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| **Literacy**  Introducing literacy to young children develops a life-long love of reading. When practitioners talk with children about the world around them and the books (stories and non-fiction) they read with them It helps build mind bridges for when they are taught to read later in life. Helps spark interest, they begin to start recognising familiar prints and marks. Children will start to develop and enjoy rhymes, poems, and songs. Talking and questioning about these helps articulate speech before making a mark on paper. | * Engage in shared stories with a range of texts * Talk about and explore new vocabulary through stories, topics, * Roleplay / To act out / retell stories using props * Experience a variety of stories to enable children to be immersed in story language, contexts, events, characters, profiles/feeling etc. * Exciting provocations to represent writing/ mark making * Story sacks and props for retelling stories. * Name writing opportunities * A range of writing experiences where children are writing for a purpose * The children have access to a variety of technology equipment * A list of books that the children enjoy reading aloud to children * Read and reread selected stories to help them familiarise themselves with the words and increase their vocab. * Use of Clipboards outdoors, chalks for paving stones, boards, and notepads in the home corner. |
| **Expressive art and design:**  Developing their understanding, self-expression, vocabulary, and ability to communicate through the arts.  Supporting and enhancing a child’s imagination and creativity. The importance of having regular opportunities to engage with a variety of art is vital by using a wide range of media and materials. It is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through all forms of art. The regularity, reiteration and strength of their experiences are fundamental to this progress. | * Singing, music, and movement * Explore colour and texture through mixing * Practice with tools: scissors, spreaders, cutters, hole punch, clay tools * Access to creative and imaginative areas- “Music station” * Access to drawing and painting indoors and outdoors * Discussions about textures – baking activities/food tasting / sensory tubs * Access to painting easel and mark-making areas with a variety of materials * Explore the work of a famous artist * Design and construct with a purpose * construction area outdoors and indoors. |
| **Physical Development**  Physical activity is important in enabling them to pursue happy, healthy, and active lives. We encourage development in Gross and fine motor skills. Helping them develop co-ordination, balance, and positional awareness. By creating games and providing opportunities for play both indoors and outdoors. Activities and opportunities are repeated and varied to explore and play. Enhancing development in control and confidence. | * Manipulate malleable materials to achieve a planned effect. * Use a range of different fastenings – zip, buttons, belts etc * Play outdoors, moving in a variety of ways, and using climbing and balancing equipment- Balancing beams, rope swings, climbing frames etc |
| **Understanding of the world**  We encourage and guide children to make sense of their physical world and their community around them. Personal experiences increase their knowledge and make sense of the world around them.  Stories, rhymes, and poems will nurture their understanding of a diverse world. Extending their familiarity with words will support later reading comprehension. | * Outings using the community, nature walks, Alexandra palace, and local amenities such as dentist, hairdresser * Providing children with natural resources to allow continuous provision * Providing geographical resources eg, maps, animals books on other cultures, dressing up, * Visits will be planned from external agencies such as the zoo lab, minibeasts * Celebrate all festivals and special events from around the world. * Promoting people from around the world and different friends at nursery- celebrating an international day- learn about the differences and similarities * Visits to parks, libraries meeting important members of society such as police officers, nurses and firefighters. * Planting and gardening experience is available using the orchard outside the nursery, the nursery garden has planters- exploring change in growth * Culture books for children to reflect on each other’s cultures religion, familiarise themselves with differences * Technology corner- to use camera’s microscopes, binoculars, dial tone telephones * Chick hatching experience –the children can learn how to care for them and also hold them (under supervision. It is an inspirational experience that unites all ages, * Intergenerational care home project – to increase confidence, self-esteem and empathy for others. |
| **Communication and language**  Developing a child’s spoken language underpins all seven areas of learning and development. – We are developing their cognitive development. Creating a language rich environment is crucial. Showing interest in what they are doing and echoing back what they say. This helps build and strengthen children’s language effectively. Engaging them actively in stories, rhymes, and poems. | * The children engage in storytelling and read to every day * Storybooks are readily available * Staff use puppets and story sacks to retell stories through role-play * Adults use positive vocabulary and are role modelling positive use of language * Keys words are introduced each week -linking to the theme of the week. * Children with EAL are encouraged to provide specific words from home to help staff and others to communicate with them * PEC cards are used with languages from around the world * Children are encouraged to use positive language such as please and thank you throughout the day (British values) * Children are given the opportunity to hold two-way conversations and encouraged to give their opinions and suggestions * Staff speak clearly and calmly use age appreciate language * Repeating sentences back to children replacing mistakes with corrections * Open-ended questions allow children to continue conversations and elaborate on their thoughts * An outdoor library to provide an opportunity to encourage reading at home * Nursery story book- parent and child come into the setting and choose the book may they want for the weekend. |
| **Maths**  Developing a strong foundation in learning numbers is essential so that all children develop and start understanding mathematics in the world around them.  Teaching them to count confidently, - the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures, spot connections, ‘have a go’ approach. | * Adults use rich mathematical vocabulary in context to support children learning * Staff use mathematical concepts such as problem-solving, numbers, shape, space measure * Number lines and natural resources with numbers are readily available outdoor library to provide an opportunity to encourage reading at home * A wide range of resources are readily available at child-friendly height to encourage mathematical learning challenges * Providing games and equipment that offer opportunities for counting * Daily maths challenges are available through sand, water construction role play * ICT equipment such as calculators, keyboards, i-pads, old phones, help children identify the number. * Routines are embedded so that children learn about time and pattern. * Displays include number symbols in the environment * Staff encourage children to learn how to order numbers and count up to 10 * Staff use rhymes, songs, and stories to explore number names * Children have access to books to familiarise themselves with numbers * A variety of shapes can be identified in the indoor and outdoor environment * Resources are available to compare lengths, heights, and weights * Measuring and quantities are discussed through, role play, cooking, yoga baking, and sports |
| **PSED**  ​Children’s personal, social, and emotional development is crucial for developing their cognitive skills. Having a strong nurturing relationship with the practitioners enables children to learn how to understand their own feelings and of others around them. This will help a child to manage emotions, develop a positive sense of self, gain confidence in their own abilities.  Adult modelling and guidance (**Bandura approach**) developing their skills to manage personal needs independently. Learning to build good friendships, co-operate, and resolve conflicts.  Positive role modelling to help them make healthy food choices.  All provide a secure platform from which children can achieve to the best of their abilities in later life. | * Outdoors tree house, dens space both indoor and outdoor- to help give children time to reflect and have quiet time- Promotes wellbeing and self-regulation * Key person – proving security, form relationships, and continuity. * Friendship bench/ friendship song to encourage positive relationships, mutual respect and equality * Calming nursery cat- is used to help the new children settle into their environment, Helps calm the children with any anxiety they may feel. * Star of the week – helps develops a sense of self * Self-registration of names using name cards * Children have access to resources independently by keeping them at the child's height * Look after and share resources – Learning to care for the world around them. * Placemats with family photos – Talk about their own family- Build their own identity * Have strategies in place to resolve conflict, build resilience and take risks * Visits to the care home, orchard, helping hands program * Acting out and taking key phrases from stories * Learning nursery routines and expectations * Adults support children during mealtimes but encourage independence eating, using cutlery * Good values board – Children decorate and reflect about relationships around them. Helping them show sensitivity to others’ needs and feelings and form positive relationships with adults and other children. |