school to be a happy and friendly environment where all children feel safe, secure and valued. A place where the importance of children, childhood, community and play are recognised, and individual abilities and ideas are respected. Young children have an enormous capacity for intellectual development, they learn by exploring, investigating, watching, listening, talking, creating and communicating. Our Nursery School lays firm foundations for future learning and provides a rich variety of learning situations to enable the all-round development of each child. We are flexible and adapt our interactions for individual children's maturities. We believe that learning becomes joyful when teaching and learning is exciting, challenging and inspiring. Our intention is to equip our children with the knowledge, understanding, skills and cultural capital they need for future learning.

Aims

Through our curriculum we endeavour to develop a **life-long love of learning**; provide opportunities to **explore, question** and **investigate**, to enable all children to achieve their full potential and become good citizens.

The aims of our curriculum are to enable all of our children to have:

- A long-lasting love of learning
- A sense of **awe, wonder** and **curiosity**
- A breadth of **knowledge** and **skills**
- A **positive mind set**
- **Confidence** and **belief** in themselves
- A '**voice**'
- Skills that enable them to **communicate** and **collaborate**
- An understanding of their **feelings** and those of their peers
- **Respect** for themselves, others and the wider community
- The **confidence** to 'have a go', **take risks** and **challenge** themselves
- **Resilience**, able to deal effectively with the challenges life may hold



Intent

We provide inspiring, language-rich learning environments indoors and outside. High quality resources, alongside experienced practitioners, ensure we are able to provide the very best curriculum that enables all children to develop the knowledge, skills and understanding they need – for now and into the future.

The spaces in our environments have been well planned and created, to best support children's learning and development, offering them open ended materials and resources to enhance and support their **holistic** development. We also plan a broad and balanced curriculum appropriate for the age and stage of all children, based on the Early Years Foundation Stage guidance, which takes account of children's interests and gaps in skills. This is delivered through a balance of adult-led teaching alongside opportunities for children to lead their own learning and explore new experiences, supported by skilled staff. The learning environment is carefully planned to ensure coverage of the seven Areas of Learning and is developed based on observations and assessment data to provide a range of real-life, and meaningful first-hand experiences to broaden the children's opportunities. This is accompanied with visits out and inviting visitors into school.

The Curriculum will:

- Provide balance between **adult lead teaching** and **child led learning**
- Promote high standards of **personal, social and emotional development**
- Provide a range of broad, balanced and varied learning experiences, both **indoors** and **outdoors**
- Enable children to make sense of their world and engage in deep level **learning through play**
- Be **relevant** to the children now as well as preparing them for the next phase in their education and into their future
- Develop a **life-long love** for learning
- Develop a wide range of **skills** and broaden the children's life experiences through a range of exciting first-hand experiences
- Create a sense of positive **wellbeing** and **mental health** focused on fulfilment
- Promote development of essential skills, knowledge and understanding including **cooperation** and **collaboration**
- Provide opportunities and experiences that ignite and develop **curiosity, imagination** and creativity
- Build upon each child's home experiences and **celebrate diversity and inclusion**

Our Core Beliefs



Children have the right to play, it is their work, and it is fundamental to their learning and development



Communication skills, a wide vocabulary and reading-rich curriculum supports children to succeed



Children develop a love of learning and flourish when they are nurtured, feel safe, secure and valued



Children thrive in an inspiring and engaging environment which responded to their motivations, interests and needs



Implementation

Our curriculum is implemented through

- Developing strong **trusting relationships** with children and their families
- Continuous provision for core learning environment and experiences linked to **key skills** and **language development**
- Enhanced planning – linked to children’s interests and identification of skills
- In the moment planning and **children’s interests**
- Curriculum overview document
- Common play behaviours document
- Learning outcomes
- Vocabulary bank
- Skills progression for key skills – used by staff to identify next steps, plan learning experiences and ensure progression
- Reading, writing and maths policies
- Adult lead group times – planning for phonics, maths, stories and key skills
- Small group work for identified children
- SEN support plans and 1:1 work (teaching is high quality – additional support above this where deemed necessary)
- Working with parents – rigorous induction program
- Staff training linked to school development plan and performance management, whole school INSET days

To help them achieve this we recognise that we need to give our children as many opportunities to explore and play as possible.



“Play is not a rehearsal for adult life, it is a child’s way of understanding what it means to be alive”

Tina Bruce



"A child's greatest achievements are possible in play, achievements that tomorrow will become her basic level of action"

Lev Vygotsky

"Play is often talked about as if it were a relief from serious learning. But for children play IS serious learning. Play is really the work of childhood."

Fred Rogers



Starting with the child.....

The Child

Our curriculum has been designed for our children, beginning with **The Child** themselves

- their individuality and needs,
- interests and fascinations
- skills and knowledge that they bring.

The curriculum then considers the child's world, the world around them and the wider world.

Their World

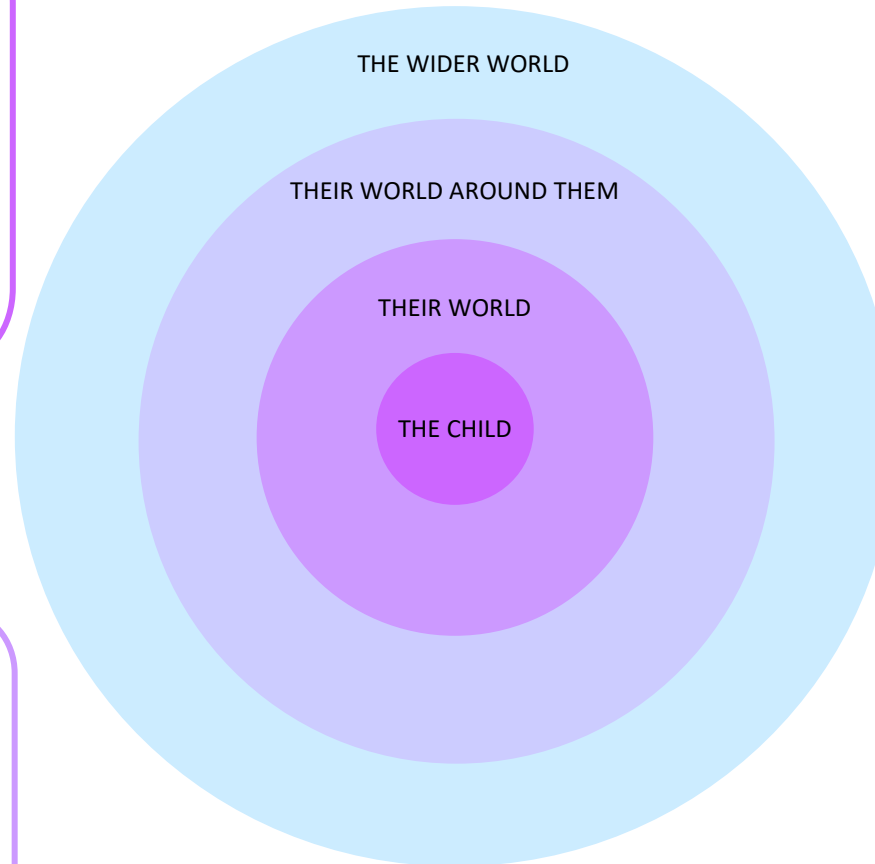
- family and home
- routines
- well-being
- self-regulation
- attachments

The World around them

- community and environment
- independence
- relationships
- values and expectations
- resilience
- confidence

The Wider World

- cultures
- questions
- theories
- experiences and visits
- seasonal and environmental influences



Our practitioners use these worlds as a starting point for engaging children across all **seven areas of learning** as outlined in the **Statutory Framework for the Early Years Foundation Stage**

Nursery practitioners plan together to ensure that the curriculum is broad and balanced across the following areas of learning;

Prime Areas

Communication and Language

Personal, Social and Emotional Development

Physical Development

Specific Areas

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design



We follow the **educational programmes** and recognise the progression within these programmes comes from the practitioner's understanding of how young children learn and develop. When adults are skilled and understand this, they are able to support children at their individual level and scaffold them to make progress.

Characteristics of Effective

Teaching and Learning

'What children learn is important, but how children learn is even more important if they are to become learners in today's society.'

(Helen Moylett)

Play acts as a catalyst for active learning, creating and thinking critically and it is often through play that children will choose to engage at the edge of their ability, thus challenging themselves and further developing their learning. With this in mind our aim is to provide a curriculum and environments that promote the values of the Characteristics of Effective Learning at its heart, in conjunction with highly skilled practitioners who observe and interact, to support and scaffold learning, aimed at the individual child's interest and stage of development.

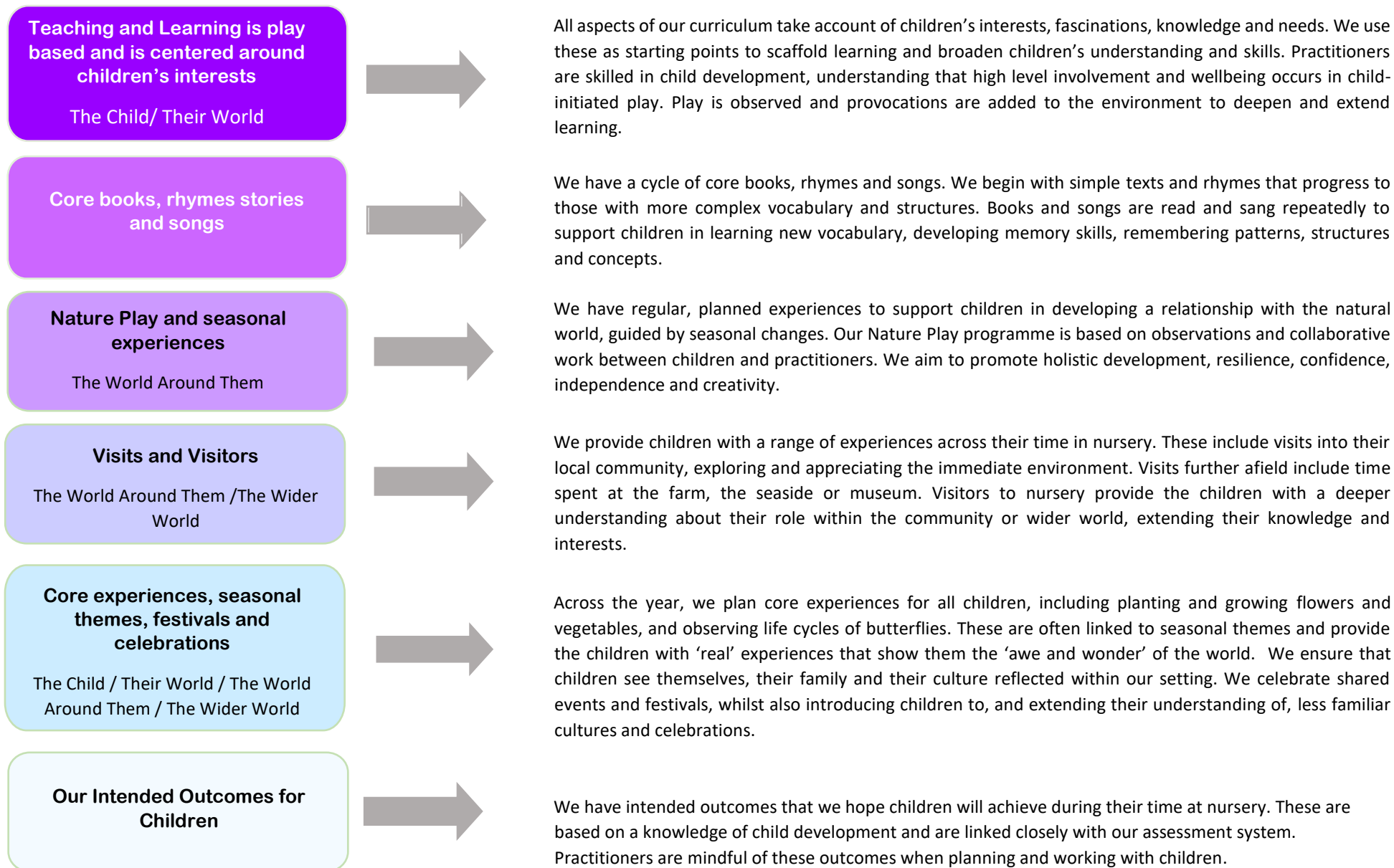
Playing and exploring – *engaging*: children investigate and experience things, and 'have a go' Demonstrating curiosity about objects, events and people. Using senses to be in 'ore' and explore the world around them. Engaging in open-ended activity. Showing particular interests. Playing with what they know.

Active learning – *motivation*: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Pretending objects are things from their experience. Representing their experiences in play. Taking on a role in their play. Acting out experiences with other people. High involvement levels.

Creative & Thinking Critically - *thinking*: children have and develop their own ideas, make links between ideas, and develop strategies for doing things. Initiating activities. Seeking challenge. Showing a 'can do' attitude. Choosing ways to do things

We provide a range of learning experiences through which children have opportunities to develop **Characteristics of Effective Learning**;

Our high quality, broad and balanced curriculum has 6 main elements:



The Adults Role

“Stand aside for a while and leave room for learning, observe carefully what children do, and then if you have understood well, teaching will be different from before”. (Loris Malaguzzi)

We recognise that we play a huge role in supporting our children’s thinking and learning. This role is underpinned by a knowledge of child development, an understanding of different teaching strategies and the development of warm and trusting relationships. Our role is varied and includes;

Observing and noticing: Practitioners are constantly alert to significant moments in a child’s learning and development throughout the day. Observing our children allows us to see what they can do and what they know. We use this to shape our teaching and learning experiences to ensure that we provide appropriate support for children.

Scaffolding: We aim to provide the right support, at the right time, in the right way, supporting children to gain new skills and knowledge. This could include providing suggestions and prompts, introducing additional resources, modelling and demonstrating and providing guidance and feedback.

“What a child can do in co-operation today, they can do alone tomorrow” (Vygotsky)

Carefully Communicating through quality interactions:

We think carefully about how we interact and communicate with our children. The Education Endowment Foundation (EEF) advocate that quality interactions focus on them being meaningful and sustained. The **ShREC** approach: **Shared attention, Respond, Expand, Conversation**

- Open ended questions and commenting to support thinking processes, build confidence and develop speech and language skills.
- Ambitious and rich language to inspire children.
- A commentary of thoughts and actions to model language
- Communication friendly spaces

Nurturing Attachment and Relationships

Attachment refers to a relationship bond between a child or young person and their primary caregiver, which is formed in the early years and has a long-term impact on a child's sense of self, development, growth and future relationships with others.

John Bowlby, British psychologist was the first attachment theorist, describing attachment as a

"lasting psychological connectedness between human beings."

Taking these theories and others into account we pride ourselves on a warm, welcoming environment that meets both the physical and emotional needs of children in our care and their families. To support this, we adopt the keyworker system and ensure our induction and transition processes support the unique and individual child. Each child has a **key person** who supports children and families in settling in, building a trusting relationship. Across the first term, our staff spend quality time getting to know children and their families. They aim to develop a deep knowledge of individual children through observation, play and interactions. Dedicating this time, leads to staff gaining insight into their interests, strengths and how they learn. In response to this, we use what we know to provide a rich, broad and differentiated curriculum.

It is of vital importance that we never lose sight of the child's emotional well-being and the idea that we want our children to become independent, confident learners. We promote an ethos to support these early attachments recognising children as individuals, acknowledging them for who they are and helping them to understand their emotions, offering emotional refuelling when needed.



This as an area of vital importance. Staff will model empathy and recognise children's emotions, giving them the support that is needed for developing, **resilience**, a **strong sense of self**, and a **sense of belonging**. This allows children to embrace the world around them by trying new and different things, having a go and challenging themselves both physically and mentally.

Self-Regulation and Executive Function

When children have opportunities to develop executive function and self-regulation skills, individuals and society experience lifelong benefits. These skills are crucial for learning and development. They promote and enable positive behaviour and allow us to make healthy choices for ourselves and our families.

Executive function includes a child's ability to:

- Hold information in mind
- Focus their attention
- Regulate their behaviour
- Plan what to do next

These abilities contribute to the child's growing ability to:

- Self-regulate
- Focus their thinking
- Monitor what they are doing and adapt
- Regulate strong feelings
- Be patient for what they want
- Bounce back when things get difficult

It is our responsibility as educators in the early years to enable children to self-regulate their emotions. **This is called emotional re-fuelling.**

Behaviour

Definition: *“The way in which one acts or conducts oneself, especially towards others”*

Behaviour as a term is often thought of as negative, however this is in most cases is not in fact true. Humans exhibit behaviour all of the time and learn to be able to control certain behaviours as they grow and are able to better manage their feelings. Practitioners promote positive behaviour and are there to support the children in different ways when exhibiting varying behaviours.

We understand that children cannot behave in a positive way all of the time, therefore, challenging, unsociable behaviours are best addressed when it happens with simple explanations as to why it is unwanted. This then in turn allows the child to move on and continue with their learning.

We acknowledge both positive and challenging behaviours by modelling, demonstrating and communicating to the child exactly why, e.g.

“That was really kind to help Amber with her coat’,

‘Some cars for Kyle, some for Mark’,

‘Good sitting’,

‘I’m sorry Max hurt you.’

Remember a behaviour is everything we do, and to change a pattern of behaviour can take up to 30 days for very young children

Independence

“Freedom for people to express themselves and to use that freedom to improve, learn, and experience everyday living”

(Filipina Fina Chieng)

The term is often understood to mean a range of skills, from helping children to be apart from their families to developing skills in dressing and encouraging them to think for themselves. **Independence** is an essential life skill and one that needs to be nurtured from an early age enabling each child to flourish and become their own person.

Children thrive in a healthy environment when they have the opportunity to do more and more for themselves. Practitioners are aware that children who are already self-sufficient are likely to adapt more easily to life in a group setting. They feel more in control of their lives, and this gives them self-respect.

To become **independent** children first need to be dependent. **Children who are more dependent need time and encouragement to do things for themselves.** It is clear that when even very young children are supported and encouraged to think for themselves, they show themselves to be very capable. However, this does not just happen. Adults encourage children to try first whilst gaging when it is appropriate to step in, offering praise for effort. Some of the most important attributes of independent learning include children being able to use the environment for themselves, to make choices and decisions and to start to develop their own thoughts and views. We introduce children to these attributes and encourage them to practise them. This then continues to be built on even after each child has left our setting and continues on their own journey

Cultural Capital

We know that by the age of 3, children from wealthier families have typically heard 30 million more words than children from disadvantaged backgrounds.

Our provision aims to address this gap. We plan rich, meaningful, hands-on learning experiences, and visits, to support children's positive dispositions and attitudes to lifelong learning.

Previously nursery aged children have taken part in Yoga sessions, had visits from story tellers, musicians, and met creatures from 'Zoolab' and the mobile petting farm. They have visited the local museum, library and the seaside. They have grown and eaten their own food. At Christmas, they have been 'Carol singing' with our neighbours and collected their own classroom Christmas tree to decorate.

'If you tell me I will listen, if you show me, I will see, if you let me experience and do, I will learn'

We utilise children's interests as a vehicle to impact learning and to support narrowing the gap of attainment. Play is the best time to address language and social skill gaps as it is in context and of meaning to the child. We continually observe, reflect and plan activities and enhancements that offer opportunities for new language to create a language rich environment. Every opportunity is a learning opportunity, chance encounters offer fantastic teaching opportunities.

British Values

British Values is about actively promoting Human Values:

'We are teaching the children to be respectful Human beings!'

Promoting these values is embedded in everything we do at Oxhill Nursery School. Through offering a wide range of learning experiences (see below), we support the children's Personal, Social and Emotional needs, by modelling empathy towards others, helping them to understand their own feelings and the feelings of others.

- Building positive relationships with the children and their families supports their understanding of **mutual respect**.
- Listening and responding to the children's needs, wants and ideas offers them a **sense of belonging**, and **values** them as individuals. This emphasises the importance that **everyone has a voice**.
- Strong transitions and **relationships with families** give us a deeper understanding of each child and their families backgrounds, we can then ensure that what is highlighted as important to them is **celebrated at nursery**.
- Through play, the **children will naturally have disagreements**, this is an opportunity for adults to **model behaviours** and introduce language that supports **positive social interactions**.

Teaching and modelling children **British Values** provides strengthened guidance on improving spiritual, moral, social and cultural development of children to support lifelong skills and **positive community contribution for a life in modern Britain**.

Continued...

By integrating these practices into daily activities, children in nursery will develop an early understanding of British values in a way that is meaningful and engaging for them.

Rule of Law

Nursery Promises:

Establishing simple, clear rules that everyone follows such as:

- We share our toys
- We listen when others are speaking
- We use our big voices outside
- We use our walking feet inside
- We have kind hands and voices

These rules help children to understand the importance of guidelines for fair and safe play

Understanding consequences:
By gently explaining the consequences of breaking the rules help them to understand the importance of following rules.

Democracy

Classroom Voting: Children are encouraged to vote on decisions, such as which story or rhyme they want next. This helps them understand the concept of making choices.

Group discussions: Sharing ideas and opinions during group times, teach them that their voices are important

Mutual Respect

Turn-Taking: Teaching children to take turns and share toys with others, reinforces the idea of respecting other's needs and wants

Modelling respectful behaviours:
Teachers and staff model polite behaviour, like saying 'please', 'thank you' and 'excuse me' and encourage children to do the same.

Individual Liberty

Offering children choices: The freedom to choose activities or play areas, like whether they want to play in the sandpit, do a puzzle, or paint, fosters a sense of independence.

Self-Expression: Encouraging children to express themselves through art, role play, and conversation, show that their thoughts and feelings matter.

Tolerance of Different Faiths and beliefs:

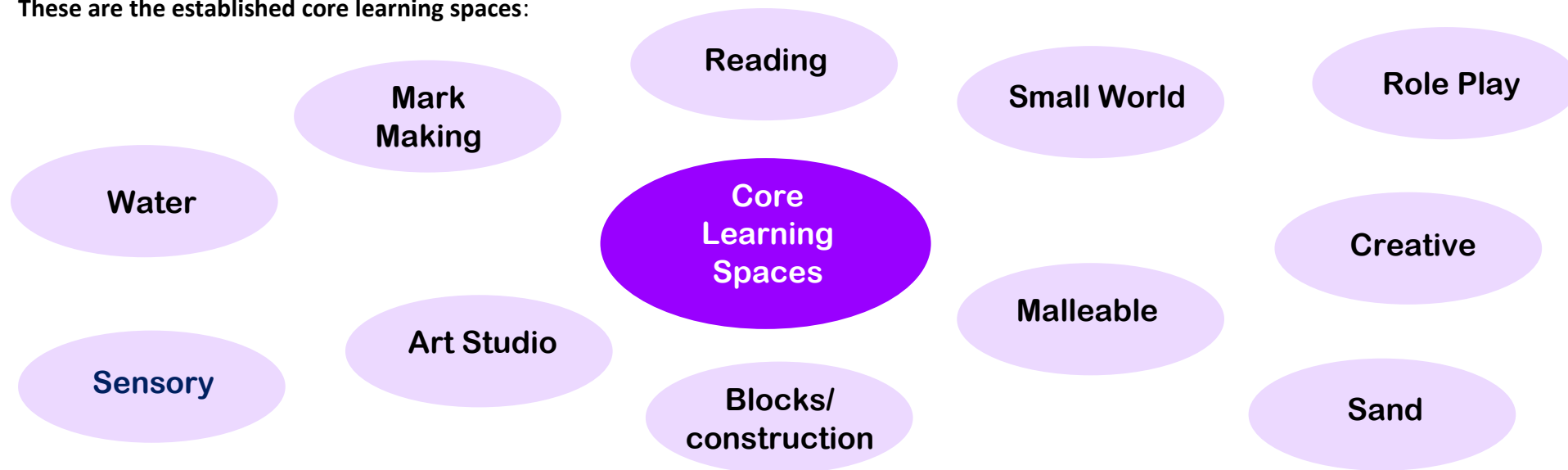
Celebrating diversity: We introduce children to different cultures, festivals and traditions such as Luna New Year, Diwali, Christmas and Eid, to foster an understanding and respect for different beliefs

Long Term Planning – Continuous Provision

We plan for and provide a learning environment that offers a wide range of rich learning opportunities that enable children to flourish (continuous provision). These key learning experiences are at the heart of learning and freely available to all children every day. We always start with what the children know and build on this. Areas are enhanced to meet the needs and interests of the children, covering all areas of learning and development.

These areas provide the opportunity for children to revisit, work with familiar resources and develop skills at their own pace, both independently or with the support of adults. We believe children are learning all the time, from each other, the adults around them and from the environment through the medium of play. Materials and resources used are often natural and open ended, allowing for curiosity, creativity, imagination and sensory exploration.

These are the established core learning spaces:



We have observed common play behaviours within these learning spaces, recognising the progression of skills, knowledge and language that could be developed. (Please see our **Common Play Behaviours Document**).

Medium Term Planning - Rhythm of the year

Core Learning Experiences

Although our curriculum coverage is based upon the children’s interests, we have created an overview of the core learning we would like children to experience across the nursery year. This is based on predictable interests, seasonal changes and experiences, core books and songs, visits and visitors, festivals and celebrations. We consider these experiences each half term, linking them to all areas of learning.

Blossoms - 2 Year Old Room

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
In the Garden	<ul style="list-style-type: none"> - Changes in weather - Introduce appropriate use of resources 	<ul style="list-style-type: none"> - Changes in weather - tidying garden 	<ul style="list-style-type: none"> - Changes in weather - RSPB Big Schools Bird Watch - Sowing Peas 	<ul style="list-style-type: none"> - Changes in weather - Planting potatoes - Spring gardening day with families 	<ul style="list-style-type: none"> - Changes in weather - Watering plants and vegetables - Outdoor snack 	<ul style="list-style-type: none"> - Changes in weather - Pick crops - Large scale group water play day - Finding worms
Changing Seasons	<ul style="list-style-type: none"> - Harvesting potatoes - Outdoor clothing; waterproofs and wellies 	Autumn <ul style="list-style-type: none"> - Outdoor clothing; waterproofs, wellies and hats 	Winter <ul style="list-style-type: none"> - Exploring snow and ice 	Spring <ul style="list-style-type: none"> - Looking out for signs of spring - New life- on the Farm 	Summer <ul style="list-style-type: none"> - Sun safety - Wearing sunhats - Exploring mini beasts 	Sumer <ul style="list-style-type: none"> - Sun safety: sunhats and cream - Exploring mini beasts
Special Times	<ul style="list-style-type: none"> - Harvest - Halloween/ Pumpkins - Visits from new children / families 	<ul style="list-style-type: none"> - World Nursery Rhyme Week - Children in Need - Christmas party - Transition visits to Acorns 	<ul style="list-style-type: none"> - National Storytelling Week - Valentine’s Day - Pancake Tuesday - Visits from new children 	<ul style="list-style-type: none"> - World Book Day - Easter - Mother’s Day - Transition visits to Acorns 	<ul style="list-style-type: none"> - Visit from the police dogs - Visits from new children 	<ul style="list-style-type: none"> - Day for Dad’s - Insect Week- Butterfly release - Visit to the seaside - Transition visits to Acorns
In Our Community	<ul style="list-style-type: none"> - Autumn walks - Food Bank collection - Scarecrow Scavenger Hunt 	<ul style="list-style-type: none"> - Nursery sing-along video - Bonfire Night 	<ul style="list-style-type: none"> - Chinese food from local restaurant 	<ul style="list-style-type: none"> - Spring walks 	<ul style="list-style-type: none"> - Local walks 	<ul style="list-style-type: none"> - Sponsored walk - Blooming good fun - Ice Cream Van - King’s Birthday

<p>Autumn Leaves begin to fall off the trees in Autumn. The leaves turn red, orange and brown. The leaves make a crunchy sound.</p> <p>Animals We can name some animals elephant, snake, dog, monkey, cat, bear, sheep, cow and begin to match the sounds they make to the animal.</p>	<p>Advent Advent is the time we are preparing for Christmas.</p> <p>Christmas Learning Seasonal songs and new words associated with Christmas – Santa, tree, elf, presents</p>	<p>Transport We can name different types of transport car, bus, bike, train and begin to talk about our experiences using them.</p> <p>Birds We can feed the birds in winter, and look out for them in the garden – bird watch We know birds fly using wings and eat using their beak.</p> <p>Sowing We plant our pea seeds to get a crop to eat in spring</p>	<p>Spring In spring, we can see changes outside. Plants grow and baby animals are born. We can see our peas are starting to grow We sow our seed potatoes in the soil</p> <p>Animals We can name dog, cat, frog, chicken, sheep, lion, elephant, bear, snake, monkey</p> <p>We know that chicks hatch from eggs.</p>	<p>Doctors and Nurses Doctors and nurses help us when we are poorly. They can give us a check up to find out why we are poorly so that they can make us better again</p> <p>Police Officers help us and keep us safe. They drive cars, vans and bikes. Their siren makes a loud noise and flashes blue to tell people they're going to an emergency.</p>	<p>Growing and Harvesting We see the vegetables that we have planted grow tall and can eat some of the healthy food we grow</p> <p>Minibeasts Minibeasts help our world so we need to take care of them. -spider, ladybird, beetle, snail, worm, bee, butterfly</p> <p>Worms make soil healthy – looking for worms in the soil.</p> <p>We are able to observe the lifecycle of a butterfly. - cocoon, caterpillar</p>
--	---	---	--	--	---

Acorns – 3 year old room

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
In the Garden	<ul style="list-style-type: none"> - Changes in the weather - Using garden tools safely - Mini beast hunts - Nature collections; explore natural materials 	<ul style="list-style-type: none"> - Changes in weather - tidying garden 	<ul style="list-style-type: none"> - Changes in weather - RSPB Big Schools Bird Watch - Sledging - Planting sunflowers 	<ul style="list-style-type: none"> - Changes in weather - Planting Beans - Spring gardening day with families 	<ul style="list-style-type: none"> - Changes in weather - Watering plants - Sowing pumpkin seeds - Outdoor snack 	<ul style="list-style-type: none"> - Changes in weather - Pick crops - Large scale group water play day - Finding worms
Changing Seasons	<p>Autumn</p> <ul style="list-style-type: none"> - Outdoor clothing; coats, wellies and hats. - Shorter days and longer nights. - Closer look at nature, fallen leaves, spiders, earwigs and woodlouse. 	<p>Autumn/Winter</p> <ul style="list-style-type: none"> - Outdoor clothing; waterproofs, wellies and hats 	<p>Winter</p> <ul style="list-style-type: none"> - Exploring snow and ice - Making a snowman 	<p>Spring</p> <ul style="list-style-type: none"> - Looking out for signs of spring - New life- on the Farm 	<p>Summer</p> <ul style="list-style-type: none"> - Sun safety - Wearing sunhats - Exploring mini beasts 	<p>Sumer</p> <ul style="list-style-type: none"> - Sun safety: sunhats and cream - Exploring mini beasts
Special Times	<ul style="list-style-type: none"> - Harvest - Halloween/ Pumpkins - The Everywhere Bears; 'Maple and Marley'. - Rosh Hashanah 	<ul style="list-style-type: none"> - World Nursery Rhyme Week - Children in Need - Christmas party 	<ul style="list-style-type: none"> - National Storytelling Week - Valentine's Day - Pancake Tuesday - Visits from new children 	<ul style="list-style-type: none"> - World Book Day - Easter - Mother's Day 	<ul style="list-style-type: none"> - Visit from the police dogs - Visits from new children 	<ul style="list-style-type: none"> - Day for Dad's - Insect Week- Butterfly release - Visit to the seaside - Transition visits to preschool
In Our Community	<ul style="list-style-type: none"> - Autumn walks - Food bank collection - Scarecrow scavenger hunt 	<ul style="list-style-type: none"> - Bonfire Night - Tanfield Christmas tree festival - Musical Christmas with Carol 	<ul style="list-style-type: none"> - Chinese food from local restaurant 	<ul style="list-style-type: none"> - Spring walks 	<ul style="list-style-type: none"> - Local walks 	<ul style="list-style-type: none"> - Sponsored walk - Blooming good fun - Ice Cream Van - King's Birthday

Discovering our garden
space and exploring nature through play. Exploring natural materials, developing independence in the outdoor environment. Noticing plants, bugs and the weather. Home grown vegetables and fruit.

Autumn
Observing changes in the environment. Exploring autumn colours, textures and sounds. Using language to describe the natural world. Cause and effect of windy days.

Celebrating familiar and **new events** as a community. Building a sense of belonging and participating in shared celebrations. Celebrating all that it is to be 3! Rosh Hashana, exploring apples and honey. Understanding simple traditions.

Our community
Making connections with the wider world. Sharing our culture; photographs from home, songs and food tasting

Section under development

Oaks - 3-4 Year Old Room

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
In the Garden	<ul style="list-style-type: none"> - Changes in weather - Introduction to fires - Plant Spring flowering bulbs - Rake leaves - Hedgehogs - Plants garlic bulbs - Planting turnips seeds 	<ul style="list-style-type: none"> - Changes in weather - Bird feeders - Weeding and tidying garden - Fire safety- Bonfire night - Harvest Pumpkins 	<ul style="list-style-type: none"> - Changes in weather - RSPB Big Schools Bird Watch - Bird feeders - Clear and tidy greenhouse - Sowing seeds in greenhouse 	<ul style="list-style-type: none"> - Changes in weather - Planting strawberries - Greenhouse planting - Summer flowering bulbs and vegetables 	<ul style="list-style-type: none"> - Changes in weather - Watering plants and vegetables - Weeding - Planting bedding plants 	<ul style="list-style-type: none"> - Changes in weather - Pick crops - Cutting flowers - Minibeasts - Harvest garlic
Changing Seasons	Autumn <ul style="list-style-type: none"> - Waterproofs and wellies - Picking blackberries and apples - Putting our wellies on - Autumn Walks 	Autumn/Winter <ul style="list-style-type: none"> - Coats, waterproofs, wellies and hats - Autumn walk taking notice of the leaves changing colour and falling 	Winter <ul style="list-style-type: none"> - -Snow & icy puddles (melting and freezing) - sledging and making snow sculptures 	Spring <ul style="list-style-type: none"> - Looking out for signs of spring - Have our bulbs grown? - Planting vegetables and flowers in our allotment - New life- on the Farm 	Summer <ul style="list-style-type: none"> - Noticing flowers - Exploring minibeasts - Sun safety - hats 	<ul style="list-style-type: none"> - Butterfly life cycles - How does our garden grow? - What can we eat and cook with what we have grown so far? - Sun safety – hats/cream
Special Times	<ul style="list-style-type: none"> - Harvest - All about me - Halloween/ Pumpkins - Picking blackberries and apples and making a pie - Diwali 	<ul style="list-style-type: none"> - World Nursery Rhyme Week - Diwali - Children in Need - Remembrance Day - Christmas 	<ul style="list-style-type: none"> - National Storytelling Week - Safer Internet Day - Lunar New Year - Valentine’s Day - Shrove Tuesday 	<ul style="list-style-type: none"> - World Book Day - Holi - Easter - Mother’s Day 	<ul style="list-style-type: none"> - World Bee Day - Ramadan and Eid - Visit from the police dogs 	<ul style="list-style-type: none"> - Day for Dad’s - Transition visits to new schools - Butterfly release - King’s Birthday
In Our Community	<ul style="list-style-type: none"> - Autumn walks - Food Bank collection - Scarecrow Festival 	<ul style="list-style-type: none"> - Autumn foraging - Bonfire Night - Collecting our Christmas tree from ASDA - Carol Singing with our neighbours 	<ul style="list-style-type: none"> - Sowing wild flower meadow seeds (with DCC rangers) - Tasting Chinese food from local restaurant 	<ul style="list-style-type: none"> - Getting to know our community - Riding the bus 	<ul style="list-style-type: none"> - Gardening Day with parents and carers - Local walks - Tidy Ted 	<ul style="list-style-type: none"> - Sponsored walk - Blooming good fun - Wild flower meadow bug hunt with Stanley Town Council

<p>Me! My name makes me special. I can talk about what I like. I can talk about what I do not like. I am making new friends and learning their name.</p> <p>My Family We belong to a family. All families are different. We can name our family members - Mam, Dad, brother and sister. (Makaton signs) Some families have a pet – fish, hamster, rabbit, cat, dog.</p> <p>We know how behave when Fleur our school dog visits our classroom Stay quiet, ask Can I stroke her? Approach her slowly,</p> <p>My Home My home is where I live. A house is made from bricks and has walls, floors, roof, windows, doors, garden, rooms, bedroom.</p> <p>Autumn Leaves begin to fall off the trees in Autumn. The leaves turn red, orange and brown. The leaves make a crunchy sound.</p> <p>Artist Wassily Kandinsky - exploring circles</p>	<p>Light and Dark During the day, the sky is light and we can see the sun. At night the sky is dark. We can see the moon and stars. Astronauts travel into space in a rocket. Neil Armstrong was the first man to walk on the moon. Tim Peake is an Astronaut 2015</p> <p>Diwali Diwali is a celebration. Diwali is known as the festival of lights. Many celebrations have fireworks. Fireworks explode and make a loud noise, like a bang. Fireworks are colourful. -red, orange, yellow, green, blue, purple</p> <p>Nocturnal Animals In Autumn and Winter, the day gets dark much earlier now. Daytime is shorter and night-time is longer. Owls, hedgehogs and foxes are nocturnal animals. Nocturnal means animals sleep in the daytime and are awake at night.</p> <p>Advent Advent is the time we are preparing for Christmas.</p> <p>Christmas Christmas is Jesus' birthday. Mary and Joseph are Jesus' parents. Jesus was born in a stable surrounded by animals. Shepherds and Kings visited Jesus</p> <p>Artist Jackson Pollock – exploring colour and paint using different mediums – hands, brushes, splatter, and spray</p>	<p>Where do I live ? Our school is in Stanley. Stanley is a town in the North-East of England. Book - Me on a map</p> <p>Transport We can look at a map of school and be curious about what we see. We can name different types of transport and talk about our experiences using them. We know that we may travel in a car to take a short journey. If we were travelling far to another country we may go on an aeroplane or boat, train, bus, bike, helicopter</p> <p>Amelia Earhart flew aeroplanes.</p> <p>A Faraway Place Chinese New Year is a celebration. The story tells us about 12 animals who race to decide the next new year. We know the animal being celebrated this year (Snake). The colour red is a sign of good luck in China. The Chinese New Year celebrations include a parade, dancing lions, dragons, drums and food.</p> <p>Artist Henry Matisse - collage</p>	<p>Spring In Spring, we can see changes outside. Plants grow and baby animals are born.</p> <p>Plants We recognise and can talk about the plants and flowers growing – daffodils, blossom, leaves We know seeds look different. -small, big, white, brown, yellow, black</p> <p>Flowers and food grow from seeds. Seeds need soil, sunshine and water to grow.</p> <p>Animals We can name baby animals -dog-puppy, cat-kitten, frog-froglet/tadpole, chicken-chick, sheep-lamb We know that chicks hatch from eggs.</p> <p>Humans We can talk about different parts of our body. We understand our bodies are our own. We know our body can do many things - see, smell, taste, hear We can make observations of what we look like -head, hair, eyes, ears, nose, mouth, body, arms, legs, (maybe elbow, hands, fingers, foot, toes)</p> <p>Artist Frida Khalo painted self-portraits.</p>	<p>People who Help Some jobs that people do to help others -police, firefighters, teachers, doctors, nurses</p> <p>Police Officers help us and keep us safe. They drive cars, vans and bikes. Their siren makes a loud noise and flashes blue to tell people they're going to an emergency. - handcuffs, walkie talkie, body camera, helmet, notepad</p> <p>Fire Fighters Fire Fighters drive a fire engine and help put out fires, even in tall buildings. -hose, water, gloves, helmet, mask, safe</p> <p>Doctors and Nurses Doctors and nurses help us when we are poorly. They can give us a check up to find out why we are poorly so that they can make us better again. -Florence Nightingale</p> <p>Healthy Food How can we stay fit and healthy? What food should we eat? We should only eat small amounts of sugar (and after meals). Dentists help us keep our teeth clean. We should brush our teeth twice a day.</p> <p>Healthy Body When we exercise, we keep our bodies healthy. It is important to keep our bodies moving by running, jumping and throwing to keep us strong. When we exercise our breath changes and our heart beats faster</p>	<p>Minibeasts Minibeasts help our world so we need to take care of them. -spider, ladybird, beetle, snail, worm, bee, butterfly We can make homes for minibeasts in our garden. Bees help plants to grow and make food for us – hive, honey. Worms make soil healthy. We are able to observe the lifecycle of a butterfly. -cocoon, chrysalis, caterpillar, waiting, emerge</p> <p>Looking after our world Our world is amazing. Wonderful creatures live close to us on the land and in the sea. At the seaside we find many creatures living in the sea and in rock pools. - crab, starfish, jellyfish, seal, bottlenose dolphin. In the countryside we can find foxes, deer, badgers and moles. We must look after the world we live in. Plastic and rubbish damage the world and are dangerous for animals in the ocean and forests. What rubbish can find around nursery? (litter-pick) We should recycle all rubbish so that they can be used again. We need to care of all the animals and insects in our world. -David Attenborough</p>
---	--	---	--	--	---

Our Important Dates 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> - Sponsored Scarecrow Scavenger Hunt - 8th Oct - Scarecrow Festival - Saturday 11th Oct - Diwali w/c 13th October - Zoolab – 22nd October - Halloween 31st Oct (in half term holidays) 	<ul style="list-style-type: none"> - Firework safety week w/c 3rd November - School Photo Day 5th Nov - Odd Sock Day – 10th Nov <i>To promote kindness, acceptance and inclusion</i> - Children in Need 14th Nov Christmas <i>- Christian festival celebrating the birth of Jesus</i> - Walk to the Post Office to post letters - Sing Along Dates TBC - Carol Singing 18th Dec <i>to our neighbours in Mandela Close</i> - Party Day 17th Dec 	<ul style="list-style-type: none"> - Luna New Year w/c 16th Jan Safer Internet Day 11th Feb - Children’s Mental Health Week 9th – 15th Feb - Valentine’s Day 14th Feb <i>Who do we love – family, friends, pets? Random acts of kindness</i> - Pancake Day 17th Feb 	<ul style="list-style-type: none"> - Spring Walk - World Book Day (Week) w/c 2nd March – The Gruffalo - British Science Week 9th – 13th Mar - Holi 4th March <i>(festival of colour) Hindu festival celebrating spring, love and new life</i> - Mother’s day -15th March Celebration’s 11th March Neurodiversity week 16th- 20th March - Easter/Spring, and new beginnings w/c 23rd March Easter Egg Competition Wednesday 1st April 	<ul style="list-style-type: none"> - Nurse/Police/Fire brigade visit - Oral Health month - Tidy Ted 6th May (Recycle awareness week) - Sponsored Litter Pick – 20th May - Jet & Ben - Fire engine visit Order caterpillars 	<ul style="list-style-type: none"> - Hatching butterflies World Environment day 5th June - Kings Birthday 20th Jun - Day for Dads 17th Blossoms & Acorns 19th Oaks - Insect Week w/c 22nd June - School trip 24th June- Oaks Beamish 1st July Blossoms & Willows – Hall Hill Farm 8th July Acorns - Beach - Ice Cream Van 15th July Transition visits to schools

Medium Term Planning - Core Vocabulary

Our curriculum encompasses everything we do to ensure our children can communicate effectively and develop a broad vocabulary. We have carefully mapped out specific core vocabulary we ensure all children will have been exposed to during the time they spend at our Nursery School. This takes into account the fact that staff will use their professional judgement and knowledge of individual children's needs to ensure that vocabulary introduced and modelled is appropriate to their stage of development.

Core Vocabulary	
Nouns	Verbs
Animals - farm, wild, pets, the woods, mini-beasts, under the sea	Feelings
People	Adjectives
Body parts	Prepositions
Clothes	Social words
Food items	Pronouns
At home	Seasons/Weather
At Nursery	Special times/Celebrations
In the street	Book vocabulary
Vehicles	

The full content of vocabulary is found in our **Vocabulary Bank document**.

Medium Term Planning - Key texts, Nursery Rhymes, Action Songs and Number Songs

These are the core rhymes and texts we will ensure all children have had the opportunity to explore and learn in detail as part of group time teaching, child led learning and home school links. Throughout their time at our Nursery School, all children will have experienced a range of texts and rhymes to support their development of rhyme, number and story as well as a range of other concepts.

(These are detailed in the Reading, Phonics and Maths Policies).

Blossoms - 2 year Old Room				
	Key Texts (Dialogic Reading)	Nursery Rhymes	Action Songs	Number Songs
Autumn Term	<ol style="list-style-type: none"> 1. Dear Zoo by Rod Campbell 2. Where's Spot? by Eric Hill 3. It's Mine by Rod Campbell 4. Brown Bear, Brown Bear What do you see? By Jill Martin Jr /Eric Carle 5. Meg and Mog by Helen Nicholl and Jan Pienkowski 6. Fancy Dress by Christmas by Nick Sharatt 7. The Gingerbread Man a traditional tale 8. Fox's Socks by Julia Donaldson 	<ul style="list-style-type: none"> - Humpty Dumpty - Baa baa black sheep - Twinkle, Twinkle Little star - Polly put the kettle on 	<ul style="list-style-type: none"> - Teddy Bear, teddy Bear - Roly Roly (tempo) - The little green frog - Tiny Tim (turtle) 	<ul style="list-style-type: none"> - Hickory dickory dock - 2 little dickie birds sitting on a wall
Spring Term	<ol style="list-style-type: none"> 9. Pants- by Giles Andrae 10. Busy Day for Birds – by Lucy Cousins 11. Toot toot beep beep by Emma Garcia 12. The Whales on the Bus by Katrina Chapman 13. The Gruffalo by Julia Donaldson 14. Oh Dear by Rod Campbell 15. Meg's Veg by Helen Nicholl and Jan Pienkowski 16. Noisy Farm by Rod Campbell 17. Walking Through the Jungle by Julie Lacombe 	<ul style="list-style-type: none"> - Row row row the boat - I'm a little teapot - Mary had a little lamb (1st verse) - Round and Round the garden like a teddy bear 	<ul style="list-style-type: none"> - The wheels on the bus - Sleeping Bunnies - Wind the bobbin up - Little Peter Rabbit 	<ul style="list-style-type: none"> - 1 2 3 4 5 Once I caught a fish alive - Number 1 song (<i>I've got one head, I've got one nose</i>)
Summer Term	<ol style="list-style-type: none"> 18. Ness the Nurse by Nick Sharatt 19. Animal Pants by Brian Moses 20. Spot makes a Cake by Eric Hill (Kings Birthday) 21. Hooray for Fish by Lucy Cousins 22. Go Go Pirate Boat! Nick Sharatt 23. The Crunching Munching Caterpillar by Jack Tickle 24. Shark in the Park by Nick Sharatt 25. Jasper's Beanstalk by Nick Butterworth 	<ul style="list-style-type: none"> - Miss Polly had a dolly - Jack and Jill - This little piggy - Incy Wincy Spider 	<ul style="list-style-type: none"> - If you're happy and you know it - Old MacDonald had a farm - I have a little spider - The sun has got its hat on hip, hip, hip hooray 	<ul style="list-style-type: none"> - One potato, two potato - One little finger tap-tap-tap

Medium Term Planning - Key texts, Nursery Rhymes, Action Songs and Number Songs (continued)

Acorns - 3 Year Old Room				
	Key Texts (Dialogic Reading)	Nursery Rhymes	Action Songs	Number Songs
Autumn Term	<ol style="list-style-type: none"> 1. Don't Press the Button by Bill Cotter 1. Owl Babies by Martin Waddell 2. The Everywhere Bear by Julia Donaldson 3. Colour Monster by Anna Llenas 4. Maisy's Big Book of Kindness by Lucy Cousins 5. In the Witches Kitchen by Nick Sharratt 6. Count to One by Casper Salmon 7. Spots First Christmas by Eric Hill 	<ul style="list-style-type: none"> - <i>Recap on nursery rhymes the children already know</i> - Tommy Thumb, Tommy Thumb, where are you? - Humpty dumpty sat on the moon - Little Miss Muffat 	<ul style="list-style-type: none"> - I'm a dingle dangle scarecrow - Bouncing up and down on the little red tractor - A hedgehog is very prickly - Dr KnickerbockerKnickerbocker number 9 	<ul style="list-style-type: none"> - 1 little, 2 little, 3 little fingers - 0 and 1 and 2 and 3 and 4 and 5 and 6 - How many fingers on one hand? (<i>Tune: Skip to my lou</i>) - - 2 little dicky birds (<i>parody using different creatures</i>) - One elephant went out to play - 1 little man in a flying saucer (counting forward)
Spring Term	<ol style="list-style-type: none"> 8. The Snowy Day by Axel Scheffler 9. Peck Peck Peck by Lucy Cousins 10. Doing the Animal Bop by Lindsey Gardiner 11. Guess How Much I love You? by Sam Bratney 12. The Gruffalo by Julia Donaldson 13. Sam Plants a Sunflower by Kate Petty and Alex Scheffler 14. The Three Billy Goats Gruff – Traditional Tale 15. Spot on the Farm by Eric Carle 16. You Choose by Nick Sharatt & Pippa Goodhart 17. I Am the Best by Lucy Cousins 	<ul style="list-style-type: none"> - Tommy thumb is up and down - Twinkle, Twinkle Chocolate Bar - I went to visit a farm one day - The farmers in his dell 	<ul style="list-style-type: none"> - I'm driving in my car (beep beep toot toot) - I'm a little spider (tempo) - Boom Chicka Boom (<i>call & response</i>) 	<ul style="list-style-type: none"> - 5 little monkeys swinging in the trees - One finger, one finger, turn turn turn - Number one is up, number 1 is down - 5 little ducks went swimming one day - 5 little peas in a peapod pressed - 5 eggs and 5 eggs
Summer Term	<ol style="list-style-type: none"> 18. The Very Busy Spider by Eric Carle 19. Norman The Slug with the Silly Shell by Sue Hendra 20. 10 Little Pirates by Mike Brownlow 21. We're Going on a Bear Hunt by Helen Oxburgh 22. Barry the fish with Fingers by Sue Hendra & Pual Linnet 23. The Glow Worm by Alice Sharpe? 	<ul style="list-style-type: none"> - Mary, Mary, Quite Contrary - Slippery Fish - Down in the jungle where nobody knows 	<ul style="list-style-type: none"> - Make a face - One finger one thumb, keep moving - There's a tiny caterpillar on a leaf - There's a worm at the bottom of my garden - There's a spider on your nose (rhyme) 	<ul style="list-style-type: none"> - 5 little speckled frogs - 5 little firemen standing in a row - How many fingers on two hands? - 1,2 buckle my shoe - There was 10 in the bed and the little one said. - Number 1 is up, number 1 is down (to 10)

Medium Term Planning - Key texts, Nursery Rhymes, Action Songs and Number Songs (continued)

Oaks 3-4 Year Old Room

Oaks 3-4 Year Old Room				
	Key Texts (Dialogic Reading)	Nursery Rhymes	Action Songs	Number Songs
Autumn Term	<ol style="list-style-type: none"> 1 Families, Families, Families! By Suzanne and Max Lang 2 Three Little Pigs - a traditional tale 3 Colour Monster by Anna Llenas 4 The Enormous Turnip- a traditional tale 5 Little Red Hen - a traditional tale 6 Room on the Broom by Julia Donaldson 7 Peace at Last by Jill Murphy 8 Oliver’s Wood by Sue Hendra 9 Chicken Licken - a traditional tale 10 Dear Santa by Rod Campbell 	<ul style="list-style-type: none"> - <i>Recap on nursery rhymes the children already know</i> - Tommy Thumb, Tommy Thumb, where are you? - Humpty dumpty sat on the moon - Little Miss Muffat 	<ul style="list-style-type: none"> - I’m a dingle dangle scarecrow - Bouncing up and down on the little red tractor - A hedgehog is very prickly - Dr KnickerbockerKnickerbocker number 9 	<ul style="list-style-type: none"> - 1 little, 2 little, 3 little fingers - 0 and 1 and 2 and 3 and 4 and 5 and 6 - How many fingers on one hand? <i>(Tune: Skip to my lou)</i> - - 2 little dicky birds <i>(parody using different creatures)</i> - One elephant went out to play - 1 little man in a flying saucer (counting forward)
Spring Term	<ol style="list-style-type: none"> 11 Stickman by Julia Donaldson 12 Aliens Love Underpants by Claire Freeman 13 Penguinpig by Stuart Spendlow (Internet safety) 14 Whatever Next! by Jill Murphy 15 The Gruffalo by Julia Donaldson 16 Mr Wolf’s Pancakes by Jan Fearnley 17 Goldilocks and the Three Bears- a traditional tale 18 A Squash and a squeeze by Julia Donaldson 	<ul style="list-style-type: none"> - Tommy thumb is up and down - Twinkle, Twinkle Chocolate Bar - I went to visit a farm one day - The farmers in his dell 	<ul style="list-style-type: none"> - I’m driving in my car (beep beep toot toot) - I’m a little spider (tempo) - Boom Chicka Boom <i>(call & response)</i> 	<ul style="list-style-type: none"> - 5 little monkeys swinging in the trees - One finger, one finger, turn turn turn - Number one is up, number 1 is down - 5 little ducks went swimming one day - 5 little peas in a peapod pressed - 5 eggs and 5 eggs
Summer Term	<ol style="list-style-type: none"> 19 The Very Hungry Caterpillar by Eric Carle 20 Tiger Who Came to Tea by Judith Kerr 21 Jack and the Bean Stalk- a traditional tale 22 Micheal Recycle by Ellie Bethel 23 Maisey’s Sports Day by Lucy Cousins 24 Goodnight Pirate by Michelle Robinson 25 Superworm by Julia Donaldson 	<ul style="list-style-type: none"> - Mary, Mary, Quite Contrary - Slippery Fish - Down in the jungle where nobody knows 	<ul style="list-style-type: none"> - Make a face - One finger one thumb, keep moving - There’s a tiny caterpillar on a leaf - There’s a worm at the bottom of my garden - There’s a spider on your nose (rhyme) 	<ul style="list-style-type: none"> - 5 little speckled frogs - 5 little firemen standing in a row - How many fingers on two hands? - 1,2 buckle my shoe - There was 10 in the bed and the little one said. - Number 1 is up, number 1 is down (to 10)

Medium Term Planning - Key texts, Nursery Rhymes, Action Songs and Number Songs (continued)

Willows				
	Key Texts (Dialogic Reading)	Nursery Rhymes	Action Songs	Number Songs
Autumn Term	<ol style="list-style-type: none"> 1. Dear Zoo by Rod Campbell 2. Where's Spot? by Eric Hill 3. It's Mine by Rod Campbell 4. Brown Bear, Brown Bear What do you see? By Jill Martin Jr /Eric Carle 5. Meg and Mog by Helen Nicholl and Jan Pienkowski 6. Colour Monster by Anna Llenas 7. Fox's Socks by Julia Donaldson 8. Fancy Dress Christmas by Nick Sharatt 	<ul style="list-style-type: none"> - Humpty Dumpty - Baa baa black sheep - Twinkle, Twinkle Little star - Polly put the kettle on 	<ul style="list-style-type: none"> - Teddy Bear, teddy Bear - Roly Roly (tempo) - The little green frog - Tiny Tim (turtle) 	<ul style="list-style-type: none"> - Hickory dickory dock - 2 little dickie birds sitting on a wall
Spring Term	<ol style="list-style-type: none"> 9. Busy Day for Birds by Lucy Cousins 10. Toot toot beep beep by Emma Garcia 11. Hooray for Fish by Lucy Cousins 12. Walking Through the Jungle by Julie Lacombe 13. The Gruffalo by Julia Donaldson (Whole School- World Book Day Story) 14. Going on a Bear hunt by Micheal by Rosen & Helen Oxenbury 15. I'm Hungry by Rod Campbell 16. Peek a who? By Nina Laden 17. The Whales on the Bus by Katrina Charman and Nick Sharatt 	<ul style="list-style-type: none"> - Row row row the boat - I'm a little teapot - Mary had a little lamb - Teddy Bear teddy bear turn a round 	<ul style="list-style-type: none"> - The wheels on the bus - Sleeping Bunnies - Wind the bobbin up - Little Peter Rabbit - M-mm went the little Green frog - Heads, Shoulders, Knees and Toes 	<ul style="list-style-type: none"> - 1 2 3 4 5 Once I caught a fish alive - Number 1 song (<i>I've got one head, I've got one nose</i>)
Summer Term	<ol style="list-style-type: none"> 18. Shark in the Park by Nick Sharatt 19. Go Go Pirate Boat! by Katrina Charman 20. Just like Jasper by Nick Butterworth 21. Car Car Truck Jeep by Nick Sharatt 22. Splish-Splosh by Nicola Smee 23. Meg's Veg by Helen Nicholl and Jan Pienkowski 24. The Very Hungry Caterpillar by Eric Carle 25. Oh Dear! by Rod Campbell 	<ul style="list-style-type: none"> - Miss Polly had a dolly - Jack and Jill - This little piggy - Incy Wincy Spider 	<ul style="list-style-type: none"> - If you're happy and you know it - Old MacDonald had a farm - I have a little spider - The sun has got its hat on hip, hip, hip hooray 	<ul style="list-style-type: none"> - One potato, two potato - One little finger tap-tap-tap

Short Term Planning

Routines of the week

Staff know the children very well - their current **interests, passions, fascinations** and most importantly, their **current stage of development** and **learning**, which they use to plan effectively for progression. This is through: planned adult led group times, observations and interactions, relationships with children and their families and intervention work.

Staff review and reflect on children's learning throughout each session. This supports individual interests, thoughts and ideas, enhancing the provision to support future learning.

Staff teams meet once a week to plan more rigorously for children's learning and the enhanced provision. The weekly planning meetings are a time where the staff talk about the children and how their needs can be met. Staff are continuously supporting children's **interests, ideas** and further developing their **play skills** throughout each session.

As a knowledgeable staff team, we use many different **teaching techniques** to respond and support children's learning in this way.

Routines of the day

Routines also provide learning opportunities that support independent skills and confidence. Daily routines are specifically planned so that we ensure there is maximum uninterrupted time for the children to **explore** and **discover** in the learning environment. This supports and enhances the children's opportunities and supports their involvement in **play**. When children are highly involved in their play, the teaching and learning is at a deeper level. Simple boundaries are also embedded into the routines.

Having a sense of belonging is of great importance to us at Oxhill, this supports and places emphasis on children's **personal, social** and **emotional well-being**. Many experiences are offered to support this. The children have many opportunities to discover '**who am I?**', '**how do I feel?**', '**what do I look like?**', '**why do I feel like that?**', '**am I different?**', '**what is the same?**'

Key Person

All children have a Key Person. By offering them a significant other whom they can trust, feel safe with and be encouraged by, to achieve the best they possibly can, supports their emotional well-being. As children become more independent in their personal and self-help skills, staff support and encourage this further by demonstrating positive health and hygiene routines.

Snack times support children's Personal, Social and Emotional Development, alongside offering them opportunities to develop conversational skills and supporting their Communication and Language development. Staff interactions enhance the children's knowledge and understanding of healthy lifestyles, and making choices, encouraging them to recognise their likes and dislikes.

Impact

Practitioners record **children's interests** and **achievements** on their Class Dojo profile. Practitioners use their professional knowledge and evidence from observations to make assessments against the seven areas of learning using the Assessment grids that are aligned with nursery's curriculum which are laid out in the **progression maps**. Children's language and communication skills are screened on entry to nursery using **Wellcomm**.

These assessments form the basis for **children's progress meetings** where each child's development and next steps are discussed and actions put into place. For those children who are not making expected progress, we have developed interventions to support their progress. If we continue to observe and identify children working below their expected age and stage of development, then specific steps are put into place. This will be unique and bespoke based on individual potential needs and will involve a collaborative approach with parents and professionals. **(See SEND policy)**.

The Headteacher carries out detailed analysis using the assessments. This includes looking at the progress of key vulnerable groups (EYPP, CLA, CPLA, SEND, EAL, Boys, etc.). This information is shared with staff and is used to plan for specific interventions. It is also shared with Governors as the outcomes feed into the School Improvement Plan and whole school targets. Each term, parents are invited to discuss their child's progress with their key person.

The impact of our curriculum is monitored closely by the Headteacher, through observations of staff and children, learning walks, assessments and progress data. Areas of strength and potential developments are highlighted. This then informs future planning, training for staff, and supports any changes necessary within the learning environment and resources to ensure the curriculum continues to be effective.