



Teaching and Learning Policy
Agreed by governors June 2020 (amended September 21 new EYFS)
Review date June 2022

What are we trying to achieve? (intent)

INTRODUCTION

At Truro Nursery School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be rewarding and enjoyable for everyone. As a team, we agree that the purpose of teaching is to facilitate effective, active learning experiences which will equip children with the skills, knowledge and understanding necessary for their everyday lives; their next step in their educational journey and the future. We want to enrich their lives to give them the aspiration and cultural capital to succeed. We know that some home learning environments and Reception classes can't offer the same variety and quality of experience and therefore children should be offered the very best quality we can provide whilst they are with us. We know that children come to school equipped with wide ranging experiences and we work closely with families to build on what children already know and understand. This policy seeks to secure consistency in practice and management and identify the ways in which teaching and learning are characterised in order to create a consistent, effective and well managed learning environment in which the individual needs of each child can be met. All staff and governors are asked to agree this policy and adhere to the principles in practice.

AIMS

Our overarching aims of the school which have been agreed by staff and governors are as follows:

- **Promotion of emotional wellbeing;** development of self-esteem, confidence, security and independence
- **A preparation for life;** learning about taking risks, communication, tolerance, cooperation, aspiration for achievement
- **Fostering a love of learning for all;** the development of awe and wonder, excitement, enthusiasm, and essential skills
- **A social responsibility for all;** developing social skills and relationships, respect, communication, accountability, acceptance and empathy
- **A quality environment** which is calm, secure, stable, safe, healthy and inclusive
- **Aspiration for excellence;** clear and high expectations, a quality environment and respect for all
- **Community involvement;** an open door policy, working with the whole family and development of partnerships
- **Sustainability of the school;** to include financial, environmental, maintaining a positive profile, professional relationships and adapting to changes

How do we organise learning? (implementation)

THE CURRICULUM

A broad and balanced curriculum is important. However, our initial focus for children must be on the prime areas of the curriculum (communication and language; physical development and personal, social and emotional development) without mastery of these aspects the specific areas will be compromised. E.g. a child with considerable speech and language difficulties will benefit little from a phonics input that is not individually tailored to their needs or a child who is emotionally distraught will not have the key dispositions to learn about number concepts. The emphasis must be on the individual and their learning and progress over time. Specific areas of learning that broaden the curriculum are Literacy; Mathematics; Understanding the world and Expressive Arts and Design. Children build on their skills in the prime areas to learn about these areas of learning e.g. their developing language skills help them to talk about stories and characters.

Our provision meets the needs of the children in varied ways. Provision may be adapted 'in the moment' to extend or deepen a child's learning e.g. supporting a child's pencil grip to enable them to make marks more effectively. Next steps which will take a while to master e.g. catching a ball are identified and planned for. Children's interests are noted and reflected in the provision either immediately e.g. finding a non-fiction book or using the interactive screen; or the next day/few days e.g. providing animal related resources in the role play area.

The characteristics of effective teaching and learning (CoETL) are the ways in which children learn (playing and exploring; active learning and creating and thinking critically). Our provision is strongly rooted in supporting the CoETL and they permeate in all areas of our core experiences.

THE LEARNING ENVIRONMENT

We describe our learning environment as the spaces both inside and outside. Children learn well when the environment in which they find themselves is ordered, well managed and planned. Our involvement in a research project with Plymouth University <https://www.plymouth.ac.uk/research/child-centred-diversity-in-quality-early-childhood-education-and-care> has helped us to reflect upon our provision and our environment. We aim to organise an environment where children can be nurtured to move from simple symbolic play to more complex imaginative and cooperative play. In order to maximise the learning environment in the school the environment will:

Be welcoming and well organised	Encourage independence ensuring well labelled and organised resources
Be rich and stimulating without overstimulating thus providing a visually soothing and inclusive space for children.	Provide resources and stimulation which will enable children to develop their learning
Be safe	Enable children to 'practise' and 'rehearse' their learning at their own pace
Reflect the children's interests	Enable children to make choices about their own learning
Enable children to select their own resources for their learning	Enable children to follow routines easily
Prioritise resources which are of good educational quality	Ensure ICT is available for use as an aid to learning
Be varied to encourage and inspire	Have some distinct areas such as reading or role play areas to encourage and inspire whilst being flexible enough that learning in one area can be taken elsewhere if the child chooses to do so.
Encourage everyone to take pride in the school	Reflect and promote the diversity of our school community and the wider community.

What is the evidence?

PEDAGOGY WHICH UNDERPINS APPROACHES AT TNS

Teaching

Teaching at TNS is recognised as:

- **The provision of a thoughtful and inspirational environment (including resources and routines) which takes into account children’s developmental needs and interests.**
Child centred international project; Leuven scales research; reggio emilia approach; Tina Bruce
- **Sensitive quality interactions (including sustained shared thinking) which promote learning this are both adult and child led.**
EEF preparing for literacy; EPPE; REPEY
- **An understanding and respect for the needs of individuals and families**
Froebel; EEF working with parents to support children’s learning; Tina Bruce

Some examples of teaching in practise:

The building of strong relationships – not just the key worker system but involves the whole team.	Encouragement of creativity and problem solving
A strong focus on exploratory learning	A child led ethos with sensitively timed adult led activity
The extension of language and learning through interactions child/child and child/adult	Skilled practitioners who interact with sensitivity knowing when to engage and contribute to play in order to take learning forwards or make the most of a teachable moment – and when not to!
Emotion coaching	Following children’s interests and facilitating the development of them e.g. sustained shared thinking
The opportunity to revisit play and learning regularly through continuous provision.	Teaching and learning of life skills e.g. self-care; food preparation; using tools and ‘real life’ experiences
Encouraging independence	Self-reflection through discussion, learning journeys etc.
High expectations of behaviours alongside supporting children to manage their own behaviours	Pupil voice is encouraged e.g. choosing which story to share and through learning journeys
Careful observations of children’s interests and development inform both the support and interaction we offer children ‘in the moment’ as well as future planning.	An approach which nurtures both the child and the family (home visits, taster days, time to talk, parents/carers welcome to stay to settle children)
Reflecting on learning (learning journeys and adult modelling)	Providing inspiration to stimulate ideas and extend learning

What will be the experience for the child?

Our provision includes:

- **Adult led activity – group times when the adult focusses on a particular area of learning**
- **Continuous provision – children lead their own learning supported by adults and the environment reflects children's interests and needs**
- **Deep learning and floor books – shared learning that is sustained over time; children and adults work collaboratively**

Core Experiences

We have identified 'core experiences' for our children which promote learning and development across all 6 areas of learning in the EYFS. (The principles we employ are firmly rooted in quality research and evidence. The appendix describes the developmental stages by stage rather than age).

Prioritising speech and language and sustained shared thinking

Speech and language development is critical in the early years and poor language development can have far reaching effects on children's life chances. We support our children to be as effective as they can be at communicating and using language.

'Being able to speak clearly and process speech sounds, to understand others, to express ideas and interact with others are fundamental building blocks for a child's development. Analysis shows that good communication, language and literacy at a young age have the highest correlation with outcomes in school at seven years.' ICAN 2009

Sustained shared thinking is the key to extending thinking and learning and is described as:

'an episode in which two or more individuals 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend' Siraj-Blatchford et al (2002) Researching Effective Pedagogy in the Early Years (REPEY)

We have been accredited as a speech and language supportive school at intermediate level through the 'Early Talk' programme. Staff have undergone extensive training in speech and language development. For more information, see www.ican.org.uk

The strategies we use to support this development are as follows (not exhaustive):

- Appreciate times of quiet and silence (talk should have meaning and not be a running commentary in the background)
- Allowing the child time to initiate talk with an adult (at times adults wait for the child to start the conversation without jumping in with questions)
- Giving time to reflect and respond
- Commenting on what a child is doing rather than always asking questions
- Using visuals and schedules to aid understanding
- Use of some signing (makaton) where appropriate
- Extending language and vocabulary for example by repeating what a child has said but including a new word in the sentence
- Gaining the child's attention before speaking to them (for example touching them or calling their name)
- Where children struggle to choose; narrowing choice starting with 2 options
- Keeping language simple where appropriate
- Conversation that is sustained (not just question and answer)

- adult and child thinking/learning together (can be child and child)
- Understanding how children are thinking by listening to them
- Working together to solve a problem, extend learning, clarify ideas, evaluate activities

Books and Stories

Songs, rhymes, books and actions form part of our daily routine. They are a vehicle for all other areas of learning. Children learn about the world around them from the images and print in books. They provide a wonderful opportunity for language and communication and social development. Problem solving and reasoning are key skills required to understand texts and children can consolidate their subject knowledge e.g. mathematical knowledge through story and non-fiction.

Books are selected for quality, beauty, familiarity and challenge and reflect diversity. Parents/carers are encouraged to choose books with their children daily (affected by Covid) and books are prevalent throughout the environment. By promoting a love of books and sharing stories and information children develop their thinking and comprehension skills and understand story structure and language, repetition, vocabulary, that print carries meaning and much much more! Attention is drawn to environmental print that children know and decode and a judiciously considered language rich environment (without being overwhelmingly print heavy) encourages an understanding that print carries meaning e.g. signs and labels.

We have selected core books that children will become extremely familiar with during their time here. This allows them to develop skills such as prediction; retelling; familiarity with rhyme and story vocabulary etc. We use the Froebel principles to influence our choice of rhymes and songs.

Children are encouraged to practice their emerging literacy skills through dedicated story telling sessions. They are helped to develop their phonological awareness (identifying and manipulating sounds). As this phonological awareness increases children are challenged to spot rhymes, recognise initial sounds e.g. words that have the same sound as their name; clap syllables in words or names and may begin to recognise the sounds that some individual letters make. We use systematic phonics (phase 1 of *Letters and Sounds*) as children are ready this is supported by other materials such as 'what comes before phonics' and our own knowledge. Formal systematic phonics is expected to be taught from Reception.

This rich and varied approach which takes account of comprehension and early de coding supports children's early literacy skills and provides a firm base upon which to build (EEF – Preparing for Literacy)

Small world and Role Play

Small world pretend play and role play encourages children to work alongside others and in collaboration with others developing strong social skills. Children use their imaginations and develop their communication and language, reasoning and problem solving skills. Small world and role play provide a vehicle for introducing children to new experiences (outside of their own experiences) through imagination e.g. space, jungles, ocean which encourages learning of new and more challenging vocabulary (tier 2 and 3 vocabulary). It allows children the opportunity to imitate what they know from their own experience and practise everyday tasks such as dressing up; setting tables; sharing; looking after things; sorting, comparing and making lists. They are developing both their fine and gross motor skills without even knowing it! It is also a perfect environment to explore feelings and develop empathy.

Movement play (Jabadao)

We have worked with a company called Jabadao (www.jabadao.org) who have trained us in developmental movement play – the term used to describe a neuro-developmental, child led, play based movement approach which aims to support young children's development, learning and wellbeing.

'Supporting child-led movement play and babies' play makes a significant contribution to wellbeing - and supports learning and development across all areas of the Early Years Foundation Stage.'
(Jabadao - <http://www.jabadao.org>)

Movement play involves supporting the body; supporting the sensory motor experience and supporting movement. It is something that children engage in naturally and spontaneously. At Truro Nursery School we recognise this and facilitate movement play both inside and outside ensuring that children have the opportunity to move in a variety of ways including:

- Floor play on backs and tummies
- Belly crawling
- Crawling
- Push, pull, stretch, hang, buffet about
- Spin, tip, roll, fall

A clear movement space with defined boundaries is offered to children regularly. Adults often work without language and may facilitate movement by introducing resources to encourage different types of movement. The approach is child led meaning that the children make the choices about how they move. Adults may mimic the child's movement or take part in a 'movement conversation' by offering a movement in response to a child's movement or be a helpful adult to a child's way of movement. It is about supporting children to get more of what they need. Adults support children to assess the level of risk themselves and support others who find this difficult. We accept that children who are watching are also learning as they will be assessing risk, planning their own movement and learning through observations of others. Touch is an important factor of movement play as the sense of touch is strongly related to wellbeing.

We accept that children may feel able to engage more fully if they are comfortable with their bodies. This means that we accept that children may want to lie or roll for example at times when traditionally children might be expected to sit e.g. story time.

Music

We have worked with the Cornwall Music Service Trust – Early Years as well as conducting our own research project

<https://static1.squarespace.com/static/58077e542994ca4c49e321d4/t/5cf6c44d01698f0001a7cabd/1559675984034/Truro+Nursery+Case+Study.pdf> to develop a musical approach and ethos.

We recognise that children possess an innate musicality and our aim is to foster this allowing children to explore all the aspects of music e.g. beat, rhythm, expression, loud and soft etc. Children are encouraged to use their voices for singing and percussion, their movement and expression and a range of musical objects and instruments. Children learn about different instruments, where they originate, what they can do and how to play them. Child led musical discovery, play and expression supports all areas of the EYFS. We also know that nurturing this innate musicality provides children with the foundation to understand 'theoretical musical superstructure, playing of instruments and singing in the genre of their choice' (Cornwall Music Service Trust – Early Years)

Block play

Block play allows children the opportunity to develop every area of the early years curriculum. They form part of our Froebelian approach to learning. Children explore and learn about blocks and what they can do. We provide blocks so that children can:

- understand their properties e.g. stability, rolling, weight etc.
- recognise blocks that are the same, similar or different and how they fit together.
- Develop their early mathematical concepts such as understanding of shape and spatial awareness; comparisons of size; patterns; shape names and number
- Gradually increase their concentration, language, prediction skills and imagination
- Understand about cause and effect; solve problems; persevere and think critically
- Progress from exploring independently to working collaboratively with others to solve a problem or be creative
- Develop their communication and language and storytelling in context e.g. retelling stories using their blocks as props or communicating with a friend to work out a pattern.

- Make links with previous and other learning e.g. non-fiction books about buildings or drawing their model so that they have a record of it.
- Be reflective about their work and make changes as they see fit
- Even tidy up time enables children to sort and solve problems with block play!

Creating and Making (malleable materials/craft and art)

Exploring and enjoying materials and giving children the freedom to be creative is at the heart of this core experience. Children use their bodies and senses to experience how materials feel and smell and what they can do. Their gross (but mainly fine) motor skills are practised and honed as they become more dextrous with a range of materials. They learn about colour and how colours combine and the properties of different kinds of paints/crayons/pencils etc. They are encouraged to use different tools to create different effects e.g. brushes, natural materials, scrapers etc. Children learn about materials by creating with clay, playdough, gloop and foam they make patterns and marks; they talk about what they are doing and learn to share. By exploring and joining children can make representations of things that they know about e.g. making a house from boxes and they learn to solve problems e.g. how to make a crown that fits! They test their dexterity as they learn to join and shape and decorate using an increasingly wide, range of tools such as staplers, glue and sellotape learning about pattern, shape, capacity and size at the same time. We value the process rather than the product so children will be encouraged to express their own artistic values in their creating and making which is why you will never see 30 identical pre-cut Easter egg pictures!

Mark making

At TNS children have the opportunity to explore making marks through a wide variety of media. We always praise children's early efforts at mark making and encourage them to have a go. Confidence is key. Sometimes children make marks because they enjoy the sensation and the physical activity, such as immersing their fingers in gloop. Sometimes the marks they are making will tell a story and enable children to express their feelings. Many will want to record their own thoughts in their learning journeys. At other times they may want to record exactly what they see or are doing such as constructing an amazing building with the blocks or creating a new road network with the Duplo. Clipboards, crayons, pens and pencils are always readily available. Making marks can help them solve problems such as how many cups do we need at snack time or recording favourite toppings on pancakes.

Early mark making can happen at the tuff spot whether it is full of gloop, shaving foam or playdough. The painting easels are set up with different sized brushes and paints or sometimes with crayons, highlighters or pencils. All well suited to the children's little hands. Children are actively encouraged to have a go at making marks throughout their play indoors and outdoors. Mark making is encouraged in all areas of the nursery, as part of their role play games such as writing in a pretend shop or outside writing a label for a den they have made. Outside we provide clipboards and a variety of tools with which to make marks. Children make marks in the sand using whatever they can find, from a stick to the heel of their welly to the gardening tools. Children can use brushes to paint the wood with water, paint on the chalk board or use the chunky chalks. Making marks in the mud is so much fun!

Inside we have graphics/**writing areas** equipped with a wide variety of mark making tools and paper, card and books to mark make in. These early mark making experiences will lead onto children recognising that the marks they are making have meaning. Children will develop an enthusiasm for writing and will feel confident at having a go and writing for their own purposes.

Outdoors including Sand and water

At TNS we have a vast and wonderful outdoor area. We recognise the simple value to children's emotional wellbeing of being outside and in the fresh air. We believe that the outside spaces provide unique and different learning experiences than indoors and consequently the play and exploration is different to that indoors. Children can play and learn outdoors everyday regardless of the weather with the exception of high winds! It provides them with first hand, authentic experiences.

At the forefront of outdoor play is physical development – children navigate the steep and uneven ground pushing and pulling blocks and barrows. They carry their own body weight on the monkey bars and balance and pull themselves up steep slopes. Children learn to dig and manipulate sand; recognise its properties and what they can do with different tools. They learn about the nature of water; how to transport it; its effect on other materials; how it moves; what it feels like and what you can do with it.

During their play and exploration children are finding out new things (which trees lose their leaves); sharing; communicating with others; solving problems; developing their scientific reasoning (how to make a ball move down the guttering); learning new vocabulary and mathematical understanding (filling, emptying and comparing).

Mathematics

Children learn mathematical concepts through a wide range of investigation and play e.g. pouring/woodwork/copying shapes/block play/routines. However, we know too from research (EEF, NCETM) that many concepts require direct teaching/explanation/modelling e.g. repeating patterns/composition of number/subitising before children can begin to practise these skills in their play. Direct teaching of mathematics concepts are built into the school day (they may be whole class/group times or adults supporting children 1:1 or in a small group)

ENHANCEMENTS

In addition to the core experiences children will experience enhancements to the provision; learning opportunities which may have a deeper and less broad learning intention. Enhancements are regular opportunities but are unlikely to be within daily provision.

Forest School and Woodwork

Children develop the skills, understanding and interest of the natural world through a range of activities that involves using all of their senses to explore the environment and nature. Children work collaboratively in small groups solving problems and exploring. The experiences they gain in forest school and woodwork helps to build their confidence; wellbeing; sense of achievement and resilience and gives them a sense of 'adventure'. It encourages the development of empathy for others and the natural world. These experiences give the child a sense of 'place'. In terms of skills, they learn to use materials and equipment such as loppers or whittling tools and how to keep themselves safe. They learn how to use woodworking tools and how to cut and join materials.

Sensory play

Sensory play helps to promote children's wellbeing; Children easily become absorbed in exploring different types of sensory play which can help them to regulate their emotions. At TNS we offer a range of sensory experiences such as messy play with cornflour or shaving foam, sand and water play. Touching and engaging with a variety of different substances also promotes children's language development as when children are engaging in real experiences it gives meaning to new words such as rough and smooth. Children's social interactions and therefore social language development are also promoted by sensory play as when the children are engaged in a shared sensory experiences the sense of joy and exploration promotes interaction and communication.

Food

We know from our observations that children's knowledge of food and healthy eating is declining. At TNS children learn to grow some foods. The taste, manipulate and explore a range of foods learning how to prepare them. They take part in cooking and food exploration and understand about what we can do about food waste.

Visits and visitors

Throughout the year at TNS we invite visitors in to join us. This can range from parents/carers who play an instrument to students from the local college to share something interesting to theatre shows. We challenge children's confidence and develop their awareness of safety by undertaking walks in the local environment and as children get older they take part in more challenging trips further away such as to Nancarrow Farm, 5 Acres, The Eden Project or the Zoo.

WHAT ELSE?

We are constantly reflecting on our curriculum and adapting it so that it meets the needs of the children in our care. Most of all we want children to be emotionally secure and to have memorable experiences which prepare them for the future.

CHILDREN WHO HAVE ADDITIONAL OR SPECIAL NEEDS

We have planned our curriculum so that all children can succeed in our environment. Slight modifications may need to be made e.g. providing larger resources/quieter spaces/specific equipment or foods but mostly we differentiate for children by providing effective adult support (scaffolding) to allow all children full access to the curriculum on offer. For children for whom English may not be their home language we encourage the use of their home language and reflect this in the environment at school e.g. dual language books/culturally accurate resources etc. Communication with parents/carers and a language rich environment is essential to support the child to develop fluency in English. Based on our knowledge of the child we prioritise certain children for language intervention e.g. language games/regular sharing of books/forest school etc.

PARENTS/CARERS AS PARTNERS

We believe that children's learning is enhanced by positive relationships between parents and school. Parents have a fundamental role in helping children to learn. We aim to develop a strong relationship with families in a number of ways including (not exhaustive):

- Home visits
- Regular open days
- Parent teacher meetings
- Singing sessions for families to join in with
- End of year reports
- Updates in regular newsletters
- Learning journeys
- Welcome screen
- Challenges to support the child's learning included on every newsletter.

Core Experiences	Developmental progression outline (not exhaustive)		
Speech and language provision/oracy	<p><i>At the earliest stages children with no or little spoken language are supported with visuals, Makaton and gesture. This is further developed with adult commentary</i></p>	<p><i>As language develops language ‘mistakes’ are not corrected but modelled correctly. Sentences are extended by the adult with the introduction of an additional word or more. Adults commentary supports children’s thinking and understanding. Sustained shared thinking encourages CoEL</i></p>	<p><i>The introduction of increasingly complex language and vocabulary supports further development. Children are encouraged to learn vocabulary related to their learning and challenged to extend their sentence structures. CoEL especially critical thinking is supported through extended sustained shared thinking including how, where, why, when etc. concepts</i></p>
Books and stories (see also reading continuum)	<p><i>Board books, picture books and simple story books with familiar concepts e.g. family and non-fiction are used with children. Children are encouraged to listen actively for short periods of time and are introduced to how books are made up e.g. front cover, pages etc. They hear the same stories over and over so that they develop a deep sense of story. Props and story bags are used to strengthen learning. Attention is drawn to children’s awareness of print – their own name with the picture for example. Children begin to recognise that books can be used to find information e.g. picture books about animals. Children are encouraged to understand that book time is something to cherish!</i></p>	<p><i>Simple stories continue with familiar events but with increased imaginative aspects. Children read frequently with adults every day both in group times/story time and individually or in groups in continuous provision for increasingly longer periods of time. Props and story bags are used to encourage symbolic understanding. Children begin to retell simple stories they have heard again and again. Children begin to understand about the world of print and can use it to find familiar things such as their picture and name/learning journey/stop sign. Children can use the pictures to answer simple questions about stories and non-fiction e.g. how is he feeling? What can he see? Children are encouraged to play with and make sounds using songs and rhymes. Children know more about books e.g. turning pages, title. They use non-fiction to find information they are interested in e.g. finding a picture of an ambulance.</i></p>	<p><i>Story language in books is more comprehensive often including repeated refrains or rhymes that the children can join in with. Children are introduced to the concepts of beginning middle and end and may begin to recognise sounds (the initial sound of their name) and occasionally simple words. Children often transfer their knowledge of stories into their play e.g. goldilocks in role play and can retell stories with some accuracy. Children’s understanding of print increases as they use signs and letters to create their own writing e.g. using the alphabet line or numbers to make a birthday card. Children can answer more complex questions about texts such as I wonder what might happen next or why is he running? Children have a growing understanding of using books for information and can find this with increasing levels of independence</i></p>

<p>Mathematics (see mathematics continuum)</p>	<p><i>Initially we expose children to lots of mathematical concepts through other curriculum areas and play e.g. water play/puzzles/games. We introduce simple mathematic vocabulary such as bigger/longer. Ideas are explored through discussion and floorbooks. Regular counting and mathematics in the environment help to secure the foundation of sense of number/shape/measures etc.</i></p>	<p><i>As children develop they will continue to explore mathematics in daily play. Adults will introduce more specific and comparative vocabulary e.g. square/ruler/to the side of. Manipulatives are introduced to demonstrate and make sense of learning e.g. cubes/counters. Children are encouraged to count on their fingers. Adults will challenge children in discussion to deepen knowledge</i></p>	<p><i>Children are more able to transfer their knowledge in mathematics to other contexts and areas of play e.g. one to one correspondence in role play/snack. Further and increasingly challenging vocabulary is introduced e.g. weight/length/ surface area. Children are encouraged to begin to record their knowledge e.g. tally charts/drawing and labelling.</i></p>
<p><u>Small world and role play</u></p>	<p><i>Initially provision focusses on children playing with what they know. Real life objects and experiences from their own lives are reflected in the provision. E.g. 'home' corner/families/animals. Props are familiar. Children usually play on their own or engage a willing adult to play with them.</i></p>	<p><i>As children develop their imaginations develop and children begin to use one thing to stand for anything else they choose e.g. a stick as a wand. Role play props may be specific linking to a particular interest e.g. hospital props or open ended e.g. capes for dressing up. Children's ability to extend their vocabulary improves and they begin to play alongside others occasionally entering into the play world of a peer.</i></p>	<p><i>Role play becomes more open ended and children using their growing imaginations to invent whatever they need for their play. Specific themed resources continue to support those who wish to act out a particular interest. Children make up games together negotiating and communicating. They transfer their knowledge in other areas into their own role play e.g. a visit to an adventure park or knowledge of vehicles. They transport small world to other areas e.g. blocks to support their thoughts and play.</i></p>
<p><u>Movement play (Jabadao)</u></p>	<p><i>To begin with children will observe others involved in Jabadao; this helps them to gain confidence for themselves. Children are supported and encouraged to move in different ways and to build muscle development e.g. holding a table to stand; stretching to reach objects</i></p>	<p><i>Children engage in Jabadao initiating their own movements on the floor then with simple props such as lycra. Movement is spontaneous with little awareness of the adult's response. This is developed by the adult modelling movement for copying. Children are challenged with their movements to include balance, direction changes, muscle strengthening both indoors and out e.g. pushing wheelbarrows</i></p>	<p><i>Children engage with Jabadao in small groups taking the lead to suggest increasingly complex movements which a conscious awareness of adult's response carrying on the movement 'conversation'. They engage with more challenging props such as round gym balls where an increasing level of trust is required. This extends to children being involved in cooperative movement play where they are respectful and trusting of each other.</i></p>

			<i>They are challenged to use their increased skills outdoors with ever increasing challenge e.g. swinging on monkey bars</i>
<u>Music</u>	<i>Children are encouraged to respond to sounds and make their own sounds using their bodies/simple instruments such as drums. Children sing a small range of familiar nursery rhymes and are given opportunities to repeat these. Children express their preferences for songs by choosing a song from a song bag or symbol board</i>	<i>Children are exposed to a wider range of instruments including those which require greater skill and dexterity such as hand bells or the keyboard. They explore independently and alongside others. Children explore materials that allow them to make a range of sounds and sing songs such as cardboard tubes and microphones Children listen to a wide variety of music genres and able to respond through movement, dance or playing instruments.</i>	<i>Children engage in musical activity in cooperation with others responding to the other person in a 'musical conversation'. Children increase their listening skills through group music sessions which encourage them to listen and respond to others through listening and copying games Children sing a wider variety of songs including rhyming songs. They may also experiment with making up songs allowing them to explore rhythm, rhyme, and pulse etc. Play circle song games and group games, e.g. songs with parachutes, partnering songs e.g. "Row, Row"</i>
<u>Block play</u>	<i>Smaller blocks are provided for smaller hands and less physically competent children. Initial experiences centre around exploration finding out what blocks feel like and what they can do e.g. banging them or hiding them. They begin to learn that some blocks go together e.g. extending a row or building a small tower. Representations are generally symbolic (long blocks for a road) and children rely upon visually representative objects e.g. vehicles to enhance their play. They develop increasing fine and gross motor control to move and pick up the smaller blocks.</i>	<i>Children move on to the larger blocks and will often play in parallel with another child or simple collaboration (adding a block to a tower). They begin to recognise the properties of the blocks e.g. those that stack; balance; roll etc. They begin to be more selective about the blocks they use to create the desired effect e.g. corners to make a road turn etc. Children's imagination develops and they begin to combine their learning in other areas e.g. making a zoo for the zoo animals or rocket for the small world people.</i>	<i>Children are able to manipulate blocks with increasing precision and skill e.g. balancing blocks. They combine their knowledge from other areas of the curriculum and increased imagination with blocks to add complexity to their play e.g. building bridges to hold a model or telling a story that they are familiar with. They begin to use more precise mathematical terms to describe the properties of blocks and can compare blocks. Their building becomes more complex e.g. investigating ways to make a model more stable or how far it can be built without wobbling. Their play becomes more collaborative increasing their skills in language, thinking and understanding.</i>

<p><u>Creating and Making (malleable materials/craft and art)</u></p>	<p><i>Children explore materials using their senses and bodies. They explore colour and texture and a range of materials such as gloop and foam. They use chubby large crayons and brushes to create their work and are supported to join materials simply using glue. Their work is often 2d</i></p>	<p><i>Children explore using a wider range of materials from the craft resources self selecting for their chosen effect these may be in 2d or 3d. They cut and join using scissors and glue/glue sticks. They use a range of tools such as thinner crayons and pencils and brushes. They use the art easel to create artwork and select and clip their paper themselves and move their paper to the dryer to dry.</i></p>	<p><i>Children are able to make stronger connections between their work and stimulus e.g. creating firework art work; art in response to music or still life as a stimulus. They gain a wider range of paints and brushes to be able to create a wider range of effects. They join materials using a range of tools such as glue, sellotape, stapling etc. which requires a greater level of hand eye coordination. A higher level of critical thinking and problem solving is expected. Children make links in their learning e.g. making a model of an object from a story they know or drawing a map of the garage they made in their role play in the garden.</i></p>
<p><u>Mark Making</u></p>	<p><i>Children begin to explore making marks through exploratory play with a wide variety of materials such as food, water, paint, shaving foam, gloop and sand. Often these marks are made for the pure physical enjoyment of doing the activity. There is no interest in the end product, it is an opportunity to experiment and explore using their senses. Throughout this process they are developing confidence and dexterity</i></p>	<p><i>As the marks develop more meaning children may start to talk about the marks they have made. The first sign that children are interested in making more meaningful marks can be when they start to form circles or lines. They may begin to refer to the marks as their writing. The marks children make have to be meaningful and relevant to them.</i></p>	<p><i>Children will often have a go at making marks which involve their name or their age as these are of particular significance to them. Often it will contain marks which look similar, the marks could be backwards, some looking like recognisable letters and may be in the wrong order. Children will learn to recognise their name cards and are encouraged to have a go at copying their names on their own work. Some children will begin to write other words of interest e.g. mum. We always use lower case letters with a capital at the beginning. Children learn their letters and sounds through singing songs, poems and rhymes.</i></p>
<p><u>Outdoors Inc. sand and water</u></p>	<p><i>Children explore the outside areas using their increasing physical strength to navigate the uneven surfaces and challenges such as the stepping stones.</i></p>	<p><i>As strength develops children master the pull push toys e.g. wheelbarrows and begin to transport items to support their play e.g. moving a collection of logs or</i></p>	<p><i>Children navigate all the equipment with confidence e.g. scramble net, steep bank steps and use the monkey bars to move along and hang upside down. They work</i></p>

	<p><i>They experience the properties of the sand and water and spend time filling and emptying with a range of resources. They use their fingers and large tools to make marks. They use their senses to connect to natural materials e.g. pine cones and leaves which they may begin to sort and collect.</i></p>	<p><i>pine cones. They balance more easily on the stepping stones and begin to hang from the monkey bars. Children begin to use a wider range of tools e.g. smaller mark making sticks/scrapers/brushes and learn how to move materials around e.g. filling up jugs of water to take to the sand pit. They begin to learn about the effect of materials on others e.g. 'painting' the poles with water or adding water to sand. Their work may become reflective of patterns and decoration e.g. adding effects to sand castles.</i></p>	<p><i>collaboratively to exploit all the resources of outside to good effect e.g. shifting blocks from the block store to huddle wood to make a fort adding found materials to enhance it. They develop greater Imaginative play using objects to represent other things e.g. blocks become a train or saucepan becomes a steering wheel. They begin to understand increasingly complex concepts such as gravity e.g. using the guttering or handrails to explore how fast different balls or objects can travel. They experiment with water direction e.g. using a long tube to move water from the tap to a chosen destination. They use the sand to solve problems e.g. digging channels to get the water to flow more easily.</i></p>
<p>Enhancements</p>			
<p>Forest School</p>	<p><i>At first children will be encouraged to explore materials in the natural environment learning the names of things as they go e.g. pine cone/leaves/bark. They use all their sense to explore the natural environment and are taught to recognise natural hazards e.g. holly bushes/berries</i></p>	<p><i>Children are introduced to the concept of the safety circle and following instructions carefully. They engage in activity which involves the environment e.g. clay sculptures with found materials/ice sculptures/minibeasts. They learn turn taking and listening games as a pre requisite to understanding more complex health and safety. They begin to identify colours/shapes and names of different trees/plants. They are introduced to simple tools such as trowels, forks, mark making tools. They are encouraged to takes supported and calculated risks e.g. climbing trees/moving logs</i></p>	<p><i>Children are aware of how to keep themselves safe in forest school sessions as well as in a forest/woodland environment. They continue to be encourage to take supported risks including making a fire safely and have a go at making sparks. They have an increasing knowledge of different trees/wildlife/plants etc. Children are taught to use more complex and challenging tools such as loppers/whittling peelers/secateurs. Children become increasingly independent and competent in using the specific vocabulary associated with forest school. They have a simple</i></p>

			<i>understanding of the relationship people have with the environment.</i>
Woodwork	<i>At the earliest stages children will explore and begin to manipulate large screws, nuts etc. using play hammers and other tools. This progresses to using wooden hammers to make holes in soft materials e.g. courgettes with small plastic parts such as golf tees.</i>	<i>Children progress onto the 'tap tap' materials enabling them to use the wooden hammers to tap nails into cork. This progresses to using the woodwork hammers, nails and balsa wood and incorporating other objects e.g. fabric</i>	<i>Children's levels of independence increase in tool use. Children plan and review their work with increasing skills. Children master increasing number of tools and methods safely e.g. saw, screwdriver with more challenging wood and materials</i>
Sensory play	<i>Sensory play is adapted to the needs of children individually A range of different sensory experiences are offered. If children are reluctant to engage in sensory play children are gently supported to engage in the activities through strategies such as watching other children play with the substance, or using tools using as paintbrush so that the children don't have to touch the substance or by introducing a favourite toy such as cars or dinosaurs into the sensory play. Often children's engagement in the sensory play can be quite fleeting</i>	<i>Children progress to engaging for longer periods of time at the sensory play meaning that their focus and concentration deepens Children's language also develops as the children become absorbed in the sensory experience. Sometimes this promotes more language as the children explore and engage with real experiences. Sometimes children are so absorbed they are quiet as they focus so intently on the sensory experiment which strengthens their listening and attention skills Children develop their fine motor control through spending time squeezing, shaping and manipulating different materials</i>	<i>As children engage more and more in sensory play with other children this can become a shared experience which helps promote interactions and social communication. Children can become confident to test out ideas or problem solve such as how to make a strong sand castle Sensory play can support children's cognitive development as they learn about new concepts through manipulating materials. For example spending time playing in the water tray may allow the children to develop concepts such as floating and sinking.</i>
Food	<i>To begin with children, play with 'toy' food representing what they already know about it e.g. serving adults with a plate of tomatoes or cutting wooden bananas in half. They use tools such as spoons and pans in their play. They engage in tasting different foods in snack time and learn about their properties e.g. squash, hard, pips etc. They are introduced to the names of different foods</i>	<i>Children begin to learn about using tools to cut food e.g. cutting up bananas for snack time. They taste different foods and begin to create different concoctions e.g. selecting fruits for a fruit salad. They are helped to follow recipes with an adult e.g. fruit crumble using, spoons, bowls etc. and are introduced to vocabulary such as stir and chop</i>	<i>Children learn different ways to prepare food e.g. peeling, mashing, cutting. They start to use a wider range of equipment e.g. grater/spiralizer. They learn about the properties and tastes of increasing numbers of foods. They are encouraged to experiment with foods to create varied outcomes e.g. fruit salads, salads, bread. They have an increasing awareness of where food comes from. Children are introduced to foods from different cultures and traditions. When</i>

			<i>cooking from recipes children use scales with help and learn about increased techniques e.g. beat, whisk. They use their understanding in forest school to cook food over an open fire.</i>
Trips and the environment outside of school	<i>To begin with children explore the whole school environment venturing to areas they do not use regularly. They experience visiting speakers/guests e.g. musicians or theatre groups</i>	<i>As children develop they begin to explore the local environment e.g. walking to the church/post box/Mountford House or St Marys School. They gain an increasing awareness of their environment and keeping themselves safe</i>	<i>Children are challenged further by exploring areas further away such as the farm, forest school sites and trips to educational places e.g. Eden/zoo/beach understanding more complex instructions and concepts.</i>

Appendix 1

Cultural Capital

- We have high expectations of all children and support children who are more disadvantaged to enable them to have the same opportunities as their peers.
- Our extensive work with families (stay and play, home visits, taster days, ongoing communication, learning journeys, time to talk meetings etc.) enable us to fully understand the experiences our children come to school with.
- All our staff are very much 'there' for families supporting them in so many different ways.
- We encourage parents to help and support us with activities so that they gain an understanding of what we do and we are valuing the support that they can offer.
- Relationships are at the heart of everything we do; we know that this is the key to engaging children.
- Our developmental approach to visits and visitors recognises the need to 'gift' children with wide ranging experiences which enhance and challenge their understanding
- Deep learning approaches enable children to become immersed in learning and promote interest
- Our planning links clearly to children's interests and needs
- We know that language opens up a world of opportunity to children and place great value on language development.
- Our environment is vital to enabling children to learn and enables us to create stimulating learning experiences.
- We pay attention to the cultural richness of our environment.
- Our engagement with our community e.g. local schools/regular work with local care home is embedded.