

## Communication and Language- Nursery

### Educational Program

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

### Typical 4 year-old at our school

We are expecting children at All Saints' School to be able to listen carefully to what has been said and demonstrate their understanding by responding appropriately to what has been said in a range of settings including peer to peer, small group and large group situations. Children will use talk to link thoughts together, answer what, where, when, who, and why questions and begin to give explanations of their thinking. Children should know at least 3 nursery rhymes and a range of different stories from traditional tales to good quality texts and be able to tell, retell the main characters, events or problems in these texts. They will be able to tell their own stories using key words and phrases from the text or topic. When talking with their peers, they will begin to use the language of negotiation to resolve differences and work cooperatively with one another.

### Experiences

- Rhyme Time
- News time
- Scribble Club
- My favourite story from home -show and tell
- Books/Stories linked to topic or child's interests.
- Sharing stories and revisiting familiar tales
- Role Play
- Hot seating
- Using Parents occupations and other outside visitors – e.g. police, fire, nurses,
- Vocabulary of the Week-Scribble club
- Shared Snack and story
- Book week
- Children exposed to tier two language

### Aspirational Goal

By the end of Nursery, we aspire to all the children being able retell a story using key words and phrases from a story.

**Communication and Language**

Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	Milestones - End April/Beg May	Milestones - ELG
<ul style="list-style-type: none"> <li>• Children will begin to join in with daily Rhyme Time</li> <li>• Children will begin to point out objects and characters from a picture book or image</li> <li>• Be familiar with 1 traditional tale and be able to join in using words or key phrases from the story.</li> <li>• Children will begin to listen carefully to another and respond appropriately to what is being discussed.</li> <li>• Answer simple What questions</li> <li>• Children will know and use vocabulary linked to the theme Creation, including family, home and friends and animals. Celebrations, including Advent, Christmas, Bonfire Night and Remembrance Day and the Season of Autumn</li> </ul>	<ul style="list-style-type: none"> <li>• Know and recite 2 Nursery Rhymes</li> <li>• Be familiar with 2 traditional tales and be able to recite missing words from the text.</li> <li>• Hold a back-and-forth conversation responding appropriately to where and when questions.</li> <li>• Be confident to speak in small and half class groups</li> <li>• Follow instructions containing 1 key action e.g. take off your coat</li> <li>• Children will know and use vocabulary linked to the theme Winter, the changing Weather, Signs of Spring and the Season of Lent and Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Know at least 3 Nursery Rhyme and/or poems</li> <li>• Be familiar with 3 traditional tales or other stories and be able to retell key parts of the story reciting words and phrases from the text.</li> <li>• Children will be able to recognise and name the setting and characters from a story.</li> <li>• Hold a conversation on a topic of interest to them, listening carefully and responding appropriately to who and why questions.</li> <li>• Developing confidence in speaking in a whole class setting</li> <li>• Follow instructions containing more than 2 key actions e.g. take off your coat and hang it on your peg.</li> <li>• Children will know and use vocabulary linked to the theme Spring/Summer, Planting, Gardening and Lifecycles.</li> </ul>	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

**Aspirational Goal**  
 By the end of Nursery, we aspire to all the children being able to retell parts of a story using story language for key parts of the story and to identify and discuss 'What is the main problem?' For children to develop confidence in their own story ideas or retelling stories and to link this to mark making e.g. drawing, painting, scribble club.

## PSED

### Educational Program

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

### Typical 4-year old at our school

We are expecting children at All Saints' School to be able to self-regulate by using strategies to support themselves e.g. Negotiating solutions, using resources such as timers or taking themselves away from problems and asking for support. We expect them to be able to express their emotions including happy, sad, upset, angry, calm and worried and understand how they feel, the situations that they may encounter where these feelings arise and how to use strategies to support their own PSED. These skills will enable children to work cooperatively with others, taking turns, sharing fairly and supporting each other. We are expecting them to have some understanding of how their actions affect others and how others might be feeling. Children will form good attachments with peers and staff and separate from their main carers with confidence. They will be able to wait for need to be met and understand that their want may not be met. They will follow the rules and routines of the setting and be able to explain why they are important. Children will also manage personal hygiene independently including changing into their wellies. They will have an understanding of keeping healthy with regard to eating, exercise, sleeping and good hygiene including cleaning teeth.

### Experiences

- Small Stories
- Think Equal PSHE sessions
- Recognising problems
- Problem solving Challenges
- Regular group opportunities – whole class, small groups
- Working together
- Opportunities to discuss, recognise and cope with feelings
- Adults use emotional check ins
- Turn taking and sharing games
- Social Stories – modelled emotional content by teachers
- Regulation Spaces

### Aspirational Goal

We aspire to all of the children being able to name feelings, including happy, sad, calm, angry, upset, scared, worried, and use their knowledge of their feelings to self-regulate using strategies which might include using timers, negotiation, walking away or asking an adult to support them.

PSED- Nursery			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	End April/Beg May	Milestones - ELG
<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Children will separate from the main carer to come into Nursery</li> <li>- Children will know what adults can help them in Nursery</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Children will know the class rules-good looking, good sitting, good listening</li> <li>- Staff will model and Children will begin to become familiar with our school values – <b>WORKING,TOGETHER,KINDNESS,FORGIVENESS TRYING YOUR BEST!</b></li> <li>- Children will know to wash and dry their hands after using the toilet and before eating</li> <li>- Children will know how to look after resources Children will know examples of healthy food</li> <li>- Children will know to drink water to be healthy</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Children will know how to play alongside each other</li> <li>- Children will know how to play partner in games</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Children will become confident with visitors in Nursery</li> <li>- Children will show confidence walking around our school environment</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Children will know how to independently wash hands ready for lunch time</li> <li>- Children will know to exercise to be healthy</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Children will share resources and play in a group</li> <li>- Children will take turns whilst playing and wait patiently to have a go</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Children will show confidence visiting our Parish Church</li> <li>- Children will show confidence in a variety of school, whole school or grouped activities</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Children will know our school values – <b>WORKING,TOGETHER,KINDNESS,FORGIVENESS TRYING YOUR BEST!</b></li> <li>- Children will know how they are feeling</li> <li>- Children will be able to name their feeling Happy, Angry, Sad, Calm</li> <li>- Children will begin to use the zones of regulation station to help identify and express their feelings</li> <li>- Children will be able to choose resources to help regulate themselves</li> <li>- Children will show during assembly in the school hall</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Children will consider the feelings of others</li> <li>- Children will know how to listen to a friend and agree to a compromise.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>-Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>-Work and play cooperatively and take turns with others;</li> <li>-Form positive attachments to adults and friendships with peers;</li> <li>-Show sensitivity to their own and to others' needs</li> </ul>
<p>Aspirational Goal</p> <p>We aspire to all of the children being able to name feelings, including happy, sad, calm, angry and use their knowledge of their feelings to self-regulate using strategies which might include using timers, negotiation, walking away or asking an adult to support them.</p>			

## Physical Development-Nursery

### Educational Program

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

### Typical 4 year old at our school

We are expecting children at All Saints' School to develop good core strength allowing them to move in different ways and to be able to sit at a table or on the floor in a stable manner. Children will be able to move in a variety of ways e.g. crawling, walking, running, skipping, sliding, climbing, rolling and slithering etc. Children will develop stability, coordination and balance in order to coordinate their bodies. They will be able to have good spatial awareness and use their agility to move around the inside and outside spaces with safety and with control. Children know the importance of keeping healthy including exercising, eating, sleeping and keeping clean. They will be able to use their fine motor skills to thread, peg, roll, cut and stick when engaging with arts and crafts, and they will draw recognisable shapes and objects. They will be able to use fine motor skills to play with the small world, construction, puzzles and role play. They will be able to use small tools such as scissors, knives, forks, glue spreaders etc. efficiently and be able to hold a pencil with an effective grip to form recognisable letters, mostly correctly formed.

### Experiences

- Outdoor activities to develop core skills, agility, coordination and balance. E.g. obstacle course
- Continuous provision opportunities outside with opportunities to develop challenge at all levels and promote progression– bars, bikes, scooters, balls, bats, quoits, beanbags etc.
- Large Construction and Den Building
- Resources for pushing, pulling, crawling, running, jumping and climbing
- Large tools in the sandpit
- Continuous Provision inside - Variety of tools and mark making equipment in different sizes to support progression
- Tummy Time
- Fine Motor activities
- Squiggle Whilst You Wiggle
- Dough Disco

### Aspirational Goal

We aspire to all children being able to develop core skills to enable them to navigate their way along the monkey bars independently.

Physical Development-Nursery			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	Milestones - End April/Beg May	Milestones - ELG
<p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>- Children will know how to use the bars with a step</li> <li>- Children will know how to use a parachute</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>- Children will explore large mark making to develop cross the midline movements</li> <li>- Children will know how to put on and zip up their coat</li> </ul>	<p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>- Children will know how to throw a ball</li> <li>- Children will know how to climb using alternate feet</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>- Children will know how to use hammers on a the 'tap-tap' boards</li> <li>- Children will know how to use scissors to make snips               <ul style="list-style-type: none"> <li>- Use large and medium mark making tools and begin to develop an effective grip on these</li> <li>- Use smaller mark making tools and work on a smaller area e.g. A3 boards and paper</li> </ul> </li> </ul>	<p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>- Children will know how to hop, skip and stand on one leg</li> <li>- Children will know how to work together to carry large items such as planks of wood, tubes etc</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>- Children will know how to use a comfortable grip when holding a pencil</li> <li>- Children will begin to show a preference for a dominant hand</li> <li>- Use Smaller Mark making tools with and effective grip</li> <li>- Draw on a smaller area creating pictures</li> <li>- Use materials to collage including beads, sequins and smaller objects</li> </ul>	<p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>-Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>-Demonstrate strength, balance and coordination when playing;</li> <li>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>-Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>-Begin to show accuracy and care when drawing</li> </ul>
<p>Aspirational Goal</p> <p>We aspire to all children being able to develop core skills to enable them to consider risks, speed and special awareness, to skilfully navigate their way and balance along a child lead obstacle course independently.</p>			

## Literacy – Reading and Writing -Nursery

### Educational Program

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

### Typical 4 year old at our school

At All Saints' School' we expect a child at the end of nursery to develop a love of stories and storytelling through listening to and engaging with stories, retelling, predicting and playing roles from stories. They will learn key stories, poems and songs and use this to influence their own story telling. Later in the year they will use their developing phonics knowledge and fine motor skills to begin to write their name and begin to identify some of the set 1 sounds. They will begin to record their own stories ideas using illustrations.

### Experiences

- Daily Phonics activities
- Daily Story Time
- Drama/Hot seating
- Scibble Club
- Story Tray Resources
- Planned Story times
- World Book Day

### Aspirational Goal

We aspire for all of the children to be able to show an enjoyment and enthusiasm for reading and/or listening to stories for pleasure



Literacy – Reading and Writing			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	Milestones - End April/Beg May	Milestones - ELG
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Children will sit and listen to the teacher read a short story, or interactive story.</li> <li>Children will know a range of signs including bus stop, parking and stop.</li> <li>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Children will be introduced to rhyming games and songs.</li> <li>Children will clap syllables in words</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Children will know how to draw horizontal lines</li> <li>Children will know how to draw vertical lines</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Children will know that print has different purposes by exploring menus, books and labels.</li> <li>Children will know different parts of a book including the front cover, title, author.</li> <li>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Children will know familiar words with the same initial sound such as mum and milk.</li> <li>Children will be able to recite 7 Nursery Rhymes 95 Little Ducks, 5 Speckled Frogs, 5 Currant Buns, 5 Cheeky Monkeys, Miss Polly had a Dolly. Humpty Dumpty, Twinkle Twinkle.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Children will know how to draw circles.</li> <li>Children will know how to draw diagonal lines.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Children will know how to turn the pages of book carefully.</li> <li>Children will read and reread a section of books to engage in conversations about the story, develop understanding and learn new vocabulary</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Children will begin to segment and blend orally.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Children will write the initial sound in their name.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>-Anticipate – where appropriate – key events in stories;</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>-Read words consistent with their phonic knowledge by sound-blending;</li> <li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Write recognisable letters, most of which are correctly formed;</li> <li>-Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>-Write simple phrases and sentences that can be read by others.</li> </ul>
<p>Aspirational Goal We aspire for all of the children to be able to show an enjoyment and enthusiasm for reading and/or listening to stories for pleasure</p>			

## Maths - Nursery

### Educational Program

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 5, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and five frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### Typical 4 year old at our school

We expect at All Saints' School a child at the end of nursery to have a deep understanding of numbers up to 5 and the different ways that these numbers can be constructed. They will be able to Subitise numbers up to 3 in different configurations e.g. frames, dice, dots, resources etc. They will be able to use a range of manipulatives including numicon, frames and natural resources to solve simple problems. They will be able to count by rote to at least 10 and be able to count objects up to 6 using 1-1 correspondence. Children will be able to explain their thinking and reason their answers. They will be able to look for patterns in number and shapes, being able to explain what they can see. Children will use mathematical language and explain what the terms mean e.g. more, less, same, different. They will have a knowledge of shapes and measures including capacity, weight and time.

### Experiences

Daily Maths Lessons- School Nursery Plan  
Continuous Provision Opportunities  
Range of Resources Available  
Outdoor Natural Resources  
Using Stories/Nursery Rhymes  
Maths Special Days e.g. number day.

### Aspirational Goal

We aspire to all of the children being secure in knowing number bonds to 5 and being able to share this with somebody using a variety of resources including Nursery Rhyme character prompts, Duplo, numicon, 5's frames, and loose parts.

Maths - Nursery			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	Milestones - End April/Beg May	Milestones - ELG
<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>Children will rote count to 5</li> </ul> <p><b><u>Numerical patterns</u></b></p> <ul style="list-style-type: none"> <li>Children will sort by colour, size and object.</li> <li>Children will be introduced to the vocabulary first, then and after.</li> <li>Children will identify patterns around them such as stripes on clothes.</li> </ul>	<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>Children will count in correspondence to 5.</li> <li>knowing that the total is 5.</li> </ul> <p><b><u>Numerical patterns</u></b></p> <p>Children will compare big and small.</p> <ul style="list-style-type: none"> <li>Children will identify a circle, square and triangle.</li> <li>Children will use language including sides, corners, straight, flat and round.</li> <li>Children will use language such as tall, long, short.</li> <li>Children will identify a cube.</li> <li>Children will begin to use the vocabulary first, then and after.</li> </ul>	<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>Children will rote count to 10.</li> <li>Children will identify more/less.</li> <li>Children will count in correspondence to 10</li> <li>Children will subitise to 3</li> </ul> <p><b><u>Numerical patterns</u></b></p> <ul style="list-style-type: none"> <li>Children will use positional language including on top, under, next to, in front and behind.</li> <li>Children will match objects that are the same.</li> <li>Children will use the language including light, heavy, full and empty.</li> <li>Children will make shape pictures using a tangram or shape magnets</li> <li>Children will solve real world mathematical problems with numbers up to 5</li> </ul>	<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>-Have a deep understanding of number to 10, including the composition of each number;</li> <li>-Subitise (recognise quantities without counting) up to 5;</li> <li>-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b><u>Number Patterns</u></b></p> <ul style="list-style-type: none"> <li>-Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<p><b>Aspirational Goal</b>            We aspire to all of the children being able to use a range of resources to independently solve simple problems i.e. 5's frames, Duplo, numicon, natural materials etc.</p>			

## UTW- Nursery

### Educational Program

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

### Typical 4 year old at our school

At All Saints' School our children show curiosity about the natural world. They ask notice and comment on things that they have observed and ask and answer questions about their world. They understand that all things grow and change and can explain how they have changed during their life. They grow plants from seeds and know what a plant or animal needs to survive. They notice seasonal changes around them and can explain what, how and sometimes why things are changing. They go on visits in the local area and comment on what they notice about the world around them including roads, street furniture and local amenities as well as further afield on trips. They also know about our own and other cultures and religions as we celebrate different festivals e.g. Diwali, Christmas, Chinese New Year etc. They learn about different occupations and ways of life through visits from outside people as well as bringing their own knowledge of occupations from their parents. They also understand that they are part of a community in the class, school, local community and as a citizen of the world. They understand that they have a responsibility to look after their environment including what impact plastics have on our planet and how they can help with initiatives such as recycling.

### Experiences

Planting and Growing- using and developing our allotment area  
Tadpoles/Butterflies  
Visits from Outside people – Engineer, Dental Nurse, Librarian.  
Seasonal Walks  
Daily weather checks and Interactive map activity.  
Celebrating Festivals – Christmas, Diwali, Ramadan, Chinese New Year,  
Across School activities  
Recycling bins in school  
Celebrations  
Habitat Building  
Transition Experiences

### Aspirational Goal

We aspire to all children being able to know the local area and the world around them. We aim for a visitor each term to help teach us and expose us to the wider community.

UTW- Nursery			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	Milestones - End April/Beg May	Milestones - ELG
<p><b>History- Past and Present</b></p> <ul style="list-style-type: none"> <li>Children will know that they were a baby and talk about their place in their family.</li> <li>Children will know that their Grandparents were once little and came to school.</li> <li>Children will know about Remembrance Day and Bonfire Night</li> </ul> <p><b>Geography- People, Cultures ad communities</b></p> <ul style="list-style-type: none"> <li>Children will know about differences and similarities between themselves and people in their family</li> <li>Children will know that they attend All Saints' Primary School and live in Sale.</li> <li>Children will talk about seasonal changes and talk about the Season of Autumn Using a wide range of vocabulary.</li> <li>Group A -Children will continue to develop positive attitudes about the difference between people.</li> <li>Group B- Children will talk about what they can see using a wide range of vocabulary.</li> </ul> <p><b>Science- The Natural World</b></p> <ul style="list-style-type: none"> <li>Children will know the names of the body parts: head, arms, hands, legs feet, neck.</li> </ul>	<p><b>History- Past and Present</b></p> <ul style="list-style-type: none"> <li>Children will be able to discuss experiences over the Christmas break</li> <li>Use historical language when discussing the passage of time and seasonal changes.</li> <li>Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn again.</li> </ul> <p><b>Geography- People, Cultures ad communities</b></p> <ul style="list-style-type: none"> <li>Group A – Show interest in different occupations and place to work.</li> <li>Children will know about Chinese New Year.</li> <li>Children will be able to make a map e.g. 'We're Going on Bear Hunt'.</li> <li>Group A – Children will sow interest in different occupations</li> <li>Group B - will talk about what they see.</li> </ul> <p><b>Science- The Natural World</b></p> <ul style="list-style-type: none"> <li>Group A - Children will know about changing materials such as melting.</li> <li>Group A and B – Children will observe seasonal changes (Autumn to Winter).</li> <li>Children will learn about the weather.</li> <li>Children will know the life cycle of a tadpole or butterfly and observe changes.</li> </ul>	<p><b>History– Past and Present</b></p> <ul style="list-style-type: none"> <li>Children will begin to understand that at the moment they attend Nursery but that they will soon go into Reception. Transition experiences</li> </ul> <p><b>Geography – People cultures and communities</b></p> <ul style="list-style-type: none"> <li>Simple maps, children will recognise that blue represents water and green is the land.</li> <li>Children will know who their teacher is going to be and will experience time in Reception.</li> <li>Group B Children will know about hot and cold places in the world from our holiday experiences/news sharing</li> </ul> <p><b>Science – The Natural World</b></p> <ul style="list-style-type: none"> <li>The children will know that seeds turn into plants.</li> <li>Children will begin to understand that it takes to grow fruit and vegetables, linked to Jack and the beanstalk and the Jaspers Beanstalk</li> <li>Children will know how to care for plants in the growing areas (greenhouse and allotment)</li> <li>Children will begin to talk about forces including</li> </ul>	<p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><u>People culture and community</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p><u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

<ul style="list-style-type: none"> <li>• Children will use their senses in hands on exploration of the natural world.</li> <li>• Children will experience planting throughout the seasons. And continue to explore and develop the greenhouse and allotment areas.</li> <li>• Group A - Children will know how materials change when cooking, cooling, heating</li> <li>• Group B – Children will observe seasonal changes during Autumn.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will know to respect and care for living things.</li> <li>• Children will learn about different animal's habitats.</li> <li>• Children will investigate light, dark and shadows.</li> </ul>	<p>magnets. Floating and sinking.</p>	
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Aspirational Goal

We aspire to all children being able to know the local area and the world around them. We aim for a visitor to come to talk to us and expose us to the wider community.

## EAD

### Educational Program

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

#### Typical 4 year old at our school

At All Saints' School we expect the children to explore media and materials in an explorative way. They will gain the skills of how to adapt, join and create their ideas using materials as well having the opportunity to reassess and improve their ideas. They have access to paint and during the year will have the opportunity to explore their responses to stimuli such as objects, flowers, stories and poems that they have enjoyed. They will be able to access the creative resources independently and use them with their developing gross and fine motor skills. They will have experience of a broad range of music and be given opportunities to respond to that music in different ways e.g. through movement, dance, singing and playing instruments. They will sing songs daily, creating a large repertoire of songs, enabling them to develop favourites and singing in time and tune with the other children. They will learn key Nursery Rhymes and be able to sing and chant them from memory or retell them using props. When telling stories, either in small world and role play, they will increasingly combine their own experiences with stories that they have enjoyed or other children's ideas, and work collaboratively to create a to create rich language based, imaginative worlds.

#### Experiences

- Drawing Club
- Small stories
- Provocations on the Art Table
- Experiences in and around school e.g. allotment, prayer garden, the school field
- Observational drawings/ paintings outside
- Draw-a-long sessions to support confidence
- Seasonal walks and Art
- Study Key Artists – , Claude Monet, Vincent Van Gogh and Jackson Pollock
- Architect Study – Arthur Farebrother
- Daily Songs and songs of the week/ Rhyme Time
  
- Performances – Grandparents Day, Christmas, Minibeast Ball
- Access to musical instruments and stage area in Continuous provision
- Talent Shows

#### Aspirational Goal

All children will be able to help to create and take part in a number of celebrations performing songs and poems to parents and carers as a class, in small groups or as individuals.

EAD - Nursery			
Milestones - End Nov/Beg December	Milestones - End Feb/Beg March	Milestones - End April/Beg May	Milestones - ELG
<p><b>Music - Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Children will begin to join in with Rhyme Time</li> <li>• Children will begin to move to music (begin to join in with Zumba)</li> <li>• Children can identify loud and quiet sounds in the environment.</li> <li>• Take part in pretend play</li> <li>• Begin to tell stories using toys such as the dolls' house</li> <li>• Children will begin to experiment building, joining objects together</li> </ul> <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Children will do large scale drawing /painting</li> <li>• Children will begin to use pencils to free draw</li> <li>• Children will choose from flat drawing or using an easel.</li> <li>• Children will explore and recreate work in the style of Monet using watercolours.</li> </ul>	<p><b>Music - Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Children will take part singing, actions and using visual prompts to support imagination and Rhyme Time learning.</li> <li>• Can dance along to music</li> <li>• Can identify and match instruments to sounds</li> <li>• Children can describe how the music feels e.g. angry, sad, happy.</li> <li>• Children will respond to visual representation of sound.</li> <li>• Children will draw a picture and tell you about it.</li> <li>• Children can take on a role in the home area.</li> <li>• Children can build with purpose</li> </ul> <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Children will explore mixing colours</li> <li>• Children will begin to draw enclosed shapes.</li> </ul>	<p><b>Music - Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Children will be able to sing 5 Nursery Rhymes and take part in the actions.</li> <li>• Children will join in and copy some of the Zumba actions to the music.</li> <li>• Confident to sing/ perform in front of others.</li> <li>• Children will play a variety of instruments.</li> <li>• Children will respond to visual representations of sounds</li> <li>• Children respond to rhythmic notation cards</li> <li>• Build imaginative creations with recognisable features.</li> <li>• Draw with increased complexity.</li> </ul> <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Confident in choosing and requesting materials to develop and enhance their work/ ideas</li> <li>• Painting on a range of surfaces, paper, foil, natural resources, such as sticks and leaves</li> </ul>	<p>Media and Materials</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Being Imaginative</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>

- Explore painting using a range of resources, splatter, roller, vegetables, cotton buds etc
- Vincent Van Gogh Starry Night
- Jackson Pollock Splat Painting
- Mixed Media Work
- Children will experience collaborative Artwork

- Observational drawings
- Buildings – All Saints' Church architect Arthur Farebrother
- Craft Minibeast using Recycled materials
- Nursery B- Bubble Printing, Stamps

Aspirational Goal

All children will be able to help to create and take part in a number of celebrations performing songs and poems to parents and carers as a class, in small groups or as individuals.

