



Foundations for Children
Nursery Schools Federation



Foundations for Children FED Curriculum Policy

**Croyland Nursery School, Parklands Nursery School,
Camrose Early Years Centre and Highfield Nursery
School**

POLICY APPROVED BY:	Full Governing Body
DATE PUBLISHED:	April 2024
DUE FOR REVIEW:	April 2025
TO BE REVIEWED BY:	Cath Draper



Contents

1. Introduction	3
2. Our Curriculum - Philosophy	3
3. Implimentation: How do we achieve this?	7
4. Curriculum Grids	8
5. Curriculum Overview	9
6. The Planning Approach	10
7. The important role of all adults	11
8. The Learning environment	13
9. Partnership with Parents	14
9. Impact	14
9. Apendices	15



1. Introduction

We acknowledge that everyone has the ability to be a competent learner, regardless of disability or other special needs.

Our curriculum and planning is informed and guided by the principles outlined within:

- The Early Years Foundation Stage Statutory Framework 2021
- Development Matters 2021
- Birth to Five Matters
- Our Curriculum Grids 2022
- Our Image of the Child reviewed 2022
- Over 80 years of Nursery School experience and Participatory Research

2. Our Curriculum - Philosophy

‘Children must be taught how to think, not what to think’

Margaret Mead

Play is the natural medium of learning for young children.

The best way to harness young children’s powerful, natural exploratory drive and thus maximise their learning is by providing a stimulating and meaningful learning environment.

The wider world of family and community is an integral part of the Early Childhood Curriculum and we acknowledge the essential role of parents as the child’s primary educator.

Children learn best through responsive and respectful relationships with people, within an environment which is safe and secure, within an atmosphere which is welcoming and friendly and where there is mutual respect amongst all members of the school community.

By promoting young children’s emotional well-being, we can make a significant positive impact upon their ability to learn and their self-identity.

By seeking to develop positive dispositions to learning, we can make a significant impact upon a child’s learning throughout his or her life.

As professionals engaged upon the education of young children, we should share our knowledge so that parents can be empowered to become fully involved in their child’s education.



Foundations for Children
Nursery Schools Federation

'Tell me and I forget. Teach me and I remember. Involve me and I learn'
Benjamin Franklin





Our Intent To ensure every child will.....

Show care
and concern
for others



Have a desire to
communicate



Have a
positive self-
image

Have a sense of
belonging- feel
safe and secure



Be Inquisitive
and curious



Be independent
and resourceful

Be prepared
to take risks



Be respectful
and respected



Our curriculum is underpinned by these key characteristics, providing every opportunity to encourage, promote, model, scaffold, consulate and extend further.

Have a positive self-image – for children to develop their sense of self and identity, to know and respond to their name and to have an awareness of features or characteristics that make them special and unique. For children to begin to experiment with forms of self-expression. (Links to C&L, PSED, UTW, EAD)

Be independent and resourceful – for children to develop their autonomy; to feel empowered to make choices, to lead their own learning by exploring objects and resources that are interesting or important to them experimenting and following own ideas; to begin to try and solve problems they encounter independently or by engaging the help of another. (Links to CEL's, C&L, PSED, PD, L, M, UTW, EAD)

Have a sense of belonging, feel safe and secure – for children to be relaxed, at ease and confident in their environment and community; to feel comfortable with, cared for and valued by all key and consistent team members and peers; to see themselves, their learning and memories reflected in their environment. (Links to CEL's, PSED, UTW, EAD)

Be inquisitive and curious – for children to be highly engaged and motivated explorers driven by curiosity! For children to have abundant opportunity for discovery, possibility thinking, wonder and awe. (Links to CEL's, C&L, PSED, PD, L, M, UTW, EAD)

Show care and concern for others – for children to experience and observe a consistent culture of love, care, trust and empathy; for children's own developing empathy to begin to emerge from these experiences. (Links to CEL'S, C&L, PSED, PD, UTW)

Be respectful and respected – for children to experience and observe a respectful culture wherein everyone is valued and accepted as a unique individual; for children to have their differences recognised, respected and celebrated; for children to have opportunities to share in the rich, cultural heritage and traditions of our community. (Links to CEL's, C&L, PSED, UTW, EAD)

Be prepared to take risks – for children to feel secure enough to take a range of cognitive, emotional, social and physical risks as they try new things, develop their skills, interests and preferences; for children to have the confidence to say no or make choices that may be different to their peers. (Links to CEL's, C&L, PSED, PD, L, M, UTW, EAD)

A desire to communicate – for children to be able to make their needs and wants known, to be aware that their voice (including verbal and non-verbal communication) is heard, valued and responded to; for children be exposed to language-rich experiences, to 'take turns' in conversation and to want to interact with others for a range of purposes including comfort, co-regulation, relationship building, cognition and of course fun! (Links to CEL's, C&L, PSED, PD, L, M, UTW, EAD)



3. Implementation: How do we achieve this?



We will provide:

- A happy, healthy, safe and secure environment
- High quality teaching and learning across the nursery.
- A rich, challenging and engaging curriculum that respects and values all of the children's interests, cultures, religions and festivals. (Curriculum celebrations/festivals/topics)
- A professional, skilled and highly motivated team who are committed to the ethos of the school (curriculum grids)
- Opportunities for parents to be active partners in their child's education and their children's lives.
- School leadership focused in continuous improvement.
- Effective management systems which support the drive to raise standards of teaching and learning.
-

All experiences, teachable moments are under pinned by the three key prime areas: These are fundamental, work together, and support development in all other areas.



- Personal, Social and Emotional Development
- Communication and Language
- Physical development



4. Curriculum Grids

We believe that we need to plan a broad and balanced range of curriculum experiences to ensure that each child has the learning opportunities to develop to his or her maximum potential.

With our image of the child in mind we have created curriculum grids for each age group that outlines the important, knowledge, skills and attitudes we will be working towards across the age bands. This outlines a shared view of what we are striving for, for every child and informs both our assessments and planning of next steps.

All planning begins from the child and parents through a home visit. Voice of the Child documentation is used to gather as much valuable information that informs our knowledge of the child, what is important to them and what will enable them to flourish.

Planning takes place fortnightly, daily, and in the moment. It takes account of information from observation in the moment, the child's voice, assessments and information from parents. This may include children's interests, preferred ways of working, and identified schematic behaviour.

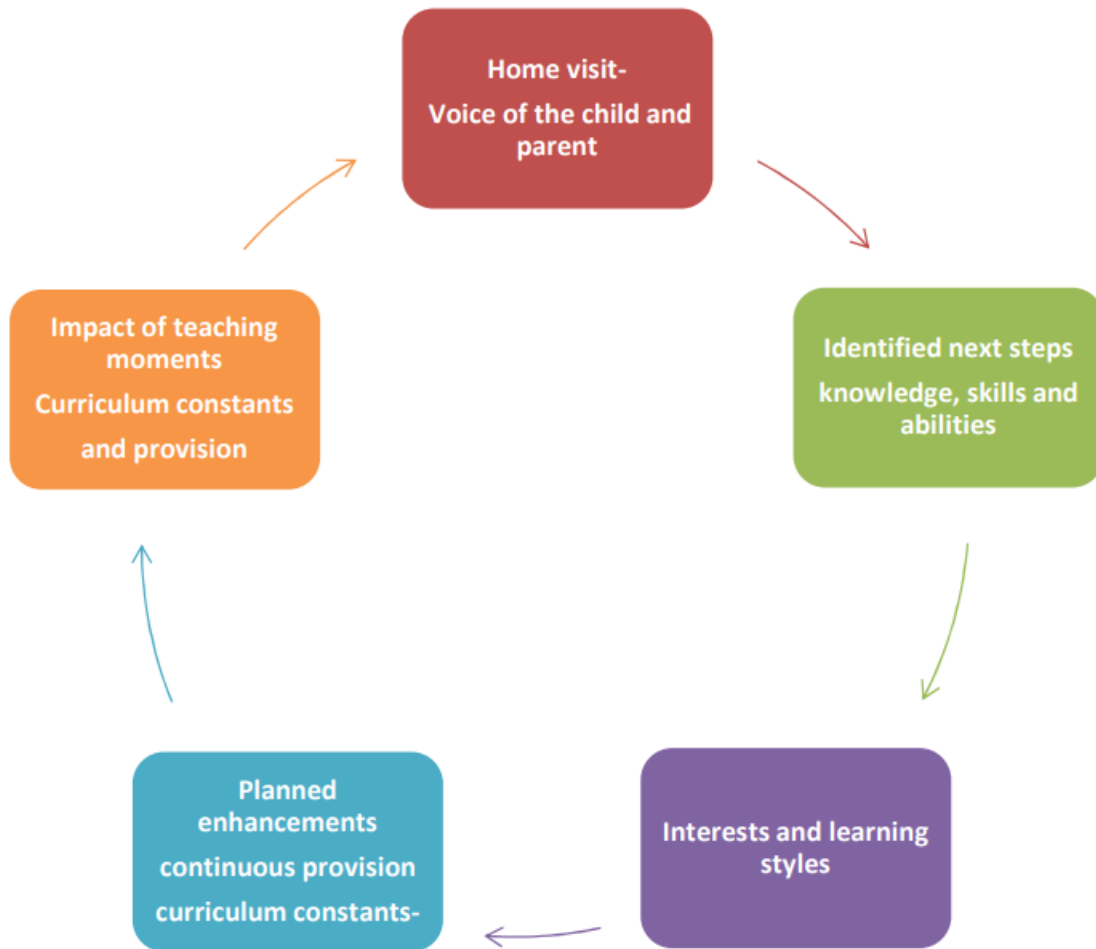
Staff plan for the various areas of learning and areas of experience in the nursery fully recognising the integrated nature of children's learning in the Early Years Foundation Stage. Within any one learning experience, a child may be progressing in one, two or even all seven areas of the curriculum at any one time.

Children start at the nursery with very different previous experiences, knowledge, skills and attitudes. Their stage of development and past experience need to be considered individually and the curriculum matched to their individual needs and interests.

Through purposeful play, children will be encouraged to think, increase their understanding by experimenting, explore, test their theories, observe, talk, listen, imagine, co-operate and question. Talk is essential to the learning process. The adult's sensitive involvement by observing, participating, commenting or questioning as appropriate, is vital to extend the children's learning and development, to help the children to organise knowledge and experiences or to predict. Children will need to repeat and practise new skills to consolidate what they have learned, this will be planned for through the continuous provision and access to open ended resources.



5. Curriculum Overview





6. The Planning Approach

<p>Home visit- Voice of the child and parent</p>	<ul style="list-style-type: none"> • All children receive home visit to highlight voice of child, how we support their care and development. • Build partnership working through daily verbal communication with parents • Regular parent events/sessions to review child's progress and next steps • X3 assessment cycles per year- next steps agreed with parents. • Voice of child documented to feed into planning- variety or strategies- planning, group times, speech bubbles, stars, meeting with parents.
<p>Identified next steps knowledge, skills and abilities</p>	<ul style="list-style-type: none"> • Fortnightly planning meetings- review children's abilities and competencies using curriculum grids and impact. • Identify knowledge, skills and abilities that should be planned for over next two weeks.
<p>Interests and learning styles</p>	<ul style="list-style-type: none"> • Identify children's interests and learning styles from evaluation/impact • Plan enhancements/adult focus experiences that will lead to the next steps- this can be groups of children or ALL children.
<p>Planned enhancements continuous provision curriculum constants-</p>	<ul style="list-style-type: none"> • Plan adjustments/changes to the continuous provision that will support the identified next steps • Plan specific experiences linked to our core experiences/ cultural capital or key events important to the children and the community they serve. See school calendar
	<ul style="list-style-type: none"> • Children's new knowledge, skills and abilities shared or documented



<p>Impact of teaching moments</p> <p>Curriculum constants and provision</p>	<p>through post it notes observation or photograph.</p> <ul style="list-style-type: none">• Practitioners feedback of impact from verbal evaluationchild observations, child voice and how they extended learning 'within the moment'.
---	--

7. The important role of all adults



We recognise the importance of the role that all early years educators play in the care and education of our youngest children. These roles include:

- Building relationships. Getting to know all of our children and families
- Observing children to identify their wellbeing and involvement, their needs, strengths, schemas and interests
- Planning for next steps in learning and implement this within their practice through a range of experiences that are linked to the child's interest and learning styles.
- Supporting and extending the child's learning providing knowledge and information.
- Show interest and enthusiasm in the child's play and learning
- Encourage the child to make choices and decisions and support them to take appropriate risks.
- Engaging children in enhanced experiences.
- Maintaining and developing a stimulating, welcoming safe and challenging learning environment
- Working as a team to ensure that all children reach their full potential
- To develop accurate, rigorous planning, assessment and record-keeping procedures which are shared with parents and other professionals.
- To establish co-operative and effective communication between parents, staff and governors.
- To establish good working relationships with other professionals involved with our children and their families.



Adults need to give affirmation through facial expression and physical closeness. They need to support appropriate risk-taking by the children. They should also be aware of the impact of their own attitudes and beliefs on the children and should challenge stereotyped behaviours and attitudes.

Each year the Schools carry out teaching and learning observations on the leaders and practitioners whilst they support and facilitate children's learning. The School have agreed seven key pedagogical strategies that are identified as best teaching strategies for Early Education. Professional development discussions take place termly with agreed actions to ensure continual professional development of all.

Pedagogical teaching strategies

- 1. Subtle Intervention-** The adult watches and listens to what the child is doing and follows the child's lead.
- 2. Knowledge of child's competence and capability.** Knowledge of the whole child including their capabilities and building on their previous experiences.
- 3. Voice of the Child and Sensitivity-** affirmation through facial expression, their behaviours, body language, physical closeness and expression of feelings. Using this to inform your next steps.
- 4. Encouraging the child to make choices and decisions, and supporting them to take appropriate risks**
- 5. The adult manages groups of children learning together** -through sensitive understanding of individual children's stages of development and demonstrates differentiation.
- 6. The adult shows interest and enthusiasm,** showing curiosity in the children's play and offers appropriate challenge to support and extend learning- opportunities for sustained shared thinking together
- 7. The adult supports and extends communication and language skills-** by offering new vocabulary, modelling language back, checking out the child's meaning, giving them time to question or respond.





8. The Learning environment

We recognise the importance of providing a stimulating, interesting, welcoming and challenging continuous learning environment. All rooms are organised and resourced to provide learning opportunities in the seven areas of learning in the EYFS curriculum.

Planning meetings are held to review and agree the children's current knowledge, skills and abilities using the Curriculum grids, knowledge of child development and the Development Matters. With the children's current interests in mind, the professionals will plan what opportunities, challenges and resources should be available through the continuous provision. This will be reviewed fortnightly with adjustments made to fit with the children's next steps. Each term the continuous provision will be planned to reflect the key targets identified from summative assessments and the Curriculum grids.



Children learn how to access the equipment in each area of provision independently from the moment they are able, to enable them to follow their own ideas and interests.

There is a high level of staff involvement in children's chosen activities and play. There are also planned age appropriate 'teaching enhancements' in which specific knowledge, skills and attitudes will be a learning intention which are taught through a range of different experiences. The impact of these enhancements are reviewed from direct observations of children's achievements.

There is some whole group teaching and learning for short periods of time for nursery children such as a shared story, music and singing. These times are planned based on the children's next steps, views, feelings and interests.



9. Partnership with Parents

We recognise the importance of parents as children's first educators and the important role the home learning environment plays in the development and education of the young child. We develop our partnership through:

- Home visits
- Key person systems
- Parent and family event sessions
- Regular parent meetings/coffee sessions
- School celebrations
- Daily opportunities to talk to key person about the child's learning and development

We regularly monitor our provision to ensure every child's learning is well supported and builds on children's own home, cultural and linguistic backgrounds. We use materials, equipment and displays which reflect the home languages, cultural and ethnic diversity of the children, the local community and wider world.

Through home visits and regular parent meetings we talk about the key traditions and celebrations within our community and we reflect this within our curriculum. Each School will have their own unique record of key celebrations, festivals and curriculum constant topics that are shared in the schools and on the website.

We work towards supporting bilingual children's development in their home language as well as English. We ensure that bilingual children have access to the full curriculum and are involved in all the learning experiences offered giving the extra support needed so that they can participate and understand. Children will be learning English through real life, every day, meaningful experiences and through interacting with other children and staff.

9. Impact

Throughout their time at nursery the child's key person will make a summative assessment using the seven curriculum areas of the Development Matters. Next steps for the child's development will be considered in conjunction with the parent, through parent event and or coffee sessions.

These next steps will inform the future planning and provision. This assessment ensure we can identify early on if a child may need extra help or children who may have special educational need.

During the fortnightly planning meetings practitioners and leaders will review impact through child observations of whether they have mastered the skills, knowledge and abilities set out. These can be for groups of children or all children. If next steps have not been achieved, further enhancements and experiences will be planned.



Impact will be presented by way of short observations, photographic evidence, practitioners planning discussions/dialogue and displays.

As summative assessments are complete- practitioner and leaders will make judgements for whether there is sufficient evidence from observation/ teaching practice for a child or children to achieved their agreed targets.

Two-year progress Checks are carried out between the age of two to three. Practitioners meet with parents individually to share and complete in partnership. This is shared with health visitors.

Each child will have their own record folder to share some of the key milestones in the child’s learning and development. This may be through observations, photographs and creative pieces. The folder is for both home and nursery with families encouraged to share key information. This helps celebrate achievements and gain more information/voice of the child. The folder will not document all of their achievements as the most valuable time of a practitioner or leader is spent with the child.

9. Appendices

1. Curriculum grids
2. Continuous provision planning
3. Planning documentation and guidance

0 – 2 years	Skills <i>What I can do ...</i>	Knowledge and Attitudes <i>What I know...</i>
Have a positive self-image	<ul style="list-style-type: none"> • I can recognise myself in the mirror and in photographs • I can indicate characteristics or belongings that make ‘me’ i.e. curly hair, glasses or my red coat • I am learning that I can express my feelings, likes and dislikes in lots of ways 	<ul style="list-style-type: none"> • I know and respond to my name • I am beginning to understand and feel that I am important and unique • I am beginning to see that you are proud of my efforts and achievements which is helping me to develop self – confidence and pride too
Be independent and resourceful	<ul style="list-style-type: none"> • I am beginning to navigate the 	<ul style="list-style-type: none"> • I am starting to see I have autonomy – I can make my own



	<p>environment safely and with purpose</p> <ul style="list-style-type: none"> • I can pinch, push, pull, squeeze and roll tactile materials • I can manage some of my own care by feeding myself with spoon or fork, fetching my coat to go outside and often indicating my need for a nappy change 	<p>choices and lead my learning by exploring things that are interesting or important to me</p> <ul style="list-style-type: none"> • I am learning from my experiences where to find the resources I want or need • I am learning how to get help from adults or peers if I need it
Have a sense of belonging, feel safe and secure	<ul style="list-style-type: none"> • I sometimes need support to manage the transition from home to nursery and I am beginning to be able to explore play opportunities at these times • I can show high levels of wellbeing and involvement • I can see myself, my experiences and my memories reflected in my environment 	<ul style="list-style-type: none"> • I know who my keyperson is and that they care for and comfort me • I am starting to feel safe here – I can show comfort and relaxation • I know who my family members are and that they are important to me – I can see they are different to my friends’ families
Be inquisitive and curious	<ul style="list-style-type: none"> • I am making links between objects, actions and outcomes • I try different ways of doing things to achieve my goal • I can recognise when something is missing or has been taken away, I will search associated places to find it 	<ul style="list-style-type: none"> • I am learning from experience that my actions have an effect, so I can repeat them • I am showing that I can explore, discover and experiment with resources • I am beginning to see that my ideas and questions are valid
Show care and concern for others	<ul style="list-style-type: none"> • I can role play with some of the love and gentleness that I have experienced 	<ul style="list-style-type: none"> • I am learning that my peers and I are loved and cared for • I feel that I can share my feelings of joy,



	<p>and can handle baby dolls with care</p> <ul style="list-style-type: none"> • I am beginning to develop empathy; I can recognise when someone is sad which can make me feel sad too • I can offer comfort to others by giving them a hug or finding their comfort object 	<p>frustration, excitement and sadness</p> <ul style="list-style-type: none"> • I am beginning to understand that some things belong to others and are special to them
Be respected and respectful	<ul style="list-style-type: none"> • I am learning to share space with my peers and play alongside them • I am learning and experiencing how to co-operate with nursery routines and boundaries • I am developing my impulse control; I can wait for a turn with support from an adult 	<ul style="list-style-type: none"> • I am beginning to understand that I am separate to others and that we are all different • From my experiences I can that my choice is respected and valued – even if it is different to yours
Be prepared to take risks	<ul style="list-style-type: none"> • I can join in with tactile experiences – exploring paint, corn flour or jumping in muddy puddles • I can challenge myself physically by climbing on equipment, running or kicking a ball • I can build relationships with new adults or peers when supported by my keyperson 	<ul style="list-style-type: none"> • I am experiencing the feeling of being safe because you are here with me • From my experiences I am learning that I can try again if something is difficult and that you will support me to ‘bounce back’ • I am beginning to understand and experience that I am strong and capable, that your care for me is reliable – it



		does not depend on my success
A desire to communicate	<ul style="list-style-type: none">• I can understand simple sentences or instructions and identify named objects that are familiar to me• I can use a growing range of words consistently and intentionally to share my message• I enjoy sharing stories, songs and rhymes with you	<ul style="list-style-type: none">• I am experiencing that conversations involve back and forth interaction• I am learning that I can communicate with you in many ways - through facial expression, gesture, signs and verbally too• I am beginning to recognise and respond to intonation, familiar voices, environmental sounds and music



2 – 3 Years	Skills <i>What can I do ...</i>	Knowledge and Attitudes <i>What I know ...</i>
<p>Have a positive self-image</p>	<ul style="list-style-type: none"> • I can use a widening range of vocabulary to talk about me, what I like, what I am interested in and what is important to me • I can use a variety of ways to make marks to create representational drawings of me • I am learning that what I say or do might impact on how others are feeling • I am beginning to show empathy with support and guidance from you 	<ul style="list-style-type: none"> • I know that sometimes I may need to try new things lots of times which can be frustrating for me, but you help me feel confident that if I keep trying I will be able to do it • I have my own ideas and can choose to do things in my own way – I am learning that my way may be different to somebody else’s, but that is okay • I know that I might look or sound different to my friends, but I also know that I am just as important, valued and as special to others as they are
<p>Be independent and resourceful</p>	<ul style="list-style-type: none"> • I have developed the ability to manage some of my own self-care e.g. I can wash my own hands; I can put my coat on with some support and I am able to feed myself with cutlery of my choosing • I am becoming more independent with managing my personal care routines by beginning to use the 	<ul style="list-style-type: none"> • I know my way around the nursery environment; I am confident to explore independently, finding my own resources and leading my own learning • I know that sometimes I may need to engage the help of others to support in carrying out my plan and ideas



	<p>toilet or potty with support</p> <ul style="list-style-type: none"> • I can choose where I want to play and seek out the resources I need • If I come across challenges or difficulties I can sometimes think of ideas and strategies to overcome them, although I will still need an adult to support me most of the time 	<ul style="list-style-type: none"> • I know that my ideas are important and that I can choose to explore and do things in ways that are meaningful to me
<p>Have a sense of belonging, feel safe and secure</p>	<ul style="list-style-type: none"> • I can use my own name and the names of people who are important to me, this is helping me to make relationships and for attachments with others • I am interested in my peers and their play – I am becoming more confident to join in or play alongside them • I appear content and settled within the nursery community and can usually confidently separate my family and engaged in play experience of my own choosing 	<ul style="list-style-type: none"> • I will seek comfort from trusted adults and know that they will be there to give me the care I need • I know that my family belong to me and that my friends have their own families and people who are special to them too • I know that I am similar to my friends, but that we are all different and that is ok because I am liked for being me • I know where my peg is and that this is where the things that belong to me are kept
<p>Be inquisitive and curious</p>	<ul style="list-style-type: none"> • I can ask simple 'how' and 'why' questions and respond to one or two key words 	<ul style="list-style-type: none"> • I am learning that adults, technology and books are a great source of information and that I can utilise them to



	<p>instructions or suggestions</p> <ul style="list-style-type: none"> • I am interested in the natural environment and can use a variety of ways to explore it using my body or tools • I can engage in new experiences for longer period of times, often displaying high levels of fascination and exploring with purpose and curiosity 	<p>extend my knowledge and understanding</p> <ul style="list-style-type: none"> • I have more developed critical thinking skills and know that sometimes I need to make plans or share my thoughts in order for me to see my ideas coming to fruition • I know that my community is wider than home and nursery
Show care and concern for others	<ul style="list-style-type: none"> • I am displaying feelings of concern towards people special to me if I hear or notice something that tells me they need help • I am further developing my skills to form relationships and attachments with others. I will seek out particular people and find ways to initiate interactions with them • I role play care routines with not only inanimate objects, but with my peers and familiar adults too 	<ul style="list-style-type: none"> • I know that comfort and support can be offered in a variety of ways – a friendly hug or fetching my friend a tissue to wipe their face • I am beginning to gain more control in managing my own feelings or behaviours because I know that sometimes my actions may cause my peers to become sad or cross • I know that I have lots of different types of feelings and everybody else does too, but I am still learning to talk about or describe some of the feelings I am experiencing



<p>Be respected and respectful</p>	<ul style="list-style-type: none"> • I am beginning to understand that other people might have different ideas to me and that is ok • I am learning to inhibit my own actions, but still often need support • I am learning to take care of the resources and the environment at nursery 	<ul style="list-style-type: none"> • I know that it is important to be a kind friend • I am beginning to understand that other children are still learning things that I already know or can do • I know that my community is diverse and that while the people around me are all different they all deserve to be treated with understanding and respect
<p>Be prepared to take risks</p>	<ul style="list-style-type: none"> • I am taking considered risks and developing a positive 'I can do it' attitude • I am becoming more confident with managing changes to my daily routine or in approaching unfamiliar people within safe environments or company • I can engage in open ended activities and chose to explore in my own way 	<ul style="list-style-type: none"> • I know that you will encourage me to 'keep trying' if I am finding something quite difficult to master • I know that I may need to think of a different approach if my initial ideas do not work • I know that even if I don't 'have a go' this time, you will still be proud of me and that I can try again later
<p>A desire to communicate</p>	<ul style="list-style-type: none"> • I can follow and understand longer sentences with more key words – although I may still need gestures or pointing to support me 	<ul style="list-style-type: none"> • I am learning that other people might not communicate in the same way as me or use the same language that I do • I know that I can use my voice and body in a variety of ways to



	<ul style="list-style-type: none">• I am using a wide range of vocabulary and use this to get my needs met, to form relationships and to share my thoughts, feelings and ideas with others• I can usually listen and attend to what is being said to me – especially if you get down to my level and use my name to get my attention first	<p>attract others attention</p> <ul style="list-style-type: none">• I know that my voice and body language can affect the way other people respond to me
--	---	--



3-4 Years	Skills <i>What can I do ...</i>	Knowledge and Attitudes <i>What I know ...</i>
Have a positive self-image	<ul style="list-style-type: none"> • I can understand, communicate and appropriately deal with my feelings • I can sing a repertoire of songs • I can express myself through music, movement and art 	<ul style="list-style-type: none"> • I know that I am important and unique • I know that you are proud of my efforts and achievements, which is helping me to develop self-confidence and pride too
Be independent and resourceful	<ul style="list-style-type: none"> • I can independently select and access activities across the nursery • I can use appropriate tools for the task in hand • I can dress myself with help when needed 	<ul style="list-style-type: none"> • I know I have autonomy – I can make my own choices and lead my learning by exploring things that are interesting or important to me • I know how to get help from adults or peers when I need it • I know how to count accurately and can recognise and link numerals and amounts
Have a sense of belonging, feel safe and secure	<ul style="list-style-type: none"> • I show high levels of wellbeing and involvement • I can become particularly engrossed in self-chosen play • I can work collaboratively with my peers on a project, developing our ideas together • I can recreate familiar roles in my play 	<ul style="list-style-type: none"> • I know who my family members are and that they are unique to me – they are different to my friends’ families and that is okay and celebrated • I know who my key person is and who the trusted adults are at my nursery • I know my key group and have built good relationships with them



		<ul style="list-style-type: none"> I know my local area; I feel confident in my community and I am learning about the wider world I am part of
Be inquisitive and curious	<ul style="list-style-type: none"> I try different ways of doing things to achieve my goal I can listen and engage in storytelling and take part in discussions about these stories I can articulate and investigate real-world mathematical problems I can spot patterns and sequences 	<ul style="list-style-type: none"> I know that I can explore, discover and experiment with forces, materials (including natural ones) and tools; investigating how things work I know my ideas and questions are valued
Show care and concern for others	<ul style="list-style-type: none"> I can play with others, finding solutions to conflicts as we play I can express a range of feelings and emotions and have developed strategies with the support of my trusted adults to help work through how I feel 	<ul style="list-style-type: none"> I know I can share my feelings of joy, frustration, excitement and sadness and am beginning to empathise with others who have these feelings too I know it is important to care of living things and our environment and that I can contribute to help make our planet the best it can be
Be respected and respectful	<ul style="list-style-type: none"> I can follow the routines and boundaries of the setting I can join in with group games and activities with peers 	<ul style="list-style-type: none"> I know that I am separate to others, that we are all different I know that my choice is respected and valued even if it is different to yours



	<ul style="list-style-type: none"> I can share my thoughts, feelings and ideas and listening to views of others too 	
Be prepared to take risks	<ul style="list-style-type: none"> I can build relationships with new adults and peers sometimes supported by my key person I am confident to try new things, even when I am unsure if it will be successful I can climb a ladder or onto a surface using both hands and feet I can balance on short, low balance beams and jump from a low platform safely I can kick and throw a ball 	<ul style="list-style-type: none"> I know that I am strong and capable I know that people care about me and that care is reliable – it does not depend on my success I can ride a variety of moving toys such as a bike or scooter using my feet or pedals
A desire to communicate	<ul style="list-style-type: none"> I can use a growing range of words consistently and intentionally to share my message this could be signs, own words and word approximations I can speak clearly, using age-appropriate pronunciation; joining speech together into short sentences I can understand questions or instructions and I am 	<ul style="list-style-type: none"> I know and understand they key concepts of print - that it carries meaning and is read from left to right I know how to interpret some print – recognising logos, print and signs within my environment I know and use some mathematical language



	<p>able to respond to these appropriately</p> <ul style="list-style-type: none">• I can engage in conversation and debate with my friends and grown-ups, sharing my interests and knowledge• I enjoy sharing stories, songs and rhymes with you• I can hold a pencil in a comfortable grip and make meaningful marks, using this early writing in my play	
--	---	--



Provision..... Continuous Provision Plan Term One/Two/Three

Area of Continuous Provision	Intention of Continuous Provision Area	Implementation of Continuous Provision Area



PLANNING SHEET WITH GUIDANCE

The Skills –

Using the **Foundations for Children Curriculum Grid**, your cohorts '**Our Next Steps in Learning**' mind map and **your knowledge** from the previous week as a guide select **two skills** to focus on over the next week and write these here*

For **each skill** identify your **target children** (refer to your cohorts '**Our Next Steps in Learning**' mind map for guidance) **

For **each skill** identify a **named practioner responsible** for leading on this learning intention – responsibilities will include resourcing, setting-up and maintaining, implementing and evaluating for this learning intention over the whole week***

Knowledge and Attitudes –

Using the **Foundations for Children Curriculum Grid**, your cohorts '**Our Next Steps in Learning**' mind map and **your knowledge** from the previous week as a guide select **two area of knowledge and or attitudes** to develop understanding of over the next week and write those here*

For **each area of Knowledge or attitude** identify your **target children** (refer to your cohorts '**Our Next Steps in Learning**' mind map for guidance)**

For **each area of Knowledge or attitude** identify a **named practioner responsible** for leading on this learning intention – responsibilities will include resourcing, setting-up and maintaining, implementing and evaluating for this learning intention over the whole week***

Implementation –

A place to record **how** you intend to **teach** or **make provision for learning**, this could include any;

- **Resources** you will need or have provided
- **Teaching strategies** you intend to use
- **Key vocabulary** to model

Differentiation -

A place to record any:

- Predetermined **changes** or **adjustments** to accommodate individual children
- **Changes** or **adjustments** made during the week to enable children to better access learning

Impact –

A place to **briefly** evidence;

- **What** the children have **learnt** throughout the week
- **How** we have seen the learning being **consolidated**

Voice of the Child –

A place to capture **children's views, feelings, choices and interests**, this could include any;

- **Interests** or **schemes** seen in the children's play at nursery or shared with you by parents/carers
- **Requests** made by a child or group of children for particular resources, play or activities



These may already be known to us, may be recorded as they occur or could be a mixture of both

Group Time –

Here you can set out by day what you intend to do for group time and how it links to learning and write those here*

- *For example: Isn't it funny how a bear likes honey? Group game (PSED, C & L)*

Identify a named practitioner responsible for leading group time each day here **

Considerations for Next Week's Planning –

A place to make a note of anything to include in next weeks plan based on play and learning that has been observed or children's wants/needs that have been identified



Learning Intentions: <i>What are we teaching?</i>	Implementation: <i>How are we teaching this?</i>	Differentiation: <i>Any changes or adjustments.....</i>	Impact: <i>Learning that has taken place</i>
Skill Development: * Target Children: ** Practioner Leading: ***			
Skill Development: * Target Children: ** Practioner Leading: ***			
Knowledge Development: * Target Children: ** Practioner Leading: ***			
Knowledge Development: * Target Children: ** Practioner Leading: ***			
Voice of the Child: <i>Capturing Children's views, feelings and choices...</i>	Implementation: <i>How are we providing for this?</i>		Impact: <i>Learning that has taken place...</i>



Child/Children:										
Interest or Request:										
Child/Children:										
Interest or Request:										
Group Time:	Monday	Tuesday	Wednesday	Thursday	Friday					
	*	*	*	*	*					
Practitioner Leading:	**	**	**	**	**					
Considerations for Next Week's Planning:										

Reviewed April 2024