



**BOND PRIMARY SCHOOL**

***WORKING TOGETHER TO CREATE CONFIDENT LIFELONG LEARNERS***

Joanne Pitter: EYFS Leader



**Bond Primary**



**Nursery Curriculum Map:  
2025- 2026**



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## **INTENT**

At Bond Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. Our outdoor early years provisions encapsulate children's imaginations and gives them tools to become resilient independent thinkers and learners. We have high aspirations for all our learners enabling them to reach their best through a combination of adult directed activities and child-initiated play. The Early years provision supports all areas of the EYFS to ensure that children develop physically, verbally, cognitively, and emotionally in an environment that values all cultures, communities, abilities, and people. The EYFS unit promotes inclusion by giving children a range of enrichment experiences such as the sensory garden, writing and maths opportunities throughout the outdoor area as well as the woodland and loose parts areas to explore.

We aim for our children to be confident and independent, to believe in themselves and interact positively with others. Learning through play is at the heart of our EYFS provision; children can explore with curiosity, ask questions and develop their language through meaningful, positive interactions. These positive relationships between staff and children, along with consistent routines enable us to work in partnership to achieve the best possible outcomes for their child. We are committed to ensuring that parent partnerships are also valued & bring a huge benefit to our team & the children. We encourage our learners through positive reinforcement to recognise and celebrate success on our proud wall, sharing their experiences with the class and their parents. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based. Our Early Years curriculum establishes the key skills and knowledge the children require. Our whole school approach ensures skills and knowledge are acquired and built upon each year providing the children with the tools to success & prepares them for their journey through school.

## **Implementation - The structure of our Early Years Unit is as follows:**

Across both Nursery the children start their day with Phonics taught using the Little Wandle Letters & Sounds phonics scheme. In Nursery children learn phonics through a range of sound games helping them to tune into sounds and learn how to oral blend letter sounds through phonics games. The children learn nursery rhymes during the session. They sing songs and they learn initial letter sounds. Each week a new sound is introduced and children learn the sound and match them to pictures. The children develop their knowledge of sounds by playing 'What's in the Box and match the sounds to the pictures. They are encouraged to use their skills across the early year's continuous provision unit. After phonics both Nursery and Reception children have the opportunity to engage in free flow play in the early year's unit. This means that children can play in both classrooms as well as the outdoor area. The indoor and outdoor provisions link closely to the Early years seven areas of learning, this includes the math areas, reading corners, writing tables, construction area, sand and water areas, loose parts areas (with natural objects), small world play, music areas, investigation areas, creative areas, and the role play areas. In the outdoor area children also have access to the same areas outdoors to ensure that children have the same learning opportunities indoors as well as outdoors. The outdoor area also includes a sensory garden, a ball pit, a stage for performance as well as a mud kitchen.

During the Morning and afternoon sessions Nursery children learn maths using the NCETM Number blocks scheme which allows children to learn maths using concrete resources, develop their mathematical language and apply their maths skills independently. Before home time children enjoy circle time, a shared story and talk about their learning experiences throughout the day. Children engage in reading groups daily and have the opportunity to take books home every week.



<b>Whole School Themes and EYFS topics</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Whole School Themes</b>	<b>The Story of Us!</b>		<b>Influencers</b>		<b>Don't worry, Be Happy!</b>	
<b>Nursery Topics</b>	<b>All about me!</b>	<b>My Home, My story</b>	<b>People who help us.</b>	<b>All creatures great and small.</b>	<b>Transport/ Journeys</b>	<b>Carnival</b>
<b>Trips and Workshops</b>	<b>Library Visit</b>	<b>Pantomime Visit</b>	<b>Visitors</b>		<b>Visit to the farm</b>	<b>Beach trip</b>
<b>Core Books</b>	<b>The Colour Monster Marvellous me!</b>	<b>My Family Peace at Last</b>	<b>People who Help us.</b>	<b>minibeast</b>		
<b>Building Blocks in Preparation for Progress</b>	<p><b>All about me!</b>  <i>As the children start their school journey, they begin to develop a sense of self and make valuable links between home and school. They learn to make friends and explore their immediate environment both indoors and outdoors. This prepares the children in understanding how we are all different. The children will learn to sing a range of nursery rhymes and</i></p>	<p><b>My Home, my story</b>  <i>This half term, the children learn about where they live, they learn their address and send a letter home. The children share what they like to do at home, the festivals they celebrate and</i></p>	<p><b>People who help us</b>  <i>Children share and explore the special people in their life The children learn about different occupations and are visited by different workers. They learn about who helps us in our school community and also identify special people in their own lives. The children develop empathy</i></p>	<p><b>All creatures great and small.</b>  <i>Children explore how different animals live and learn about their habitats. They will observe different life cycles and to talk about what they see. Children will develop and extend their "natural world" vocabulary and use it in their play. This prepares the children for learning about</i></p>	<p><b>Transport/ Journeys</b>  <i>Children will learn the names of different types of vehicles They will have the opportunity to discuss and talk about the different ways they travel to school and overseas. The children will have the opportunity to find out about</i></p>	<b>Carnival</b>



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	<p><i>songs. They will also learn about characters in stories and will develop their ability to join in with stories.</i></p>	<p><i>the food they like to eat.</i></p>	<p><i>by learning how to help others and begin to understand how others might be feeling.</i></p>	<p><i>different weather, seasons and the effects on the environment.</i></p>	<p><i>different countries of origin.</i></p>	
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## Communication & Language Development

### Education Programme:

Communication and Language underpins all the seven areas of learning and development as it is one of the main prime areas of development. Interactions and conversations between adults and children in the early years supports children’s language and cognitive development. The learning environment is also crucial to children’s development, this includes the development of a print rich environment, the use of songs and rhymes as well as stories which enable children to learn and apply new vocabulary in different contexts. These opportunities to develop children’s language skills enables them to thrive in the early years. Communication and language skills can be applied in all activities that children engage with, this includes role play area, the writing area, through the questions children ask, the conversation that they engage in, as well as in child-initiated play in the indoor and outdoor areas. These enrichment experiences enable children to develop their confidence in using a wide range of vocabulary and language structures.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery Topics</b>	<b>All about me!</b>	<b>My Home, My story</b>	<b>People who help us.</b>	<b>All creatures great and small.</b>	<b>Transport/ Journeys</b>	<b>Carnival</b>
<b>Nursery Skills</b>	<i>Start a conversation with an adult or a friend and continue it for many turns.</i>	Use longer sentences of four to six words.	<i>Use a wider range of vocabulary.</i>  Sing a large repertoire of songs.	<i>Start a conversation with an adult or a friend and continue it for many turns.</i>	<i>Use a wider range of vocabulary.</i>  <i>Use talk to organise</i>	<i>Be able to express a point of view and to debate</i>



	<p>Sing a large repertoire of songs.</p> <p>Use longer sentences of four to six words.</p>	<p>Sing a large repertoire of songs.</p> <p>Use longer sentences of four to six words.</p>	<p>Use longer sentences of four to six words</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p><i>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</i></p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p><i>Understand a question or instruction that has</i></p>	<p><i>themselves and their</i> play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Use a wider range of vocabulary.</p> <p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Learn new vocabulary.</p> <p>Develop social phrases.</p>	<p><i>when they disagree with an adult or a friend, using words as well as actions.</i></p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam</p> <p>Learn new vocabulary.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p>
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				<i>two parts, such as: "Get your coat and wait at the door".</i>		
<b>Nursery Knowledge</b>	<p>To know that stories have different characters which could be real and pretend.</p> <p>To know to sing words clearly so that they are audible.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to understand simple instructions.</p>	<p>To be able to differentiate and categorise occupations based on their roles.</p> <p>To remember new words I am learning when talking to others.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p>	<p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.</p> <p>To use the words they know appropriately to organise themselves and their play.</p>



## Personal Social and Emotional Development

### Education Programme:

Personal, social and emotional development (PSED), a prime area in the early years, is vital for children’s wellbeing and cognitive development. The social interactions, attachments and relationships children form in the early years enables them to develop empathy and understand their feelings and the feelings of others. Children in the early years are supported to manage their emotions through a range of activities and in everyday interactions with adults in the early years. This support includes circle time sessions to develop an understanding of emotions, through discussions of characters in stories to develop children’s understanding of feelings as well as behaviour modelled by adults. Through these activities children are encouraged to develop a positive sense of self and develop their confidence in their own skills and abilities. Through adult interaction children are supported to become independent learners allowing them to manage their personal needs. Children are encouraged to make positive relationships and form secure friendships allowing them to learn how to resolve conflicts and develop their problem-solving skills. These qualities enable children

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery Topics</b>	<b>All about me!</b>	<b>My Home, My story</b>	<b>People who help us.</b>	<b>All creatures great and small.</b>	<b>Transport/ Journeys</b>	<b>Carnival</b>
<b>Nursery Skills</b>	Increasingly follow rules, understanding why they are important  Play with one or more other children, extending and elaborating play ideas.	Develop their sense of responsibility and membership of a community.	Develop their sense of responsibility and membership of a community.  Increasingly follow rules,	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.



		<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>	<p>understanding why they are important</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Show more confidence in new social situations.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Talk with others to solve conflicts.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>To show more confidence in new social situations</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Talk with others to solve conflicts.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Remember rules without needing an adult to remind them.</p>
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			Make healthy choices about food, drink, activity and toothbrushing			
<b>Nursery Knowledge</b>	To know that they can approach adults in Nursery when needed.	To know how to adapt behaviour to suit classroom routines.  To show confidence in asking adults for support.  To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.	Understand gradually how others might be feeling.  To know how to manage their emotions in different situations.  To know that there are boundaries set.  To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.  To know that we must respect our resources and out them back when we have finished with them.  To know that when playing in a group they need to share	To be aware of the different areas in the Nursery and how to explore them safely.  To approach an adult if they need support.	To know that to play nicely it's important to share and take turns.  To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.  To know that it is OK to engage with others, even if in a different environment.  To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.	To know how to talk politely and develop an understanding of what is appropriate.  To know that it is OK to challenge others, but they must remember to always be kind.  To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.  Understand gradually how others might be feeling.



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			and also know that they will get a turn.		Talk about their feelings using words like 'happy', 'sad', 'angry' or <b>'worried'</b> .	
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## Physical Development

### Education Programme:

Physical development (PD) is crucial for child development. As a prime area in the early years, physical development is noted for the role it plays in the development of children’s skills such as their fine motor and gross motor skills. The development of children’s fine motor and gross motor skills enables them to become independent learners, firstly by giving them the ability self-manage and dress themselves, and secondly it supports their hand eye co-ordination, a skill which is essential to support children to hold a pencil and importantly to engage in mark making. Fine motor skills such as this enables children in their letter formation to develop their literacy and writing skills. The use of play and larger equipment in the outdoor area enables children to develop the core strength and gross motor skills which help build a foundation for developing healthy bodies and social and emotional well-being. Activities which provide children with a range opportunities to develop their fine motor and gross motor skills enable children to become proficient and confident learners.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery Topics</b>	<b>All about me!</b>	<b>My Home, My story</b>	<b>People who help us.</b>	<b>All creatures great and small.</b>	<b>Transport/ Journeys</b>	<b>Carnival</b>
<b>Nursery Skills</b>	Show a preference for a dominant hand.  Use one-handed tools and equipment, for example, making snips in paper with scissors	Be increasingly independent as they get dressed and undressed, for example, putting coats	Use one-handed tools and equipment, for example, making snips in paper with scissors	Show a preference for a dominant hand.  Use one-handed tools and equipment, for example, making	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run	Choose the right resources to carry out their own plan.  Collaborate with others to manage large items, such



	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>To climb apparatus safely. (Au1)</b></p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet</p>	<p>on and doing up zips</p> <p>Show a preference for a dominant hand.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>To use mark making resources with increasing independence. (Au2)</b></p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Use one-handed tools and equipment, for example, making snips</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Show a preference for a dominant hand.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p><b>To mark make in sensory trays and also copy different patterns. (Sp1) ?</b></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p>	<p>snips in paper with scissors</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely,</p>	<p>across a plank, depending on its length and width</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start taking part in some group activities which they make up for</p>	<p>as moving a long plank safely, carrying large hollow blocks</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet</p>
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		in paper with scissors	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills	carrying large hollow blocks  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Go up steps and stairs, or climb up apparatus, using alternate feet	themselves, or in teams  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Go up steps and stairs, or climb up apparatus, using alternate feet	
<b>Nursery Knowledge</b>	<p>To know about personal hygiene and the importance of being clean and tidy. <b>(Au1)</b></p> <p>To know that washing hands is important after using the toilet and before we eat. <b>(Au1)</b></p> <p>To know that books in English should be read from left to right and one page at a time. <b>(Au1)</b></p> <p>To use alternate feet when climbing apparatus.</p>	<p>To show confidence in dressing up and self-care activities. <b>(Au2)</b></p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p> <p>Increasingly be able to use and remember sequences and patterns</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p> <p>To know that they need to use tools with a dominant hand.</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from</p>	<p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.</p> <p>To know how to use one handed tools effectively.</p> <p>To be able to follow a simple sequence of movements to music and rhythm.</p> <p>Increasingly be able to use and</p>	<p>To know the correct ways of forming letters.</p> <p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc</p>	<p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly. <b>(Su2)</b></p> <p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p>



	<p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. <b>(Au1)</b></p>	<p>of movements which are related to music and rhythm</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. <b>(Au2)</b></p>	<p>one point to another without dropping.</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.</p> <p>To know what making right food choices looks like. <b>(Sp1)</b></p> <p>To show independence in self help skills such as toileting and dressing</p>	<p>remember sequences and patterns of movements which are related to music and rhythm</p>	<p>and display some spatial awareness.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>To write own name.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p><b>(3-4 DM)</b></p>
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## Literacy Development

### Education Programme:

Storytimes in the early years helps instil a love of reading, which is important for all learners. Reading is a multidimensional skill which consists of language comprehension, word recognition and decoding. Children develop their literacy through the use of rhymes, poems, songs and listening to stories. Children are encouraged to develop their literacy skills through a range of activities and in phonics lessons they learn letter sounds, blend sounds and segment sounds. These are the building blocks of enabling children to become confident readers. Opportunities to practice these skills can be found in all learning areas in the early years foundation stage, such as writing and forming letters in the sand area, writing shopping lists and recipes in the role play area, labelling their drawings in the creative and construction areas, and through their enjoyment for learning they become engaged in writing for a purpose and develop their problem-solving skills. These qualities enable children to learn in a secure environment that supports their development and achievement in school.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery Topics</b>	<b>All about me!</b>	<b>My Home, My story</b>	<b>People who help us.</b>	<b>All creatures great and small.</b>	<b>Transport/ Journeys</b>	<b>Carnival</b>
<b>Nursery Skills</b>	Understand print has meaning	Understand print has meaning  Engage in extended conversations	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the	Understand print has meaning  Use some of their print and letter knowledge in their	Engage in extended conversations about stories, learning new vocabulary.	count or clap syllables in a word  spot and suggest rhymes



		<p>about stories, learning new vocabulary.</p> <p>recognise words with the same initial sound, such as money and mother</p>	<p>top of the page; writing 'm' for mummy</p> <p>Understand print has meaning</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Phase 1 phonics recognise words with the same initial sound, such as money and mother (3-4 DM)</p>	<p>early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p> <p>print can have different purposes</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some letters accurately.</p> <p>Write some or all of their name</p> <p><b>Phase 1 phonics</b> recognise words with the same initial sound, such as money and mother</p>	<p>spot and suggest rhymes</p> <p>Understand print has meaning</p> <p>print can have different purposes</p> <p>the names of the different parts of a book</p> <p>we read English text from left to right and from top to bottom</p> <p>page sequencing</p> <p>Write some or all of their name</p> <p>Write some letters accurately.</p>	<p>print can have different purposes</p> <p>the names of the different parts of a book</p> <p>we read English text from left to right and from top to bottom</p> <p>page sequencing</p> <p>Write some letters accurately.</p>
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<p><b>Nursery Knowledge</b></p>	<p>To know that text can be used as a form of identification.</p> <p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To learn a range of Nursery Rhymes.</p> <p>To retell a story</p> <p>To distinguish between different sounds they hear</p>	<p>To know that letters are used to make up words.</p> <p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To learn that stories have a sequence; beginning, middle and end.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p>	<p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p>	<p>To be able to talk about their marks with confidence.</p> <p>To talk about the sounds they have identified from the Little Wandle program.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To know that blending sounds makes words.</p> <p>To identify the pictures with corresponding sound.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To identify CVC words orally.</p> <p>To be able to segment sounds in CVC words.</p> <p>To know that letters make sounds.</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>
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		<p>To begin to acknowledge initial sounds and their relevance in the environment</p> <p>To distinguish between different sounds they hear</p>				
<p><b>Nursery – Little Wandle (links to music and reading)</b></p>	<p>Tuning into sounds (auditory discrimination). Environmental and Musical</p> <p>Acknowledging pictures that represent sounds and emphasising the initial sound when name the picture (e.g. mmmmmmountain) – looking at both real and cartoon images that represent initial sounds.</p>	<p>Listening to and remembering sounds. verbally segmenting and blending.</p>	<p>Introduce Phase 2 Little Wandle program</p> <p>Introduce writing sounds.</p>			



## Mathematical Development

### Education Programme:

Instilling a strong understanding of number is essential in creating the basic foundations for children to excel in maths. In the early years children are given a range of opportunities to develop their understanding of number. This includes counting aloud, counting actions through movements and games, and through the use concrete resources, such as counters and small world toys. Children also develop a secure knowledge of number recognition, which is supported by numbers in the environment and resources which are used across all areas of learning. Such activities include counting and printing shapes and patterns in the creative areas, counting objects in the sand and water areas, counting actions and sounds in the science areas, writing and recognising numbers in the writing areas as well as engaging in maths related child-initiated activities. During maths carpet times children in the early years are introduced to a range of maths concepts such as counting on from a number, finding one more or one less than a number, learning how to organise their counting by using tens frames enabling them to subitise as well as learning their number bonds, addition, subtraction and simple multiplication. The early years curriculum also focuses on spatial reasoning with the aim of developing children's knowledge of space, shape and measures. It is vital that children are encouraged to take part and not worry about making mistakes, as this is key to develop a positive attitude to maths and instil a love for maths in all children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Topics	All about me!	My Home, My story	People who help us.	All creatures	Transport/ Journeys	Carnival



				<b>great and small.</b>		
<b>Nursery Skills</b>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Show 'finger numbers' up to 5</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Show 'finger numbers' up to 5</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems with numbers up to 5 (3-4 DM)</p> <p>Recite numbers past 5.</p> <p>One more/less using a number line.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Recite numbers past 5.</p> <p>One more/less using a number line</p> <p>Compare quantities</p>	<p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p>



		<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>To count up to 10.</p>	<p>using language: 'more than', 'fewer than'.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p>	<p>Notice and correct an error in a repeating pattern.</p> <p>To recall simple facts about a familiar journey.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p>	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>
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<p><b>Nursery Knowledge</b></p>	<p>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p> <p>To know that time can be measured using days.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p>	<p>To say number names to 10 in order.</p> <p>To know that a group of objects can also be represented by a number</p> <p>Singing a range of number songs.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p>	<p>To create and repeat simple patterns.</p> <p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To say number names to 10 in order.</p> <p>To be able to say number names forwards and backwards to 10.</p> <p>To know that each object should only be counted once.</p> <p>Singing a range of number songs.</p>	<p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To use the language of more and less to compare amounts.</p> <p>To know that numbers can be ordered.</p> <p>To be able to demonstrate through games and role play an understanding of positional language.</p> <p>Singing a range of number songs.</p>	<p>To subitise to 6.</p> <p>To remember the order in which things happen.</p> <p>To know that subtraction means taking an amount away from a group.</p> <p>To know that some shapes more appropriate than others when building.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>	<p>To subitise to 6.</p> <p>To learn vocabulary linked to describing size and distance.</p> <p>To be able to say number names forwards and backwards to 15.</p> <p>To remember the order in which things happen.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>
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## Understanding The World

### **Education Programme:**

Developing children's knowledge and understanding of the world is essential for supporting them in making sense of the world and their community. It is important to give children a range of experiences to develop their personal understanding of the world around them. Such experiences include visits to the local and wider area to visit parks, libraries, museums, city farms and zoos. The use of visitors in the early years setting is also valuable as it increases children's knowledge of important members of society or people who help us such as the police, firefighters, nurses and postal workers. The use of non-fiction texts are also vital to encourage children to find ways of developing their knowledge and ways to find out more, which supports children's curiosity, encourages them to ask questions to learn about different cultures, people, animals, society, technology and the environment.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery Topics</b>	<b>All about me!</b>	<b>My Home, My story</b>	<b>People who help us.</b>	<b>All creatures great and small.</b>	<b>Transport/ Journeys</b>	<b>Carnival</b>
<b>Nursery Skills</b>	Continue developing positive attitudes about the differences between people  <b>(History Links)</b>	Begin to make sense of their own life-story and family's history.  History Links	Explore how things work.  <b>Science Links</b>	Plant seeds and care for growing plants.  <b>(Science Links)</b>	<b>To develop an understanding of life under the sea (Su1) (Geography Link)</b>	Explore and talk about different forces they can feel.  <b>Science Links</b>



	<p>Begin to make sense of their own life-story and family's history.</p> <p><b>History Links</b></p> <p>Explore how things work.</p> <p><b>Science Links</b></p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p><b>(Geography Links)</b></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p><b>(Geography/ Science Link)</b></p>	<p>Explore how things work.</p> <p><b>Science Links</b></p> <p>Continue developing positive attitudes about the differences between people</p> <p><b>(History Links) (RE Links)</b></p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p><b>(Geography Links)</b></p> <p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Explore and talk about different forces they can feel.</p> <p><b>Science Links</b></p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p><b>(Geography/ Science Link)</b></p> <p>To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).</p> <p><b>(Geography Link)</b></p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p><b>(Science Links)</b></p> <p>Explore and talk about different forces they can feel.</p> <p><b>Science Links</b></p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore collections of materials with similar and/or different properties</p> <p><b>(Science and Geography)</b></p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore how things work.</p> <p><b>Science Links</b></p>	<p>Explore collections of materials with similar and/or different properties</p> <p>To use senses to explore the world around them.</p> <p><b>(Geography/ Science Link)</b></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p><b>(Geography/ Science Link)</b></p> <p>Explore and talk about different forces they can feel. (3-4 DM)</p> <p><b>(Science Link)</b></p> <p>Explore how things work. (3-4 DM)</p> <p><b>Science Links</b></p> <p>Children to talk about significant events in their life with confidence.</p>	<p>Talk about the differences between materials and changes they notice</p> <p><b>(Science Links)</b></p>
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		<p><b>(Geography/ Science Link)</b></p>		<p>Use all their senses in hands-on exploration of natural materials. <b>(Geography/ Science Link)</b></p>	<p><b>(History Link)</b> Begin to make sense of their own life-story and family's history. (3-4 DM) History Links</p> <p>To know that there are different ways to live and talk about the differences they have experiences or seen in photos,</p> <p><b>(Geography Link)</b></p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3-4 DM) <b>(Geography Links)</b></p> <p>To use the computer to complete a simple task. <b>(Su1)</b></p>	
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					<p><b>(Computing Link)</b></p> <p>To explore materials which will float and which will sink. <b>(Su1)</b> <b>(Science Link)</b></p>	
<p><b>Nursery Knowledge</b></p>	<p>To know about family structures and be able to talk about who is part of their family. <b>(History Link)</b></p> <p>To begin to talk about what they see using some new vocabulary. <b>(History Link)</b></p> <p>Shows an interest in technological toys. <b>(Computing Link)</b></p>	<p>To be able to categorise animals by their characteristics. <b>(Science Link)</b></p> <p>To make Rangoli patterns on the computer. <b>(Computing/RE Link)</b></p> <p>To learn about the different stories related to Autumn festivals. <b>(History/RE Link)</b></p> <p>Shows an interest in technological toys.</p>	<p>To know similarities and differences between modes of transportation. <b>(Science Link)</b></p> <p>To know that adults do a variety of jobs and that they are not all the same</p> <p>To show an awareness of the emergency services and how they can help us.</p> <p>To talk about what they see using new vocabulary with independence. <b>(Science/ Geography Link)</b></p> <p>Knows how to use different technological toys <b>(Computing Link)</b></p>	<p>To know that every living being has a life cycle and they change in shape and size as they grow. <b>(Science Link)</b></p> <p>To know that living beings follow a similar growth pattern and make comparisons. <b>(Science Link)</b></p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. <b>(Science/ Geography Link)</b></p>	<p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. <b>(Science/ Geography Link)</b></p> <p>To know that there are different ways to live <b>(Geography Link)</b></p> <p>Knows how to operate simple equipment. <b>(Computing Link)</b></p>	<p>To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. <b>(Science/ Geography Link)</b></p> <p>To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. <b>(Science/ Geography Link)</b></p>



		<p><b>(Computing Link)</b></p>		<p>Knows how to use different technological toys <b>(Computing Link)</b></p> <p>To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful, wild animals live in forests/jungles /safaris/ zoos or aquariums . <b>(Science Link)</b></p> <p>Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. <b>(Sp2)</b> <b>(Geography Link)</b></p>		<p>To know how to test whether materials will float or sink.</p> <p><b>(Science Link)</b></p> <p>Knows how to operate simple equipment.</p> <p><b>(Computing Link)</b></p> <p>To know the difference between farm animals and wild animals.</p> <p><b>(Science Link)</b></p>
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## Expressive Arts and Design

### **Education Programme:**

In the play based early years curriculum, children are encouraged to be creative, use their imagination and engage in a variety of activities which enable them to use expressive arts and design. There are many opportunities for children to engage with the arts, this includes opportunities to create using a variety of media and materials. Children also participate in learning songs, rhymes, play musical instruments and develop their own self-expression in their play. Through the use of visitors children can learn about different musical worlds, enabling them to develop their knowledge of pitch, tone and melody. With increased access to a variety of instruments children can be encouraged to play instruments with increasing control to express their feelings and ideas. Opportunities to engage in expressive arts and design is fundamental to children's progress in interpreting and appreciating the music they hear allowing them to develop their skills confidently.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery Topics</b>	<b>All about me!</b>	<b>My Home, My story</b>	<b>People who help us.</b>	<b>All creatures great and small.</b>	<b>Transport/ Journeys</b>	<b>Carnival</b>



<b>Nursery Skills</b>	<p>Listen with increased attention to sounds</p> <p><b>Music Links</b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p><b>Links</b></p>	<p>Listen with increased attention to sounds</p> <p><b>Music Links</b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Link:</p> <p>Explore colour and colour mixing <b>(Art Link)</b></p>	<p>Listen with increased attention to sounds</p> <p><b>Music Links</b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore colour and colour mixing <b>(Art Link)</b></p>	<p>Develop their own ideas and then decide which materials to use to express them <b>(DT/Art Link)</b></p> <p>Join different materials and explore different textures <b>(DT/Art Link)</b></p> <p>Respond to what they have heard, expressing their thoughts and feelings. <b>(Music links)</b></p> <p>Remember and sing entire songs. <b>(Music links)</b></p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <b>(Music links)</b></p> <p>Sing the pitch of a tone sung by</p>	<p>To use puppets and props to act out different traditional stories. <b>(Art Link)</b></p> <p>To make masks for role play. <b>(DT/Art Link)</b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. <b>(Music Link)</b></p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. (3-4 DM) <b>(Art and DT Links)</b></p> <p>Develop their own ideas and then decide which materials to use to express them <b>(DT/Art Link)</b></p> <p>Respond to what they have heard,</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p><b>Art.</b></p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><b>(Art and DT Links)</b></p> <p>Draw with increasing complexity and detail, such as representing a face with a circle</p>



				<p>another person ('pitch match'). <b>(Music links)</b></p> <p>Play instruments with increasing control to express their feelings and ideas <b>(Music links)</b></p> <p><b>(Art Links)</b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Listen with increased attention to sounds</p>	<p>expressing their thoughts and feelings. <b>(Art Links)</b></p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <b>(Music links)</b></p> <p>Create their own songs or improvise a song around one they know. <b>(Music links)</b></p> <p>Play instruments with increasing control to express their feelings and ideas <b>(Music links)</b></p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc <b>(DT/Art Link)</b></p>	<p>and including details. <b>(DT/Art Link)</b></p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <b>(Music links)</b></p> <p>Create their own songs or improvise a song around one they know. <b>(Music links)</b></p> <p>Respond to what they have heard, expressing their thoughts and feelings. <b>Link Art</b></p> <p>Play instruments with increasing control to express</p>
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				<p><b>Music Links</b></p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc <b>(Art Links)</b></p> <p>Explore colour and colour mixing <b>(Art Link)</b></p>	<p>Use drawing to represent ideas like movement or loud noises <b>(Art Link)</b></p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc <b>(Art Link)</b></p> <p>Explore colour and colour mixing <b>(Art Link)</b></p> <p>Uses available resources to create props to support role-play. <b>(DT/Art Link)</b></p> <p>Make imaginative and complex ‘small worlds’ with blocks an construction kits, such as a city with different buildings and a park <b>(DT/Art Link)</b></p>	<p>their feelings and ideas <b>(Music links)(Art Links)</b></p> <p>Explore different materials freely, using them with a purpose. <b>(Art Link)</b></p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park <b>(DT/Art Link)</b></p> <p>Beginning to be interested in and describe the texture of things. <b>(Art Link)</b></p>
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					<p>Explore different materials freely, to develop their ideas about how to use them and what to make. ( <b>(DT Link)</b></p>	
<p><b>Nursery Knowledge</b></p>	<p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. <b>(Music Link)</b></p> <p>To know that certain art types belong to different cultures. E.g. Africa. <b>(Art/Geography Link)</b></p> <p>For children to be able to construct with a purpose and safely. <b>(DT Link)</b></p>	<p>To know how different colours and materials can be used to create things. <b>(Art Link)</b></p> <p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. <b>(Art/RE Link)</b></p>	<p>To know how colours can be mixed to make a new colour. <b>(Art Link)</b></p> <p>To use their imagination to create different works of art. <b>(Art Link)</b></p> <p>For children to be able to construct with a purpose and safely. <b>(DT Link)</b></p> <p>To play instruments to express feelings and ideas. <b>(Music Link)</b></p>	<p>To know about the different materials and what can be created with them. <b>(Art/DT Link)</b></p> <p>To use their knowledge of stories in acting them out with friends. <b>(Art Link)</b></p> <p>Sing songs clearly using correct words that have been learned. <b>(Music Link)</b></p> <p>To know how to create recognisable representations of objects. <b>(Art Link)</b></p>	<p>To know how to use props appropriately for particular stories. <b>(Art/DT Link)</b></p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. <b>(Art/Music Link)</b></p> <p>For children to be able to construct with a purpose and safely.</p>	<p>To know that body movements can be changed depending on the rhythm to achieve a desired effect. <b>(Music Link)</b></p> <p>To know that different construction toys can be used to make new things that can be used in pretend play. <b>(Art/DT Link)</b></p> <p>To show confidence in choice of media when creating a model or picture. <b>(Art Link)</b></p>



					<p><b>(DT Link)</b></p> <p>To know how to use available props to develop stories and make imaginative play more purposeful.</p> <p><b>(Art/DT Link)</b></p>	
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**Positive learning behaviours will be achieved through:**

- High expectations for learning;
- Clear routines and procedures that help build self-assurance for children;
- Purposeful and challenging experiences;
- An enabling environment;
- Inspiring teaching that will enable the children to display a thirst for knowledge and understanding and a love of learning;
- The formation of a strong partnership with parents/carers;
- An individualised approach to the pastoral care and needs of every child who is unique. Work with outside agencies and SENCo

**The enabling environment** provides stimulating resources, which are accessible and open-ended so that they can be used, moved and combined in a variety of ways. The list below is a guide of the resources examples for areas, which are purposeful, readable and enable our children to be independent in their learning.

- All examples of children's work will be captured in an individual maths and writing/English book to ensure that progress from the baseline for every child is clearly visible. There will be a "progress in writing" wall for each class and this will be updated every half term with a piece of writing and every half term with a name writing ladder. In addition to this will be a learning journal for each child and the on-line access for parents/carers via the Tapestry programme. Communication and weekly planning and information will continue to be shared using the Dojos programme. This will require setting up before the beginning of the Autumn term and Invitations for parents given out during home visits/ first day.