



Foundation Stage 1 (FS1) Curriculum and Intent, Implement and Impact

(Please see the 'EYFS mission Statement' as an overview to our Early Years alongside the 'Intent, Implement and Impact' for FS1)

Introduction to the Early Years

In Nursery, we follow the 'statutory framework for the early years foundation stage' for the welfare, safeguarding and curriculum for our children.

The Early Year Years Curriculum (Nursery and Reception), follows 3 Prime areas and 4 specific areas of learning that lead onto the Early Learning Goals needing to be met by the end of Reception (FS2).

The Prime Areas are extremely important for all children as they provide the basic, life-long skills they need, to access the specific areas of learning. These specific areas cannot be learnt properly before the building blocks within the prime area have been developed. The Specific areas allow the children to have a broad range of experiences and opportunities and develop their knowledge and skills across a wide range of contexts.

The Specific Areas of Learning cannot be developed alone, and rely on the skills gained in the Prime Areas of Learning.

The 7 Areas of Learning and development that must shape education programmes in EYFS setting:

The Prime Areas of Learning:

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

The Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of Learning has an 'Educational Programme', which gives a summary of activities and experience that are to be provided giving the children a deep, broad, and powerful curriculum and that meets their needs.

The Frameworks over-arching principles are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

(Statutory Framework)

There are 3 'Characteristics of Learning' that determine the way that a child will respond to both the teaching and learning taking place with our Nursery, which focus on how they learn and in which helps us our practice to individualise learning. This allows every child to learn and develop in their own way and in their own time.

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

(Statutory Framework)

This document, explains using the 3 I's; Intent Implement and Impact for Butlers Hill Nursery, what the aim is for our children, how we do it and what the impact is.

Nursery's Intent

Dream Big, Aim High

Caring

Confident

Creative

In Nursery, we are passionate about the **importance of learning through play and exploration** and having a holistic approach to learning and the child. We focus on nurturing children and celebrating individuality.

Our understanding of children's developmental stages, the styles that children learn in and individuality means that we can provide a broad, dynamic and well balanced curriculum for our children.

We cherish our relationships with parents ('parent' is used throughout this document to refer to parents, carers, and guardians) and value them as the children's first educators. Through getting to know the families we have a good understanding of their experiences that they have had previously allowing us to build on them and broaden their horizons. This will also lead to a trusting, safe and secure environment where the child can feel supported and be confident in.

Understanding the needs of the children of the area, the cohort and individuals, we have developed a broad, open ended and rich curriculum that has a balance of 'in the moment' planning, focussed sessions and teacher led time providing every child with the opportunity to develop and learn in their own way. The planning and curriculum is adapted as and when needed to match the children's needs.

As a Team we discuss all the children, this aids us to determine our starting point known as the 'Curriculum Driver', this provides the learning of necessary skills needed by the cohort, however it also acts as a stimulus to children's individual learning. We build our curriculum around the characteristics of learning, the statutory guidance, the core values, developmental knowledge and the aims of the school, using quality books, skilled adult interactions and special days.

We know that children learn best when they are interested and motivated, we use 'In the Moment learning and planning' allowing us to capture the moment a child is highly engaged and inspired, to build and extend on learning which is appropriate to the unique child. This is achieved by, staff who are highly skilled at observing and following the lead of children's interests, a place in which children are most engaged, inspired and motivated to learn.

It gives them the time to explore, be inquisitive and curious of the environment and world around them, to ask questions, experiment in different ways, adapt their work and have the skills and knowledge to become independent, confident, creative learners and thinkers. At these early stages, it is important that they have the time to develop the building blocks for the natural stages of development this will prepare them for the continuation of their learning journey.

We also recognise that for some children, particular skills need to be taught through focussed sessions, which we do by providing a balance between focussed and in the moment planning. Phonics is taught as focussed sessions to all children.

The Curriculum and learning within Nursery follows through progressively into Reception, building and expanding on their prior knowledge, skills and experiences.

School Key priorities for our context:

- Aspirations/Being a Responsible citizen
- Healthy Living
- Growth Mindset (this feeds in with every Curriculum Driver)

Term	Curriculum Driver	Rationale	Stimulus
Nursery A1	Let's Talk	<ul style="list-style-type: none"> • Low starting points SLCN • Interaction • Getting to know chin • Social skills 	<ul style="list-style-type: none"> • Time capsule – create a portrait of themselves for opening in Reception • SALT activities • Adults in play modelling interactions • Story linked to repetitive • Music sessions
Nursery A2	Me and My world	Responsible Citizen – respect, acceptance, celebrating difference <ul style="list-style-type: none"> • A sense of self – who am I? Where am I from? • Acceptance of similarities/differences of each other • Acceptance of others traditions/cultures/religions etc. • Responsibility of caring for our locality/world 	<ul style="list-style-type: none"> • Books • Festivals • Jigsaw (links with Occupations) • Special days •
Nursery Sp1			
Nursery Sp2	Busy Hands, Busy Bodies	<ul style="list-style-type: none"> • Healthy living – healthy eating/exercise (jigsaw) • Growth <u>mindset</u> • Gross and fine motor skills • Occupations – aspirations • Caring for people 	<ul style="list-style-type: none"> • Jigsaw • Books/ action songs • Visitors linked to occupations & skills within Gross/ fine motor • Allotment
Nursery Sum1	Story Tellers Chair	<ul style="list-style-type: none"> • Building on SLCN • Relationships • Looking after environment 	<ul style="list-style-type: none"> • Story teller visitor • Traditional stories • Nursery Rhymes • Jigsaw
Nursery Sum2	There's adventures to be had	<ul style="list-style-type: none"> • Healthy living – growing food • Caring for environment • Transition 	<ul style="list-style-type: none"> • Butterflies enhancement – insect lore • Allotment • Transition into Reception

Reception A1	Can you tell me about you?	<ul style="list-style-type: none"> • Responsible Citizen – respect, acceptance, celebrating difference • A sense of self – who am I? Where am I from? • Acceptance of similarities/differences of each other • Acceptance of others traditions/cultures/religions etc. • Getting to know the children and their families • 	<ul style="list-style-type: none"> • Super Duper You <u>Sophy Horn</u> • Time capsule – open Nursery's and create new one ready for Year1
Reception A2	What has happened in the <u>homescorner</u> ?	<ul style="list-style-type: none"> • Exposure to a traditional tale (often not in children's experience) 	<ul style="list-style-type: none"> • The Gingerbread Man
Reception Sp1	Why do people celebrate <u>CNY</u> ?	<ul style="list-style-type: none"> • Responsible Citizen – respect, acceptance, celebrating difference • A sense of self – who am I? Where am I from? • Acceptance of similarities/differences of each other • Acceptance of others traditions/cultures/religions <u>etc.</u> 	<ul style="list-style-type: none"> • The Magic Paintbrush <u>Julia Donaldson</u> • China • Chinese New Year
Reception Sp 2	Who will save the <u>Day</u> ?	<ul style="list-style-type: none"> • Healthy living • Healthy Lifestyles • Real life super hero – occupations 	<ul style="list-style-type: none"> • <u>Superhero</u> Paul Linnet/Sue Hendra • Healthy Food • Occupations
Reception Sum1	Where are they hiding?	<ul style="list-style-type: none"> • Caring for the environment • <u>Crow mindset</u> – what can I do to help? • Growth <u>Mindset</u> - Smallest creature has a purpose and link to themselves 	<ul style="list-style-type: none"> • Mad About <u>Minibeasts</u> Giles Andreas • Life cycle of ladybirds • Bees – importance within the environment
Reception Sum 2	How do things change over time?	<ul style="list-style-type: none"> • Transition • Environment & seasons • Aspirations and Growth <u>Mindset</u> – being ready to move on to the next year group 	<ul style="list-style-type: none"> • The Growing Story <u>Ruth Krauss</u> • changes looking at a tree alongside weather and animals • Transition to Y1 • Send time capsule to Y1

As a school we recognise that Speech and Language is one of the areas that need support and development when the children first come into our Early Years, on average, they arrive with much lower starting points than nationally.

Being the first doors that the majority of children in school come through, we know that the, Prime Area: 'Communication and Language' is paramount to a child's learning and development across all the areas of the curriculum. Language unlocks Learning!

Communication and language development is therefore a consistent focus throughout the year and our first Curriculum Driver being 'Let's talk'. We support children's development by providing a rich language environment, where conversations, singing and sharing stories, communication print and Makaton signing becomes a regular part of the children's day all through the year. In addition to this, we use the programme 'Ultimate Phonics' to support Phase 1 phonics progression and 'Colourful Semantics' is the basis of our teaching of focus books over the year, providing not only a development of vocabulary, communication, listening and attention and literacy skills but also a love for books and reading.

As a school, we want the children to continue their journey with a love for learning, being confident and creative, with good morals and a thirst for knowledge, aspiring to be the best that they can be. That they can use their core values to show respect, kindness and have acceptance of others as they go into the world and their next adventure.

The Butler's Hill's mission of *Dream Big, Aim High* and the '3 C's' *Caring, Confident and Creative* are what we strive all children to be when leaving us. That they are able to confidently communicate and interact with peers and adults in the world around them, show care and concern for themselves, others and the environment and be a creative thinker.

Implement

In Nursery, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We know that children learn best when they are happy, safe, secure and know that they are listened to therefore creating nurturing relationships with the children is paramount.

Our inclusive approach ensures the content of the curriculum and continuous provision is differentiated to meet the needs of all learners and is taught in a logical and progressive progression so that children build on, extend and broaden prior learning building up to the Reception (FS2) curriculum.

Below are some of the main ways in which we implement our intent within Nursery.

Our one rule

In Nursery there is only one rule, that is to 'Be Kind', and this encompasses all areas. It is in the way we work, speak and interact with others both within the Nursery setting and in the wider world, but also to ourselves. We learn different ways in which to be kind and how this might look in different situations, spending lots of time within their play modelling, scaffolding and supporting them, giving them the vocabulary to communicate their needs and the skills to be confident, to interact, negotiate and explore alongside lots, lots more!

Planning

All plans are adapted and amended to address the ever growing and changing needs of all our children alongside their interests. We have a Long term plan (LTP). This is a brief synopsis of topics covered and should be used in conjunction with EYFS outcomes and our more detailed termly overviews, which are produced each half term. This will change depending on children's learning, skills and interests. The LTP provides a 'Curriculum Driver' that acts as a 'stimulus' dependent on each cohort. Each area of the curriculum has been carefully developed to introduce, strengthen and build on previous learning. The cultural capital and 'care' is a golden thread that is taught through a variety of ways i.e. special days, Jigsaw, visits/visitors. Throughout the year the Long term plan will be adapted to match the needs of the cohort.

The medium term plan (MTP) or half termly planning is a more in depth plan of the LTP. We have regular discussions between staff and other adults who are part of the children's lives and use the gaps in learning to provide the learning intentions for that half term alongside our curriculum. This is adapted throughout the half term to provide the children with the skills that they need to progress further.

The short term planning (STP) is an overview of the week of both focused times and 'in the moment' time along with specific learning intentions for that week e.g. maths. The planning also provides the learning intentions for each area of learning as a 'stimulus' for that week and provides possible enhancements to support the continuous provision.

We plan a variety of extra enhancements, for example, visits and visitors, immersion days and curiosity cubes, to provide experiences they may not have had the opportunity for and to build on their learning, interest and broaden their cultural capital.

Continuous Provision

The Continuous Provision is a working document that is built upon day by day and a picture of the learning within Nursery can be seen by the end of the half term. The resources within the provision stay mostly consistent to allow children to explore and expand on previous learning, the security of knowing where to find certain resources to enhance their own learning and create independent, creative learners and thinkers; However areas may be enhanced based upon the weekly/ half termly learning intentions or to the children's interests. Learning through play is timetabled to ensure that children have as much uninterrupted time as possible so they can become engrossed and deepen their level of thinking, understanding and explorative play. There are always highly skilled adults in the children's play to ensure that they have role models, especially for language and social skills, as well as to be both supported and challenged when needed. Sometimes there is a need for direct teaching of a skill or knowledge and in this case all activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Organisation of the Staff and setting

There is a balance between focused teacher input and 'in the moment' learning. Our children thrive when learning through their own interests, however they also need some focussed teaching of certain learning intentions either as a group or as a cohort to introduce something new, support gaps in learning, extend and/or consolidate knowledge and skills. When in play or in the 'continuous provision' the staff are highly skilled at supporting and following the child's interest consolidating, extending and incorporating skills into different contexts and areas of learning. The use of high quality interactions, careful questioning, commenting, observations, and different levels of support e.g. scaffolding are extremely important to help a child feel that they can have a go and keep going and that its ok to make mistakes or adapt appropriately.

We understand the need for children to have a large space to practise their skills at a gross motor level, so they can use big movements, control their balance and co-ordination, manage risk taking and develop their core muscles. Therefore, during continuous provision, the doors are open and the children have access to a free-flow environment. It also supports their mental wellbeing, health benefits, cognitive and emotional learning.

The children have weekly focussed sessions on Phonics, Maths, PSE and fine motor; however at different points of the academic year there could be an emphasis on particular areas of learning. For example, at the beginning of the year there is a priority for listening and attention, speech, personal care, gross motor, explorative skills and using tools and resources from around the setting. We also have focussed sessions based on gaps within the children's knowledge and skills, where we can introduce skills that will help them to 'keep up' with the curriculum, but also provide learning, ideas and thoughts they may not or would not have encountered before which supports the idea of developing the children's cultural capital within Nursery and the school.

As part of the statutory requirement for welfare and Safeguarding, every child has a keyworker. The families know who this person is so that a bond can be formed and that their learning and care will be supported as an individual. Parents are helped to understand how to support their child and have an awareness of additional outside agency support that is available if needed. However, it is important that every member of staff know the children, that we create strong relationships to provide a secure and safe learning environment for them, that we know the building blocks, skills and knowledge for them to achieve the EYFS endpoints. So as a team we get to know and understand our children and build relationships with the people around them, Parents, Carers, family members, wrap around care providers and/or previous childcare providers, creating an 'open door policy' with a good communication link.

Interventions, SEND and vulnerable Children

The broad and balanced curriculum design ensures that the needs of individual children including EAL, SEND, disadvantaged, and those children who need extra support, can be met within the environment of high quality first teaching so the children can learn context alongside the skill. However, we have a range of interventions, they can be 1:1, in pairs or in small groups, however some require a quiet and non-distracting environment. The interventions are appropriate, targeted and purposeful interventions and they may differ depending on the time of the academic year or the needs of the children.

For all children we provide an inclusive learning environment, planning and teaching can be individualised, and an adaption to the routine/ timetable may be appropriate especially for those children with SEND. We have high expectations of learning with all children and we strive to support all children in whichever way they need. We provide support and learning in the way of Individual Educational Plans (IEP) where necessary, which are sent home, alongside possible enhancements outside of the setting, differentiation of routine, possible extra support staff and interventions.

Children classed as vulnerable children are identified as early as possible and advice is sought from our more experienced staff and external professionals. Our vulnerable learners include: those with special educational needs and disabilities; looked after children and those with other safeguarding concerns; learners with behaviour and attendance needs; early years pupil premium children; and learners with social emotional and mental health needs. Our aim is to provide the right help at the right time.

Focus Books

Every half term we have focus books, which we deliver over a period of approximately 3 weeks. We do this through getting to know the books, colourful semantics, the use of drama and puppets to story tell and links within the provision. This provides the children with cross-curricular learning of skills and knowledge. It builds on vocabulary knowledge, how we say words, development of mouth movements, organising and verbalising sentences. We choose books, which match the need of the cohort and an area of learning that we have identified as a gap or a next step. For example, a simple repetitive book that is interactive is chosen at the beginning of the year to excite and provide

a reduced cognitive load. This allows the children to concentrate on the skills like listening and attention, engagement and repetition of a simple word or phrase, as these are areas that have been identified as a particular year on year need alongside PSE. We use colourful semantics to support the children's knowledge of vocabulary and sentence structure.

Library books

Each week the children enjoy listening to a story that they choose through a voting system. In this time, they also choose a book, which they take home and share with siblings and parents. They are encouraged to handle the book appropriately and with respect, knowing how a book works e.g. turning one page, holding it correctly and starting at the front cover, look and discuss the pictures, look for familiar letters and as they develop these skills they begin to make links to experiences or books they have looked at in the past.

These last two headings also support our 'Reading for Pleasure' school ethos, which we feel is very important for our children within this school.

Parental engagement

We value our parents as the first educators and every effort is made to inform them of the EYFS curriculum and its expectations whilst providing them with the tools to encourage them to continue their learning at home. The communication and parental relationships are key to us and we do this in a variety of ways. Firstly, Dojo allows us to keep daily contact with parents and parents with us. We send photographs of their child's learning, updates of what has been happening that week and future events, any gaps that we might be working on so parents can support them at home and whole school information.

Stay and plays happen every half term and relate to either 'Reading for Pleasure' focus or an area that is key within Nursery, for example, 'Let's Play' and the importance of it. Meetings are sometimes held alongside this to discuss things with parents relating to the curriculum or changes, this also offers time for parents to get to know each other and creating a supportive network. *(These have been postponed due to Covid-19 restrictions however they will be re-introduced when it is right for the safety of the children, staff and parents)* To notify the Parents what the children are learning in Nursery, we send a weekly letter home too. This has the song we are learning that week, the focus book, Value, PSE learning and homework tasks for the children to complete at home, to enhance, broaden or consolidate their learning with the support of parents. The parents are encouraged to complete one or more of these tasks and can be shared on Dojo. Parents are also invited to attend a meeting with their child during November and March each year for 'parents meeting'. At this meeting the children's progress is discussed and areas for future development outlined. A final Nursery report is sent to Parents during July.

In Nursery, we operate an 'Open Door' policy and encourage parents to discuss anything including concerns with the keyworker, the Nursery lead or any member of staff in Nursery as and when they occur.

The Values and PSE

As a school we have carefully and thoughtfully selected 6 values we want our children to be understanding of through into their adult life. In our Nursery, we use these alongside the EYFS curriculum, Jigsaw for PSE and the Characteristics of learning to provide learning which will give our children the understanding, acceptance and respect for life and the people who live life around them. We strive to give the children the **Cultural Capital** they need for future success and the support that enables them to fulfil their full potential. We wish for our children to 'Dream Big, Aim High', that they can do anything they want to with perseverance, resilience and determination and with the growth mindset of that they can do it! However they also learn that it's ok to make mistakes as this is how we learn and not to be scared or worried about it, but also that they have the confidence and skills to ask for help if they need it and select their own resources to support them.

This will support them to be a responsible citizen and someone who cares for themselves and others and the environment and world around them.

School specific Curriculum.

A school specific and progressive curriculum has been created using 'Development Matters' as support and guidance on how to achieve best practice which is used alongside an 'I can document' that breaks down statements further, which is a curriculum that that has been carefully thought out leading up to the ELG in Reception. This will help support and identify children who are not keeping up with what would we expect to see at different points of the year for our school. We can then see through purposeful assessment against this curriculum what areas children are progressing in and areas in which children are not keeping up. This will then alongside informal observations and assessments build up a picture of a child, a group of children or a cohort and we can adapt planning/ learning intentions appropriately.

Transitions

To aid the transition into Nursery from other care providers, childminders or home, relevant information is provided including a 'Welcome to Nursery booklet, which outlines the day and includes pictures for the children to be familiar with the setting. We have a dedicated page on the website with pictures of staff and key information. Here we have recorded stories by the staff so that the children can look at them through the holidays. It also includes an invite for a home visit with the Nursery Teacher and a member of the Children's Centre. This

means the Parents and the children will have a familiar face when they arrive but also to know that there is support in the community for a range of developmental needs, *(during Covid-19 restrictions it has been a phone call not a visit)*.

We also hold a 'welcome meeting' where parents can come in and get to know the curriculum and any relevant information and have the opportunity to ask any questions. They will also have the opportunity to look around Nursery and see what the children may do whilst with us. *(These have been postponed due to Covid-19 restrictions however they will be re-introduced when it is right for the safety of the children, staff and parents/carers)*. If the children are coming from a childminder or childcare setting then we will phone, with the permission of parents, to find out more about how the child accesses the setting, and may also include a visit to the setting from the Nursery lead, if required.

Following this the children will then be invited to do 3 one hour visits in September to then start on the fourth day. If we feel, the children need more time to settle we will talk to Parents and arrange this on an individual basis.

We have also started, this year, an 'Open Day', to begin to build the relationships and for the Parents and children to get an insight into Nursery.

It is very important that the safe and supportive environment created within Nursery is continued during the transition into Reception (FS2). We do this by creating links between Nursery and Reception, which are being further developed this year. Some examples of the links currently in place are that the Reception staff come and visit the children in play and read them stories at focus times, we open the doors so the children can move freely between the two units and the children moving through have extra sessions where they can explore the Reception setting.

During September, the Reception (FS2) team invites the children to have visits, for example half days and full days building up to being in full time (see Reception Implementation).

Equal Opportunities

All children are provided with access to every curriculum in line with the Equality Act 2010. We aim to provide suitable, purposeful and engaging learning opportunities and that all children are treated fairly regardless of gender, race, religion, ethnicity or home background, disadvantage or ability.

Impact

Aims

The impact of the Nursery Curriculum is that children are happy, healthy, confident individuals, who can work well independently and as part of a small group. The children are respectful of themselves, others, the environment and living things and know how to care.

All children make good progress from their individual starting points, as on average the children start at much lower starting points than they do nationally. All children get the best possible start to their school life and develop the knowledge and skills so that they are well prepared for Reception. We have high expectations for all children to achieve a least a good level of progress, throughout their time at nursery.

Children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. Children have a more curious, inquisitive and creative mind about life and the world around them, developing language to communicate with others to interact, express their thoughts and link to new learning.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations and contexts making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adapt what they are doing.

Assessment and record keeping

Children's 'getting to know me form' and other relevant information from outside agencies are collected or provided with parents permission. The keyworker then uses these records, in conjunction with observations during the first term and purposeful assessments, to provide on-entry baseline across the 3 prime and 4 specific areas of learning. Every term we use these assessments, alongside the school specific EYFS curriculum, professional discussions around the child with all who are involved with their care and identify those who are

not keeping up with the curriculum. We will then plan and provide purposeful and targeted interventions specific to needs, but may also identify those children with possible SEND.

We believe learning through play is vital, we use the environment to ensure the children's needs are met through continuous provision, enhanced provision and following their interests. Staff teach an objective through keyworker groups, small group teaching and being in the continuous provision to observe children's play and move learning forward at that point. During the adult's time in the child's play, the adults are identifying the children's next steps and are able to address those either there and then or to make a point to develop planning to focus on those areas and work with the child at a later date.

Children's assessments are recorded on the Baseline, Autumn, Spring and finally Summer assessment points and whether they are 'on track' 'off track', 'not achieving'. The staff through high quality discussions, moderation, personal assessments and observations of the child complete these.

All data, at the end of the year, will be transferred to the Reception Team (FS2) for the continuity of learning, along with professional discussions, for the holistic approach to the child.

The children all have a R.O.A. These contain pieces of work that the children have worked hard on either as focussed activity and independent activities. We have floor books, which contain a variety of photos, annotations, children's voice and creative work they highlight the 'Learning Journey' the cohort has been on. We also have a book for the PSE scheme 'Jigsaw' each half term it is used the same way as a floor book. The children use these books to reflect on previous learning, consolidate and discuss what they have learnt with subject leaders and visitors.

The Early Years provision, features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the Foundation I Lead, the Head teacher and designated governor. The monitoring is completed in a number of different ways, for example, professional discussions, pupil progress, termly assessments, lesson observations and learning walks.

Links with other policies.

This policy should be read in conjunction with the following policies:

Health and Safety Policy

Equality Policy

Child Protection Policy

Intimate care Policy

SEN Policy

Teaching and learning policy

Behaviour Policy

Long- Term Plan example - This is a brief synopsis of topics covered and should be used in conjunction with EXFS outcomes and all medium term topic plans. Our more detailed termly overviews, which are produced each term.

Foundation Stage 1 Stimulus Overview 2022-23

In Nursery, we have a balance of 'In the moment' learning, which is spontaneous learning dependent on the children's interest, and 'Adult directed' learning, which is our carpet times. Our LTP is a working document that can change dependent on the children's interest and the cohorts' needs.

As a school our Aims are:

Dream Big, Aim High

Caring

Creative




Confident

(Links to school aims)	Autumn 1 5 th Sept – 4 th Oct	Autumn 2 1 st Nov – 17 th Dec	Spring 1 4 th Jan – 1 st Feb	Spring 2 21 st Feb – 1 st April	Summer 1 19 th April – 27 th May	Summer 2 6 th June – 28 th July
School/ British Value	School values 3 R's RESPECT, RESILIENCE, RESPONSIBILITY Values: Rule of Law, democracy, Mutual respect, Individual liberty and Tolerance					
SEAL/ SRE	Being Me in My World	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing Me
Growth Mindset	Perseverance and resilience - to keep going/ have another try, knowing its ok to make mistakes and to ask for help, knowing who or where to get help.					
Curriculum Drivers	Let's talk! (inc BSL & Makaton) Confident	Me and my world (inc celebrations) Caring, confident, creative		Busy hands, busy bodies Creative	Story tellers chair (inc rhymes) (inc squeaks) (inc wiggles) creative, confident	There's adventures to be had! Caring
Book focus & book ideas	Focus: 1. Sharing lots of stories and rhymes as part of settling in. 2. Dear zoo, Rod Campbell (repetitive, language) Enhance reading experience: Hug by Jez Alborough - Selection of books about starting school & short stories - picture books/ wordless books	Focus: 1. Spots first walk, Eric Hill (questions) 2. The Pine Tree Enhance reading experience: - Wishy spot? By Eric Hill - All welcome here, Alexandra Penfold - Diwali - Christmas - religions - Different people - maps etc - dual language books - bonfire night	Focus: 1. The snowy day, Ezra Jack Keats 2. Enhance reading experience: We're going on a bear hunt by Michael Rosen - chuses new year - internet safety - environments - recycling	Focus: 1. My Alien and me Wigs the alien around here anyway? Smith prosser -Halls 2. Jaspers beanstalk by Nick Butterworth and Mick blaze (pic) Enhance reading experience: You choose by Pippa Goodhart and Nick Seaton - occupations - building - crafting (e.g. sewing/ modelling - cooking - gardening/ growing – focus	Focus: 1. The Crunching Munching Caterpillar 2. The Enormous Turnip Enhance reading experience: Each Peach Pear Plum by Allan and Janet Olberg The very Hungry Caterpillar by Eric Carle - traditional tales/rhymes - children's choice of books - Old and new familiar books - Caring for Earth - life cycles i.e. butterflies	Focus: 1. Pirates in the Supermarket by Timothy Knapman 2. Enhance reading experience: The train ride by June Crebbin - holidays - countries - changing schools/year groups - books of other countries - (C) growth i.e. plants - caring for Oceans

	- noisy/ action books - books of different language - IWB Makaton books - poetry books - Grandparent books (grandparents day) (confident)	- what I like about me, Alli Zoghbi-Nolan	(caring, creative)	(allotment area) - what I like about me, Alli Zoghbi-Nolan - growth i.e. plants (creative, caring)	(Creative)	(Caring)
Wow factor or immersing	• Curiosity cube – equipment we use in Nursery	• Diwali Day • Christmas immersion	• Chinese New Year Day immersion	• Careers week/ day • World book day immersion	• Story land – dress up (favourite book/nursery rhyme character) • caring for caterpillars	• International week – each day now a country, passports etc
Healthy Living	• Mindfulness – take 5 • Personal self-care – 100 toileting & hand washing	• Healthy eating & drinking – snack time	• Mindfulness – take 5 • Recap personal self-care	• Getting moving – importance of exercise & rest	• Looking after ourselves in the summer heat • recap personal self-care	Healthy living week
Key events & special days	• Harvest Festival	• Bonfire night • Remembrance Day • Children In Need • Anti Bullying Week	• Internet Safety Day • Chinese New Year • Martin Luther King Day	• World Book Day • Comic/Sports Relief • Science week	• Healthy Living Week • Earth day • VE day	• Transition Day • Oceans day • Caterpillars
Enrichment opportunities	• library bus • story teller	• visitors/parents from different cultures • travelling around Juggo	• Walk around the local area	• Spington windmill visit (bakery)	• Library visit • story teller into nursery • FS2 adults to read to FS1 • PE specialists/ sports day	• Healthy living bus
Community Links opportunities Stay & Play Session	• Library staff to visit • Focus: Interaction & Play with social	Parents in to read (introduce reading challenge)	• environmental helpers • Parents in for reading	• visitors from different occupations • planting seeds with gardener/parents/ family member • Focus: Creative and fine motor	• visit from police – keeping ourselves safe • Focus: Phonics and maths with workshop	• parents reading/ singing songs in their language • Parents in for reading with social (talk about following year)
Communication & Language (See vocab optns) (PRIME AREA) - communication & vocabulary – continuous through the year	• Listening and attention • Exploring sentence structure	• Exploring questions and instructions • Stories	Exploring Communications & understanding – sentence structures & why questions	• Exploring conversations • Exploring books, rhymes and songs • Exploring Vocabulary (C)	• Exploring & retelling rhymes & stories	• Exploring conversations – extending sentences
PSED (PRIME AREA) - Exploring Nursery & friendships – continuous through the year	• Exploring expectations • Exploring Nursery setting	• Exploring community & responsibility • Exploring friendship & play – acceptance and caring	• Exploring interactions – conflicts and cooperation	• Exploring emotions • Exploring Healthy living	• Exploring managing interactions	• Building Confidence & extending peer interactions

Physical (PRIME AREA) + Exploring independent health and personal care - continuous through the year	<ul style="list-style-type: none"> Exploring gross motor i.e. balance, climbing, mark making, types of movements, using equipment 	<ul style="list-style-type: none"> Exploring independence 	Exploring tools and equipment - selecting	<ul style="list-style-type: none"> Exploring health (Jigsaw link) 	<ul style="list-style-type: none"> Exploring teamwork Exploring fine motor - control & grip (C) 	<ul style="list-style-type: none"> Exploring movements - selecting appropriateness
Literacy (see separate programmes for phonics)	<ul style="list-style-type: none"> Listening and attention Joining in with songs and rhymes 	<ul style="list-style-type: none"> Sharing & Exploring a books and songs/rhymes Making marks Exploring environmental print and logos 	<ul style="list-style-type: none"> Exploring books - different parts & basic form 	<ul style="list-style-type: none"> Exploring stories and vocabulary (C) Exploring purpose of print 	<ul style="list-style-type: none"> Exploring writing Exploring print meaning and purpose 	<ul style="list-style-type: none"> Writing familiar letters - i.e. names
Maths	<ul style="list-style-type: none"> Exploring subitising & counting Exploring shapes - 2D & 3D Exploring everyday patterns 	<ul style="list-style-type: none"> Exploring subitising & counting Exploring everyday patterns and simple repeating patterns Exploring capacity, Mass, Size 	<ul style="list-style-type: none"> Exploring number problems and quantities Exploring use of shape Exploring sequence 	<ul style="list-style-type: none"> Exploring representation of number Exploring comparisons in objects - weight, length, height 	<ul style="list-style-type: none"> Exploring amounts and numerals Exploring spatial awareness, position, routes Exploring patterns & sequence 	<ul style="list-style-type: none"> Exploring mathematical problems Exploring comparisons in objects - capacity
UW	<ul style="list-style-type: none"> Exploring materials 	<ul style="list-style-type: none"> Exploring lives of themselves and others, i.e. what they see (cultural) 	<ul style="list-style-type: none"> Exploring lives of themselves and others - occupations 	<ul style="list-style-type: none"> Exploring materials & changes & forces 	<ul style="list-style-type: none"> Exploring Life cycles & caring 	<ul style="list-style-type: none"> Exploring Countries
Expressive Arts	Exploring singing & instruments	<ul style="list-style-type: none"> Exploring small world and role play Exploring lines and shapes 	<ul style="list-style-type: none"> Exploring drawing - details & emotions 	<ul style="list-style-type: none"> Exploring materials & construction Exploring songs and instruments - pitch and melody 	<ul style="list-style-type: none"> Exploring drawings and paintings - details & colour 	<ul style="list-style-type: none"> Exploring colours & mixing Exploring songs and instruments - creating
Possible dates Dream big aim high - creative - Caring - confident	13th September: Roald Dahl Day 16th September: World Clean-up Day 21st September: Peace Day 23rd October - Harvest 6th October - National Poetry Day (theme: environment) 2nd October - grandparents day 4th October - world animal day 3rd - 9th October - Libraries week	24th October: Diwali 5th November: Bonfire Night 11th November: Remembrance Day, Sunday 14th Children in need- 18th November 14th -18th November - anti bullying week 13th November: world kindness day 27th November to 5th December - national tree week 30th November: St Andrew's Day 18th November - 26th December: Hanukkah Christmas - 25th December	16th January - Martin Luther King Day 25th January - Burns Night 22nd January - Chinese New Year (Year of the rabbit) 7th February: Charles Dickens' Birthday 14th February: Valentine's Day 22nd February: World Thinking Day	1st March - Women's history month 1st March - St David's Day 21st February - Pancake Day 2nd March: Dr Seuss's Birthday 2nd March - World book day 10th - 19th March - Science week (theme 'connections') 17th March - Sport/comic relief 19th March - Mothers Day 17th March: St Patrick's Day 8th March: Holi (colour mixing) 5th April: Passover 9th April: Easter Sunday	22nd April - Earth Day 23rd April - St George's Day 23rd April - Shakespeare day 5th May - National space day 21st April - Eid al-Fitr 8th May - VE Day 12th May - Florence Nightingale's Birthday 15th May - International Day of Families 21st April: The Queen's Birthday (actual) 3rd to 9th May TBC: Sun Awareness Week Jubilee	8th June - world ocean day 2nd June - The Queen's Birthday (official - celebrations) 18th June - Father's Day 1st July - Tour de France 12th to 16th June - Healthy living week 3rd - 16th July - Wimbledon 30th July - Friendship Day

Stimulus: Busy hands, busy bodies

Possible Books based on stimulus	  	
Focus book	Possible home links	Possible Role play
<p>Book</p> <p>My Alien and me who's the alien around here anyway? <i>Smriti Prasanna-Halls</i></p> <p>- Book links to Acceptance (British Value)</p> <p>Vocab: expert, refused, embarrassing, strange, asteroid, ferocious, different, promise, surprised, pleased</p>	<ul style="list-style-type: none"> • Similar and differences in family/ friends (way they look, what they like etc) • Write a letter to someone and post it • Create a map • Explore space/ learn the planets 	<p>Building space rockets factory</p> <p>Vocab: build, join, shape, names, model, big/gro, small/er, rocket, spaceship, scissor, cut, draw, letter</p> <p>- dentist, fruit and veg shop.</p>
<p>Cultural capital (understood to contribute to 'getting on in life' or 'social status', i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career).</p> <ul style="list-style-type: none"> - World Book Day - Comic/Sports Relief - Science week - Mother's day - Thinking Day - Women's history month 	<p>Library books and Focus story (Literacy)</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	<p>Phonics (Literacy)</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Covered through differentiated focused lesson using 'Ultimate Phonics' progression</p>
<p>Half term Stimulus links</p> <ul style="list-style-type: none"> - physical - JIGSAW (PSHE) 	<p>Covered through library book time and story focus time</p>	

Links for Continuous provision enhancements (and Focus lessons)

	PRIME – CLL	PRIME – PSHE (Focus lesson – FRD)	PRIME – Physical	Literacy	Maths (Focus lesson MON/WED)	UW	EAD
<p>Continuous through the half term in continuous provision/ CIA</p>	<p>Exploring conversations</p>	<p>Exploring emotions</p>	<p>Exploring equipment</p>	<p>Exploring language & vocabulary</p> <p>Exploring writing formats</p>	<p>Exploring representation of number</p> <p>Exploring comparisons in objects</p>	<p>Explore materials & changes & forces</p>	<p>Exploring materials & construction</p>
<p>Week 1</p> <p>21.2.22</p> <p>(3 days)</p> <p>W/S:</p> <p>Dates:</p> <p>22nd – thinking day</p>	<p>Use a wider range of vocabulary (linked to focus book)</p> <p>Start a conversation with an adult or a friend and continue it for many turns. (C)</p> <p>Vocab: talk, conversation, listen, wait, turn</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'worried' or 'worried'. (C)</p> <p>Vocab: feelings, sad, happy, worried, scared, cross, angry.</p>	<p>Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Vocab: on, off, zip, buttons, fasten, up, down,</p>	<p>Engage in extended conversations about stories, learning new vocabulary. (Linked to focus book)</p> <p>Vocab: beginning, start, middle, end, next, after, before, story, characters, setting</p>	<p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Vocab: more, less, fewer, compare</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Vocab: leaves, trees, bark, shells, pine cones, natural objects names</p>	<p>Join different materials and explore different text uses</p> <p>Vocab: join, fix, collage, masking tape, hole punch, treasury tags, bumpy, smooth,</p>
<p>Focus of the week</p>	<p>Letter: Tt</p> <p>Number: 3 & 13</p> <p>Song: If you're happy and you know it</p>		<p>Shape: Triangle & Pyramid</p> <p>Colour: yellow</p>				

Parents letter – Home learning









W/C: 7.2.22

This week we are learning ...

- **Phoneme:** Gg for ant
- **Shape:** rectangle and cuboid 
- **Number:** 2 and 12
- **Colour:** Orange 

We would love to see what you're doing every week please share what you have been doing on Dojo via message or portfolio or bring it in. 😊

Here are some simple activities you can do at home to support your child's learning.

Day	Activity
Mark Making Monday 	 Use a bit of flour in a baking tray. Can you write a letter for your name, a number or a shape?
Talking Tuesday 	 What would you like to be when you are older? What building would you work in or clothes would you wear? What tasks would you do?
Wellness Wednesday 	Go for a walk in the local area and look for: <ul style="list-style-type: none"> - The letter Aa, for example, in road names or signs, - The number 12/ 2, for example, on buses, door numbers, signs - The shapes rectangle or cuboid, for example, at the park, shops - Things that are orange.
Thirst for Knowledge Thursday 	Find out other ways of keeping you and your family safe on the internet.
Fidgety Friday 	 Speed cup stacking! Practise to get as quick as you can and then challenge your family and friends. 😊

This half term our:

- **Stimulus** is 'Us and My World'. We will be celebrating ourselves, our family's, festivals and different religions, making links between similarities and differences and building up acceptance, respect and cultural capital.
- **School Value:** Perseverance
- **SEAL topic is:** Dreams and goals



We have also been reading our focus book of **The Snowy Day** by **Ezra Jack Keats**. We have been learning about the author, the title, the illustrator and getting to know the story. We have been looking at the keywords and talking about what Peter is doing using our memory. <https://www.youtube.com/watch?v=FmZCOfoWjQ>

Rhyme/ Song of the week

Here we go 'round the mulberry bush.



Here we go 'round the mulberry bush
 Jog mulberry bush
 The mulberry bush
 Here we go 'round the mulberry bush
 On a cold and frosty morning

This is the way we wash our face
 Wash our face
 Wash our face
 Jog is the way we wash our face
 On a cold and frosty morning

Here we go 'round the mulberry bush
 Jog mulberry bush
 The mulberry bush
 Here we go 'round the mulberry bush
 On a cold and frosty morning

This is the way we brush our teeth
 Brush our teeth
 Brush our teeth
 Jog is the way we brush our teeth
 On a cold and frosty morning

Here we go 'round the mulberry bush
 Jog mulberry bush
 The mulberry bush
 Here we go 'round the mulberry bush
 On a cold and frosty morning

This is the way we comb our hair
 Comb our hair
 Comb our hair
 Jog is the way we comb our hair
 On a cold and frosty morning

Here we go 'round the mulberry bush
 Jog mulberry bush
 The mulberry bush
 Here we go 'round the mulberry bush
 On a cold and frosty morning

This is the way we put on our clothes
 Put on our clothes
 Put on our clothes
 Jog is the way we put on our clothes
 On a cold and frosty morning

Here we go 'round the mulberry bush
 Jog mulberry bush
 The mulberry bush
 Here we go 'round the mulberry bush
 On a cold and frosty morning

