



# The Lawns Nursery School and Pre-Nursery



## Curriculum and Assessment Policy 2023/2024



‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its’ own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’

***Statutory framework for the Early Years Foundation Stage 2021***

# The Lawns Nursery School and Pre-Nursery



## Our Vision and Values

We put the children's learning at the heart of everything we do so that they can explore, discover and make sense of the world, make choices, develop independence and learn the skills of social interaction, develop an appreciation of their learning environment and treat it with respect, develop self-esteem, self-confidence and a sense of their own identity.

We provide a caring and supportive environment in which the contributions of all children are valued enabling them to fulfil their potential.

We are an inclusive setting that appreciates the uniqueness of the individual child, regardless of ability and experience, and the wonderful diversity of the local community.

We celebrate the successes of all individuals no matter how small, to develop a committed and appreciative learning community.

We establish dynamic, innovative and creative practice based on research into how young children learn.

We involve the whole community in the day to day life of the school to enrich the children's learning opportunities.

We commit to the professional development of all staff to extend their knowledge, understanding and skills of Early Years education to build capacity and secure continuous school improvement.

We maximise the interdependent relationships of all adults and children involved in the setting enabling us to work together to secure the best possible outcomes for children.



# The Lawns Nursery School and Pre-Nursery



## Our Principles

### *The four principles of the EYFS underpin our Curriculum:*

- **A Unique Child** – every child is unique and develops in different ways and at different rates; they are constantly learning and have the capacity to be resilient, capable, confident and self-assured.
- **Positive Relationships** – children learn to be strong and independent through key person relationships which are warm and loving, sensitive, responsive and supportive.
- **Enabling Environments** – which offer stimulating resources and spaces, inside and out and rich learning opportunities where children can take risks and explore.
- **Learning and Development** – practitioners teach children through both child-led and adult-led experiences through quality interactions supporting each next step of learning.

### *Education for children's futures requires supporting children's ability to learn and to think for themselves. The Characteristics of Effective Learning describe how children learn:*

- **Playing and exploring** – we provide experiences and interactions that respect children's ideas, autonomy and interests. They follow their own curiosity and learn to develop their own challenges.
- **Active Learning** – we provide time, space and resources we foster children's growing powers to concentrate with deep involvement.
- **Creative and thinking critically** - we provide play opportunities and adult planned experiences, to allow children to think of their own ideas, imagine possibilities and creatively combine ideas in spontaneous ways.

# The Lawns Nursery School and Pre-Nursery



## Curriculum Overview

We offer a high quality broad and balanced curriculum which has four main elements:



# The Lawns Nursery School and Pre-Nursery



<p>1. Teaching and learning based on children's interests</p>	<p>All aspects of our curriculum require practitioners to be flexible and take account of children's interests and starting points.</p> <p>We're able to do this because we know our children well. We gain a thorough understanding of our children's interests and how they learn through liaising with parents, each other and observing and interacting with children.</p>
<p>2. A regular cycle of learning</p>	<p>Our curriculum reflects the needs and interests of our children at The Lawns Nursery. We plan to broaden and deepen those interests both at Nursery and in the local community.</p>
<p>3. Core experiences: gardening, nurturing chicks and caterpillars, seasonal walks, celebrating our diverse community</p>	<p>We extend the children's learning with our interactions during Free Flow Our adult-led Group Times also build on the children's current interests and learning. Our Group Times follow a progressive model of Teaching and Learning. We have yearly Curriculum overviews, Long, Medium and Short-term plans which build on the children's developmental skills.</p>
<p>4. Our curriculum goals for children</p>	<p>All aspects of our Curriculum build on children's development. For example, our cycle of Core Books begins with simple repetitive texts. Over time our core books contain more complex vocabulary, structure, and themes.</p> <p>Our curriculum goals encourage the acquisition of lifelong skills and an appreciation for the world around us ready for the next phase of education.</p>

Parents – in this document means parent/ carers.



# The Lawns Nursery School and Pre-Nursery



## Learning at The Lawns Nursery School

Our Federation principles and the Characteristics of Effective learning underpin our curriculum (see page 3).

We have planned a broad and balanced curriculum based on the 7 areas of learning of the EYFS and development. These are:

3 Prime areas: Communication and Language, Personal, Social and Emotional Development and Physical Development.

4 Specific areas: Literacy, Maths, Understanding The World and Expressive Arts and Design

We have progressive and ambitious long term, medium term and short-term plans in place for all Curriculum Areas.

We have 10 specific curriculum goals with developmental learning across all curriculum areas which teach key knowledge and skills. These are adaptable and change depending on the cohort of children.

We designed our curriculum with the needs of the children at The Lawns Nursery School in mind, celebrating our diversity. For example, many children are bilingual: we celebrate the different languages our children speak and the range of cultures. Staff are able to use a range of languages when interacting with children. We also put a strong focus on supporting children to learn English as an additional language. We use a range of story books that promote diversity. Many children live in flats. We offer lots of learning outdoors to build children's confidence and physical strength and co-ordination, for example through forest school activities, the mud kitchen, physical play equipment and woodwork.

We ensure that all children have access to enrichments and tailor experiences accordingly. We plan special activities throughout the year such as our farm visit, musical enrichments, local trips out through our "Explorer Club", forest school activities and learning about life-cycles. These activities provide children with the foundations to further explore our world around them with all its diversity and wonder.

# **The Lawns Nursery School and Pre-Nursery**

## **Implementing Our Curriculum**



Most learning is child-led and play-based in our indoor and outside environments.

There is a balance between adult-initiated experiences (guided learning) and child-initiated experiences.

Adults take children's interests and strengths, seeing each child as a competent learner.

Parent involvement is crucial. We learn a great deal about each child from their parents. Parental support and a high-quality home learning environment make an enormous difference to children.

At The Lawns Nursery School we value experiential play. We plan rich and challenging activities and experiences for awe and wonder, designed to spark children's curiosity, engage them and encourage sustained shared thinking. We plan for and organise adult led 'Talk Times.' We set up an irresistible collection of items to explore, we bake, cook on the fire, grow our own vegetables and observe first-hand the life cycles of caterpillars and chicks. These planned experiences ignite children's interest and use of a rich and varied vocabulary.

We offer lots of learning outdoors to build children's confidence and physical strength and co-ordination, for example through Forest School activities, the Mud Kitchen, physical play equipment and woodwork.

Our environment develops throughout the year, for example we begin with simply joined construction materials and progress towards more complex sets alongside our loose parts. Large plastic easy grip nuts and bolts will be gradually supplemented with smaller metal versions to challenge the development of fine motor skills.

Our environment is consistently and carefully planned to reflect and optimise progress and improve outcomes. Children learn a huge amount through the play they choose. Adults help to maximise this learning by making sure that we provide a high- quality learning environment, indoors and out. We might plan to keep a particular part of the provision the same to allow a child more time to explore and master a skill, or if a child has reached a particular milestone in a curriculum goal we can introduce a new resource that allows the child to progress onto the next stage of learning. We need to be flexible to ensure both the curriculum and child-initiated learning is included.

We balance Teacher-initiated and Teacher- led learning with Child-led learning. 'Free Flow' is when children are engaged in play both indoors and out. Children engage in the environment, with each other and with us. We are observing, assessing, planning for and responding to individual or groups of children all the time. As a staff, we discuss individual children regularly so that we all know how best to support each child's learning and development.

# The Lawns Nursery School and Pre-Nursery



**The Ofsted definition of teaching is very useful in supporting staff to recognise the teaching that they are doing through interactions and through the enabling environment. Teaching includes communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges (Ofsted 2015)**

We are an Attachment Aware school and pride ourselves in our knowledge of the developing brain and how to support young children's well-being through understanding and managing their feelings and behaviour. The well-being and involvement levels of the children are important to us and we monitor and support this area of their development individually.

We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress and achieve the best possible outcomes. However, we recognise that every child will not make the same progress through the curricular goals. Many children will learn to hammer a nail into a piece of wood. For some children with complex needs, managing to tolerate the sound of the hammer on the wood or the feel of the goggles on their face will represent strong progress. All those children are participating in the same curriculum. Where children move on quickly, our emphasis is on deepening their learning rather than introducing new skills or concepts. For example, a child may follow different recipe cards to make other types of bread and may help other children.

It is important to note that some children will need more help and scaffolding to access the curriculum. We will decide how to support each child so that they can access the curriculum and it is important that we are certain that children are secure in what they know and can do, before introducing them to something new.

## **Using our knowledge of Child Development**

Practitioners need to have a secure understanding of child development, as well as the features of effective pedagogy. As a team, we need to understand how the different elements of the curriculum fit together to help children build their learning over time. Reflective, regular discussions about practitioner's key children support this understanding. We spend time planning our adult-led daily group times and adult initiated learning to support progress in our 10 Curriculum Goals. Literacy and Maths are systematically taught during our Group Times as well as through our high-quality play-based learning environment. We check and assess that all areas of the Curriculum are being taught and are reflected in the environment.

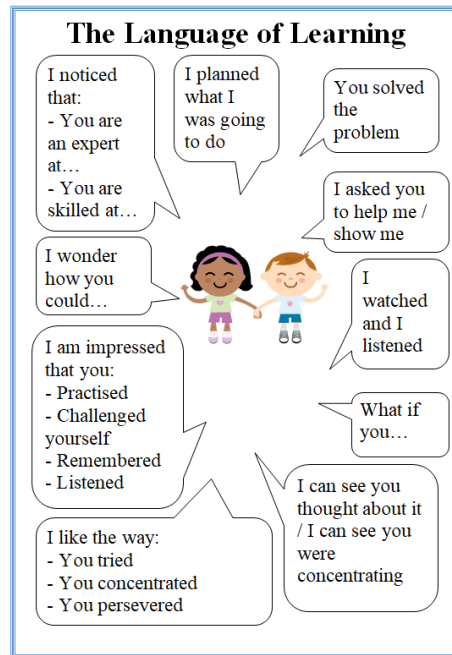


# The Lawns Nursery School and Pre-Nursery



## Metacognitive thinking

We use the 'language of learning' with children and they quickly adopt this language as well which helps them to place value on the importance of their characteristics of effective learning, not just the end product of their efforts.



Practitioners are skilled in modelling metacognitive thinking for our children and this in turn helps children to develop a growth mindset.

Metacognitive thinking enables children to talk more specifically about thinking in different contexts. It enables children to use a 'plan do review' approach in their learning. They become independent and more powerful learners and this supports their approach to managing their own learning later in their school years. Children are able to articulate what they can do and identify what they are trying to do next.

# The Lawns Nursery School and Pre-Nursery

## Our 10 curricular goals



Confidence	<ul style="list-style-type: none"><li>• Confidence to find help when solving problems</li></ul>
Talk	<ul style="list-style-type: none"><li>• Talk about what makes them special</li></ul>
Follow	<ul style="list-style-type: none"><li>• Follow a recipe to make a bread roll</li></ul>
Climb	<ul style="list-style-type: none"><li>• Climb the cargo net</li></ul>
Create	<ul style="list-style-type: none"><li>• Create an artwork using a range of stimuli</li></ul>
Grow	<ul style="list-style-type: none"><li>• Grow a vegetable, nurture and eat it</li></ul>
Make	<ul style="list-style-type: none"><li>• Make a model at the woodwork bench</li></ul>
Make Up	<ul style="list-style-type: none"><li>• Make up a story and act it out to others</li></ul>
Write	<ul style="list-style-type: none"><li>• Write a message to someone</li></ul>
Explore	<ul style="list-style-type: none"><li>• Explore numbers using a variety of resources</li></ul>

# The Lawns Nursery School and Pre-Nursery



## Children with Special Educational Needs and Disabilities

We are committed to providing a high-quality curriculum for all our children. We believe that all children, including those with special educational needs and disabilities (SEND) have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of Nursery life. We believe that all children should be equally valued in school and we strive to develop an inclusive environment where all children can flourish, feel safe and attain the best possible outcomes.

We have curious conversations with parents and carers and seek advice from other professionals (if involved) to help inform our baseline assessments for children with SEND. The focus is to understand what the child knows, understands, and can do, and the uniqueness of their play behaviours, learning dispositions and interests which can provide strong foundations for learning and progress. We Our approach ensures that every child can reach their full potential, have authentic experiences, feel a sense of belonging and be happy. This in turn allows us to support the whole family; advising, creating positive relationships, and empowering them to understand their child's learning journey.

All children are entitled to the Early Years curriculum. They will not all manage to do and know everything that is mapped out; some who appear vulnerable at first may thrive later in the year and children have different interests and experiences to build upon. Rather than 'differentiating down,' we believe that 'scaffolding up' is a positive approach in our commitment to inclusion. By 'scaffolding up,' children with SEND are exposed to the concepts and skills in our wider curriculum in a suitable breadth and depth. 'Differentiating down' suggests that children with SEND have limited access to the activities in the curriculum. Our commitment to 'scaffolding up' means that children are included in the wider curriculum and are integrated with their peers. For example, if a child has specific difficulties with their communication, for example, they may need to have aids such as a communication board so that they can make choices and share their ideas in play activities.

Weaved into our curriculum we deliver strategies and activities that were initially developed to aid the inclusion of children with SEND to enable them to engage more meaningfully in what it means to play and learn with developmental differences. However, we have found that these strategies benefit **all** children, improving their communication and language skills, social skills, self-help skills, behaviour, physical development and their attitude towards discovery, exploration, and learning. They therefore form the foundations of our provision.

# The Lawns Nursery School and Pre-Nursery



Following the children's interests and their lines of enquiry is an essential curriculum driver for children with SEND. We use their motivators to create irresistible invitations to access a wider range of curricular activities.

## **Intensive Interaction**

Intensive Interaction is used with children who have social communication difficulties. It helps to develop eye contact and early communication skills between the child and adult so children learn to enjoy being with and attending to another person.

## **Attention Building Group Activities**

The Attention Autism programme and Let's Connect are structured small group activities aimed at developing children's attention on an adult led agenda and developing natural and spontaneous communication using visually based and highly motivating activities. The sessions aim to grab children's attention, build their attention and then enable them to shift their attention from watching, to participating by taking a turn and back to watching again. Let's Connect also requires children to make choices during the session. Despite 'autism' in the title of the programme we find the activities help all children learn how to attend to adult led group sessions.

## **Mindfulness and Yoga**

Staff teach and demonstrate positions and breathing exercises promoted by yoga practice for children and basic mindfulness techniques of sitting quietly and learning to keep our bodies still and calm. There is an [emerging body of research](#) that indicates that mindfulness can help our children improve their ability to **pay attention**, to **calm down** when they are upset, and to **make better decisions**. In short, it helps with **emotional regulation** and **cognitive focus**.

## **Lego Therapy**

Adult supported sessions where 2 children build a set Lego model together. One child assumes the role of the architect and gives instructions, either verbally or using visual supports, to build a certain model to another child, who is the builder. This helps children to socially interact with peers, sustain social interaction over a period of time, engage in paired problem solving, take turns, wait patiently and develop joint attention on a shared challenge.

# The Lawns Nursery School and Pre-Nursery



## **Sensory circuits**

Short sensory motor skills programme involving an alerting, organising and then calming activity are encouraged at regular intervals to help improve children's ability to self-regulate and concentrate. Some children need these activities more regularly than others. Heavy work activities such as pushing, pulling, lifting carrying and transporting can also help with children's self-regulation.

## **Makaton**

Makaton is a language programme using signs and symbols to help people to communicate. We use Makaton for all children and teach the children two or three signs each week. We believe all children benefit from learning to sign and it is also greatly of benefit for children who are learning English.

## **Behaviour Management Strategies**

Please see 'Positive Behaviour Principles' in the appendix which outlines our approach.

# The Lawns Nursery School and Pre-Nursery



## Monitoring and Assessment throughout the Year

### Settling In and Initial Planning and Assessment

1. In the first half term we prioritise planning for and assessing the Prime Areas of the Curriculum. Key people spend quality time getting to know their key children and their families but all the staff are involved with all the children, talking about, observing and planning to settle them into Nursery and grow in confidence in their new environment.
2. Our assessment begins with a conversation with parents, a home visit for children new to The Lawns Nursery School and a session at Nursery and Pre-Nursery with a parent/carers and their key person spending time altogether. During September all parents will receive a 'My First Week' montage of their child at Nursery and a conversation with their key person to discuss the initial settling in period.
3. Every child attending The Lawns Nursery School is offered a home visit or a call if a home visit is not possible and this is followed by a Nursery session together. Children joining The Lawns Pre- Nursery will have an induction visit and the key people will meet with the parents. Parents share information about their child's interests, communication, confidence and physical health with their key person. This information will be recorded and used for initial starting points and to build the child's interests into the planning of the provision.
4. Practitioners at The Lawns Nursery School meet or call parents during the month of September to discuss how the child has settled in and what they have observed. This is a snapshot of a child's starting points. At The Lawns Pre-Nursery discussions with parents are on-going. The practitioners will refer to Development Matters to check development in the Prime Areas and we will use our Communication and Language Tracker to record all children on entry to identify children who may not be showing age appropriate skills to plan extra support if necessary. We will assess every child's well-being and measure children's involvement and engagement.
5. If we notice that a child may be having difficulties in their development, we will act quickly. It is important that we understand these more vulnerable children and the areas where they need support. We will continue to develop a strong relationship with the parents, working together to give their child the extra help they need. The curriculum for all children will remain ambitious and inclusive. It is important that we focus on support, scaffolding and helping children overcome barriers to their learning.

### **Our objectives for initial planning and assessment**

- Dialogue with parents so that we can work in a respectful partnership to support children's learning at home and in Nursery.
- Dialogue with children focused on how they learn to promote thinking.
- Early identification of children who need extra help and children who may have SEND.
- Checking that children are making progress and taking prompt action if this is not the case.
- Reporting formally to parents to work in partnership to give each child the very best possible start.

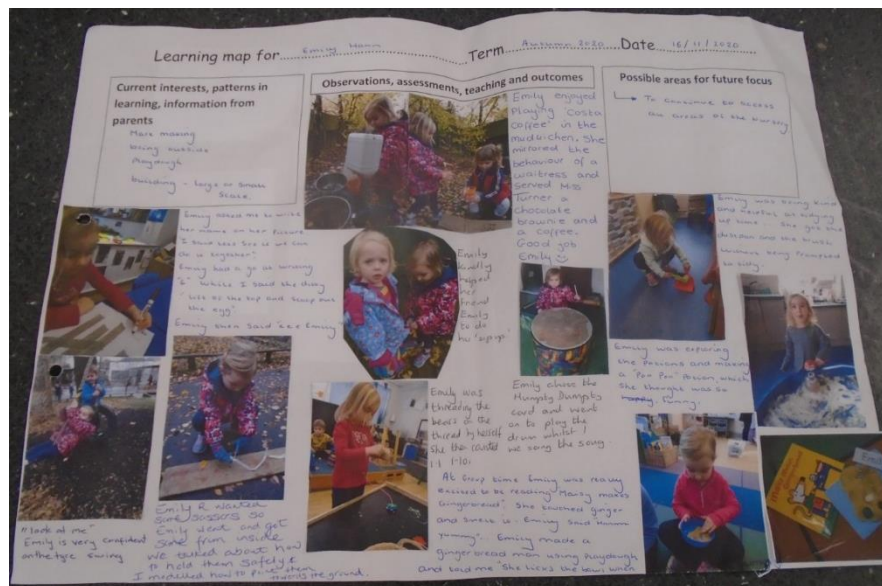


# The Lawns Nursery School and Pre-Nursery



## Reporting to Parents throughout the year and parental involvement

Each term we ask parents/carers to come and talk with us about their child's learning and development. We ask parents to tell us about any significant events that may be helpful for us to know, take some photos of their child for their Learning Journey and then come in to talk about their child's progress. We record some of our teaching moments and their child's learning for us to discuss in the form of a learning map.



We monitor children's learning in the 10 Curricular goals to check that children are on track. We also record significant observations or 'wow moments' in the child's learning journey folder. The child's achievements and perseverance are made clear and they take great pride in sharing their folders with their friends, the Nursery adults and their families.

We track and monitor children's well-being and involvement throughout the year. This helps us to identify any children needing extra support, for example with attachment, friendships or managing their feelings. Alongside this we track and monitor all children's communication, language and speech development to ensure that additional input is provided where needed. These ongoing observations and assessments are shared regularly with parents.

We have an 'open door' policy for parents and recognise that the child's parents are their primary and most important educators. We pride ourselves on working closely with parents from the very start of their child's time with us. We do this through induction visits and meetings, home visits, termly feedback, sharing learning journeys and wow moments, weekly updates of teaching and learning, incidental discussions and an end of year meeting to share the child's learning maps, celebrate their learning and next steps.

# The Lawns Nursery School and Pre-Nursery



Our weekly update is emailed home in the form of photographs and an explanation of the teaching and the children's learning during both free flow and Group Times. We share ways in which parents can support their child's learning at home which complement the learning at school.

## An example of the weekly learning update for parents



### Our Learning

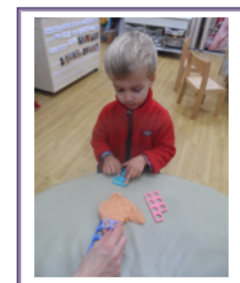


#### This Week

We have had a very exciting week because Ravi (our persona doll) came to visit us. Ravi comes to The Lawns from a different nursery and helps us to teach the children about diversity, inclusion and problem solving such as welcoming a new baby into the family or issues within friendship groups. Together we had lots of fun finding out about him, his family, his interests, likes and dislikes. Ravi is a Sikh and has recently enjoyed celebrating Diwali, he also visits the Gurdwara to listen to special words and music.

At group time we became scientists, experimenting to find out what would happen when we added the ingredients needed to make gingerbread dough into some water. We used our senses to investigate the smells and textures. We then described the changes that we noticed, using scientific language such as dissolve, absorb, float and sink.

One of our curriculum goals is 'explore numbers using a variety of resources'. Within the setting there have been many mathematical opportunities available for the children to engage in. They have especially enjoyed using Numicon at the dough table, pressing it into the dough and counting the circles produced. The children have impressed us with their ability to add together two different pieces of Numicon to discover the total.



#### Next Week

The children will be given the opportunity to enrich their understanding of the world by exploring and examining ginger in different forms. These will include root ginger, ginger nut biscuits, dried ground ginger, non-alcoholic ginger beer and crystallized ginger.

We will continue to explore the number 2. This will include looking at Numicon, learning the number 2 ditty and gaining an understanding of subitising (the ability to instantaneously recognise the number of objects in a small group without the need to count them).

#### At Home

You could have fun looking at changes and doing scientific experiments with your child. Such as making a Gingerbread man and talking about how it changes from a soft dough into a hard biscuit, or dipping a biscuit into a hot liquid and noticing how it becomes soft. Talk to your child when cooking about the different smells you encounter, maybe you could explore smells and aromas such as ginger and other herbs and spices.

This week our key words are **rhyme, conversation, senses, spice and ginger.**

# The Lawns Nursery School and Pre-Nursery



## Yearly Overview – Monitoring and Assessment

	When	Details
<b>Settling In and Initial Assessments</b>	<i>Completed within child's first 4 weeks at Nursery.</i>	"Starting Nursery" photographs taken and sent home. Teacher observations of the child through quality interactions and play. Discussions with parents and amongst the team.
<b>Learning Maps</b>	<i>Our Daily planning and assessment for all children throughout the year.</i>	Ongoing for all children. Learning Maps for each child once a term which are shared with the child and their parents/carers.
<b>Learning Journal</b>	<i>On-going through child's time at setting.</i>	Evidence of the child's learning at home and school and their interests are documented, shared and given to the child to take home when they leave.
<b>Communication and Language Monitoring</b>	<i>Termly</i>	Communication and language tracker forms for all children. Discussions about individual children amongst the team. The whole team support children with speech strategies, ongoing.
<b>POMS Well-being and Involvement</b>	<i>Termly</i>	POMS records for all children.
<b>Our 10 Curricular Goals</b>	<i>Recorded when achieved and added to Learning Journeys.</i>	The children's goals are set, monitored, and achieved throughout their time with us.

# The Lawns Nursery School and Pre-Nursery



## Our 10 curriculum goals

1. Confident to know who to go to and how to find help when solving problems	
<b>Why?</b>	We would like children to use the language of learning and to be resilient when faced with learning challenges. This supports children in being confident to ask for help when they start School.
<b>First milestone:</b> Children are confident to explore the environment. They demonstrate and express a range of emotions.	Children have photographs of all staff, including the lunch club support team and office team. Information is shared with the children and parents during their induction. Children meet their key person prior to starting nursery and visit the setting. Group time activities explore all of the environments and activities to help the children access the whole environment. Stories such as Owl Babies are shared.
<b>Component</b>	Access environment and manage emotions with support.
<b>Second milestone:</b> Children are confident to have a go and try new things. They are able to label emotions such as happy, sad and cross. Children are able to tell a person when they do not like something and to stop.	Children are well versed in the rules 'ready, respectful, safe.' Children showing effort and going above and beyond are praised. Books and stories about trying new things are shared.
<b>Component</b>	Make choices and express emotions.
<b>Third milestone:</b> Children are able to be confident to ask for help when they are stuck. They persevere at learning that is difficult.	The language of learning is shared and peer to peer learning and asking a friend is supported and encouraged. Children are given responsibilities such as counting the children in the group, delivering messages. Positive relationships are modelled and positive behaviour strategies used consistently with the children. In the moment planning, learning journeys and displays are shared with the children to help build their self-esteem.
<b>Component</b>	Talk about what they are doing using the language of learning.
<b>Final milestone (Composite):</b> Children reflect on their learning. They are able to reflect on what helps them to persevere through difficulties and what helps them when they find things hard. They show pleasure and pride in what they have done. Children are able to ask for help.	
<b>Vocabulary:</b> confident, emotions, choices, persevere, language of learning, achievement	

# The Lawns Nursery School and Pre-Nursery



2. Talk about what makes them special	
<b>Why?</b>	We nurture children towards having a high self-esteem and an appreciation of diversity and the wider world.
<b>First milestone:</b> Children can make a choice based on their interests, likes and dislikes and know that they can say no. They can identify their family.	Children are encouraged to bring in a photograph of their family from home to display in their group corners. Learning map planning enables adults to plan from the individual children's interests. Adults demonstrate how to manage conflict and resolutions and support the children positively with this. The children are encouraged to make their own choices from a range of high-quality activities and resources.
<b>Component</b>	Make own choices and recognise family.
<b>Second milestone:</b> Children can act out family experiences that are familiar to them.	Resources that reflect the children's home lives are shared in nursery. Dressing up materials are generic drapes rather than set costumes to allow for different interpretations. Festivals and celebrations are shared and explored such as Diwali, Eid, Hanukkah, weddings, christenings and Christmas.
<b>Component</b>	Role-play familiar experiences.
<b>Third milestone:</b> Children can notice differences and similarities such as skin colour, gender, types of hair, special needs and disabilities in picture books and within the setting and wider community.	A Persona doll is used with the children to help them to explore the feelings and issues it experiences such as gender bias. A wide range of children's books which better reflect our diverse society are an integral part of nursery and are available for the children to take home. Our diverse community is shared through multicultural activities and visiting parents and groups such as drummers and dancers.
<b>Component</b>	Be aware of differences between people.
<b>Final milestone (composite):</b> Children can recognise the difference and similarities between themselves and their peers. Children care for others and know how to make them feel better. They can talk about what they are good at, what they are an expert in and what makes them unique.	
<b>Vocabulary:</b> choice, festivals, differences, expert, unique	



# The Lawns Nursery School and Pre-Nursery



## 3. Follow a recipe to bake a bread roll

<b>Why?</b>	We want children to become confident in working independently and following instructions left to right.
<b>First milestone:</b> with adult support, children mix different ingredients, including; sand and water and flour and water to make simple playdough. They use the following tools; wooden spoons, sieves, scoop, rolling pins, cookie cutters and knives. They follow simple recipes in areas such as the mud kitchen.	As children take part in these activities they become more precise in using scoops (filling the scoop carefully to the top); they count the scoops as they tip them out; they use a wide range of different-sized buckets, tins and other containers. Children become confident in using tools at the snack table to prepare their own snack e.g. spreading butter on toast.
<b>Component</b>	Mix 2 substances together using tools.
<b>Second milestone:</b> in a small group children follow the steps in making a chapatti with an adult. The adult draws children's attention to the recipe card. With adult help, children use measures (teaspoon, tablespoon, cup etc.) and tip in the ingredients. With adult help, they knead the flour until it becomes soft and cover it. With adult help, they roll the dough into small balls and flatten. They help to cook these and reflect on the process.	As children become more used to cooking, the adult reduces their support for the group. Children also mix other substances together carefully, with adult guidance, e.g. mixing water and powder paint.
<b>Component</b>	Follow all the steps in the recipe card, with support.
<b>Third milestone:</b> in small group cooking activities, children follow the steps in making a bread roll with an adult. They independently fill measures carefully to the top (teaspoon, tablespoon, cup etc.) They recognise the numerals in the recipe card. When they count out quantities (e.g. 3 teaspoons of salt) they say the numbers in the correct order (1-2-3) and they know the last number they say (3) is the total number of spoonfuls they have added.	As children become more independent, there is minimal adult support as they follow recipe cards and follow paint-mixing cards.
<b>Component</b>	Fill measures accurately to the top.
<b>Final milestone (composite):</b> children follow the steps of a recipe independently. They measure ingredients, mix them and create their own bread roll by placing the mixture onto a greased proof tray ready to be baked.	
<b>Vocabulary:</b> predict, precise, accurate, instructions, sequence, knead	



# The Lawns Nursery School and Pre-Nursery



4. Climb the cargo net	
<b>Why?</b>	We believe that children grow in confidence through reaching physical milestones.
<b>First milestone:</b> Children explore the climbing equipment e.g. bench steps, crates, climbing frame steps, low wall and sandpit low wall.	With advice, support and encouragement children begin to move safely whilst maintaining balance and stability.
<b>Component</b>	Move and balance on equipment.
<b>Second milestone:</b> Children gain confidence in exploring the climbing and balancing equipment.	As children grow in confidence, they begin to challenge themselves on more complex equipment such as the chain bridge. Children respond positively to adults challenging them.
<b>Component</b>	Move safely and with control on equipment
<b>Third milestone:</b> Children repeat physical climbing experiences and show perseverance when difficulties occur. Children show pride in their achievements e.g. when climbing on the floating logs and small cargo net.	Adults encourage children to use the skills they have learnt and encourage them to take part in more challenging climbing activities e.g. the tyre swing and climbing rope. Adults verbally support children to climb the cargo net.
<b>Component</b>	Move with control and confidence.
<b>Final milestone (composite):</b> Children demonstrate strength, balance and co-ordination when climbing the cargo net independently.	
<b>Vocabulary:</b> achieve, navigate, challenge, practice, persevere, succeed	

# The Lawns Nursery School and Pre-Nursery



5. Create an artwork in response to a range of stimuli	
<b>Why?</b>	We want the children to use creative resources to express their own ideas.
<b>First milestone:</b> Children experience and explore a variety of media and materials e.g. sensory, painting, potions.	Children begin to explore and access creative activities within the nursery environment, both indoors and outside.
<b>Component</b>	Coordinate movements to explore media.
<b>Second milestone:</b> Children become more familiar with a selection of resources e.g. different brushes, rollers, sponges etc. They are supported in using new techniques and skills.	As children gain confidence in using a range of media and materials, adults model new techniques and skills. Adults provide the materials, explain how to use them and extend the children's experiences in order to support them in gaining creative skills and understanding.
<b>Component</b>	Use a range of creative tools.
<b>Third milestone:</b> Children become more confident in mark making, independently choosing different art forms with minimal adult support.	Adults ensure that children experience a range of stimuli. Children use their knowledge of media and materials to creatively explore their interests and fascinations.
<b>Component</b>	Make choices to create in response to stimuli.
<b>Final milestone (composite):</b> To produce a painting in response to music, nature, other artist's work or their imagination using a range of techniques and tools to achieve a desired outcome.	
<b>Vocabulary:</b> create, resources, tools, materials, techniques	

# The Lawns Nursery School and Pre-Nursery



## 6. Grow a vegetable, nurture it and eat it

<b>Why?</b>	We want children to understand where their food comes from and to be confident to try new foods.
<b>First milestone:</b> Children are exposed to a range of fruits and vegetables in Nursery.	Children notice and talk about the different types of fruits available at snack time. Adults encourage children to help with the gardening each day.
<b>Component</b>	Notice and explore a range of fruit and vegetables.
<b>Second milestone:</b> Children explore the differences between a range of fruits and vegetables and how they grow.	Children are able to talk about their favourite fruit and vegetables and compare them. They are familiar with a range of non-fiction books about growing and fruit and vegetables as well as fictional stories such as "Oliver's Vegetables" and show an interest in helping with the gardening.
<b>Component</b>	Talk about fruit and vegetables.
<b>Third milestone:</b> Children are introduced to the concepts of growth and decay and explore where soil comes from.	Children ask questions about how plants grow and are becoming aware of what they need to survive. They help to recycle the food waste into the compost bin.
<b>Component</b>	Experience the life cycle of a plant.
<b>Final milestone (composite):</b> Children experience planting a seed and watering it and watch it grow. They are able to talk about the changes that take place and know that a seed needs light and water as well as soil to grow. Children experience picking a tomato, raspberry, strawberry, potato, courgette etc. They help to wash it and prepare it, observe it being cooked if needed and then eat it. They help to empty the food waste into the compost bin and understand that the soil is made from decomposed food and plants.	
<b>Vocabulary:</b> grow, decay, compost, nurture, recycle, life cycle, change, decompose	

# The Lawns Nursery School and Pre-Nursery



## 7. Make a model at the woodwork bench

<b>Why?</b>	We would like children to learn to explain their ideas and make choices, talking about what they have made and how they have made it.
<b>First milestone:</b> Children explore using one handed tools such as: one-handed scissors, knives to spread/cut and wooden spoons to stir/pour.	With adult support, children learn how to use these tools correctly and understand their use. Children begin to understand how to use tools safely and are supported to do so by the adults. Children take part in junk modelling and use scissors and Sellotape to join things together.
<b>Component</b>	Grip a tool and control its movement.
<b>Second milestone:</b> Children confidently use one handed tools to create changes in materials e.g. use a peeler during forest school activities to whittle the bark of a stick.	As children grow in confidence they are introduced to the woodwork tools and shown how to use these safely. They access the woodwork bench and explore using some tools with adult support e.g. hammering nails into pieces of soft wood.
<b>Component</b>	Control a tool safely and change a material.
<b>Third milestone:</b> Children have repeated experiences at the woodwork bench. They think about what they are creating and how they want it to look e.g. "I'm making a car, it has four wheels." They are introduced to more tools and how to use these safely.	With support children use tools such as: hammers, hand drills, screw drivers, saws and the glue gun safely and with increasing confidence. They have an idea of what they want to make and how they want it to look.
<b>Component</b>	Talk about what they plan to make, in advance or during the making.
<b>Final milestone (composite):</b> Children decide on the model they will make. They choose the materials they want to use, shape materials with tools and join materials together.	
<b>Vocabulary:</b> estimate, create, design, link, technique, resources	

# The Lawns Nursery School and Pre-Nursery



## 8. Make up a story and act it out

<b>Why?</b>	We want children to be able to speak in a logical sequence when expressing themselves and use their imaginations as writing tools.
<b>First milestone:</b> children take part in pretend play, making up or developing a story.	Children may begin by pretend-playing on their own with toys like farm animals, wild animals, dinosaurs or Duplo people. They may put on a costume to become a superhero or another character. Over time, their play becomes more complex. They are able to play with other children, developing the play together (e.g. deciding who will play what role in the home corner, or telling a story with the Duplo people where different Duplo people have different characters).
<b>Component</b>	Play out a simple story with toys.
<b>Second milestone:</b> children take part in interactive reading. They respond to the features of the story. Children engage in number rhymes with props and join in with the actions. They take part in Tales Toolkit shared story telling sessions.	As children become more used to interactive reading, they ask questions and make links between what happens in the story and their own experiences. Children join in with rhymes and songs e.g. repeating words or following actions. Children play with props to retell/make up their own stories. They learn to sequence a story verbally with support using the Tales Toolkit symbol prompts 'character, setting, problem and solution.'
<b>Component</b>	Play out a story based on a book or rhyme they have heard. Retell a Tales Toolkit story that they have made collaboratively.
<b>Third milestone:</b> children take part in telling a story with adult help or can create their own story of their day using a visual timetable. They begin to become familiar with the way stories are structured through using the Tales Toolkit symbol prompts.	As children become more confident they can increasingly take over and make up their own story using the Tales Toolkit symbol prompts or 'tell the story of their day in nursery' with little prompting from the adult.
<b>Component</b>	Use Tales Toolkit symbol prompts to make up a simple story.
<b>Final milestone (composite):</b> Children use the available resources to make up their own story, developing the character, setting, problem and solution for their story. They act out or retell their story to their group alongside their friends.	
<b>Vocabulary:</b> resources, create, eventually, beginning, middle, end, character, setting, problem, solution.	

# The Lawns Nursery School and Pre-Nursery



9. Write a message to someone	
<b>Why?</b>	We want the children to see themselves as writers and use mark making and symbols within their play.
<b>First milestone:</b> Children explore using a variety of mark making materials and develop their gross motor skills through e.g. dancing with streamers and using large paintbrushes.	With adult support children learn to mark make using a variety of movements such as circles, lines, dots and zig zags.
<b>Component</b>	Coordinate movements of both hands.
<b>Second milestone:</b> Children confidently develop their fine motor skills through mark making on paper as well as in a range of sensory materials e.g. sand, oblique, playdough.	Alongside adults modelling mark making, children gain confidence in developing marks using a range of materials.
<b>Component</b>	Use hands, fingers and tools to make marks.
<b>Third milestone:</b> Children spontaneously mark make in their play e.g. writing signs for their play, creating maps to share with others.	Children talk about the marks they have written in the context of their play.
<b>Component</b>	Make marks for a purpose within play.
<b>Final milestone (composite):</b> Children write a message to someone forming recognisable letters or marks that they can read back to you with meaning.	
<b>Vocabulary:</b> concentration, precise, accurate, practice, control, grip, read, message	



# The Lawns Nursery School and Pre-Nursery



## 10. Explore numbers using a variety of resources

<b>Why?</b>	We want children to develop a deep understanding of the numbers to 5, the relationships between them and the patterns within them. The skill of subitising and 5 Frames builds up children's knowledge of Number and Number patterns. We want to lay firm foundations in 'The Five C's' – Cardinality and Conservation, Counting, Comparison and Composition. We want children to experience bigger numbers and begin to relate their knowledge to them to build up firm foundations with our number system.
<b>First milestone:</b> Children join in with number rhymes, saying some numbers in sequence. They begin to subitise and can answer the questions 'what do you see and how do you see it?'	Adults introduce, model and children join in with a range of number rhymes with props e.g. Five Green and Speckled Frogs, Five Little Ducks, One, Two, Three, Four Five...  Children learn to subitise up to 3 counters and know that they are 'subitising' when they can see how many without counting. Adults do lots of noticing with children – mathematical vocabulary is used.
<b>Component</b>	Join in with a Number rhymes. Can subitise to 3. Children talk about Number.
<b>Second milestone:</b> Children can count objects, actions, and sounds in a short sequence. Children can show the different quantities on a 5-frame using subitising and handle and partition groups of similar objects (part/whole). Children build up an image of what amounts look like (pictorial image)	Children use counters on five frames and begin to understand the concept of one more. Children explore larger groups of objects – and can talk about what they see within a larger group (part/whole) They build up a picture of what totals look like using a variety of resources including Numicon. Children recite numbers past 5. They count things such as sounds and jumps.
<b>Component</b>	Children explore number within 5 and build up a range of number skills.
<b>Third milestone:</b> Children relate their knowledge to a range of 'real life' situations – e.g. getting the right number of cups for the children at snack time. They can show you numbers to 5 and up to 10 on their fingers, with counters and using Numicon tiles. They know that when you add more objects to a group the total increases. Children recognise Numicon to find and explore them.	Children are given learning opportunities to see what totals are made up of e.g. 5 is 4 and 1 and 3 and 2, 2 and 1 and 1 and 1. (Part, whole) Children experience moving objects in different ways and realise that the number stays the same even though the resources have moved. (Move it to prove it) Children count out amounts from a larger group in real life contexts and use a variety of resources when counting to represent numbers.  Numerals are used to represent amounts to 5.
<b>Component</b>	Children start to use their Number knowledge throughout the Nursery, seeing connections with what they have learnt at Group Times.
<b>Final milestone (composite):</b> Use, talk about and apply knowledge of cardinality and conservation, counting, comparison and composition in different play/real life situations.	
<b>Vocabulary:</b> pattern, subitise, total, sequence, estimate, accurate	

# The Lawns Nursery School and Pre-Nursery



## Our Behaviour Policy.

### We want...

a safe and secure environment where all children and adults are valued;

- positive behaviour management techniques and specific praise to underpin all our strategies in the early years;
- rewards and sanctions to maintain positive behaviour patterns and safe routines;
- all individuals to feel respected and included, regardless of gender, race, religion, ethnicity, background, family or social circumstances;
- children to be free from judgements – whether based on previous behaviour or the behaviour of other family members;
- an effective learning environment that stimulates, motivates and engages all children;
- team members to be confident in pre-empting potential triggers that could lead to the occurrence of undesirable behaviour;
- positive interactions with children and close monitoring of situations that could cause conflict;
- good management and support from team leaders to ensure practitioners are able to manage situations to the best of their ability;
- adults to be effective role models – being kind, empathetic, tolerant, gentle, patient, supportive and understanding.

To achieve these outcomes we will introduce, reinforce and consistently follow our three rules;

**ready, respectful and safe**, in order to:

- give children positive, clear, consistent instructions with visual supports;
- reach the eye level of the child and maintain eye contact when giving instruction or addressing behaviour;
- set clear and consistent boundaries and use a firm but fair tone when necessary;
- praise children – making praise explicit “praise in public”, ensuring children who are behaving appropriately receive the attention they deserve, using praise of others to motivate those less eager to respond. Verbally acknowledge when individual children go “above and beyond” our expectations;
- understand that these are the first steps in very young children’s learning, and respond appropriately to their mistakes – allowing them a safe place to make mistakes without humiliation;
- avoid labelling children;
- be discreet and limit children and adults overhearing any interactions addressing behaviour – “reprimand in private”;
- use cue cards, photographs, etc., that continually refer back to the nursery rules so children are clearly aware of expectations;
- children are actively involved in the discussion of and application of Nursery rules so they have ownership of them;

# The Lawns Nursery School and Pre-Nursery



- engage and involve children positively in activities that they will readily enjoy to avoid confrontation and boredom;
- provide a stimulating environment where children can make their own decisions and choices;
- set small achievable challenges that enable children to feel intrinsically proud of their own achievements, thus encouraging positive behaviour;
- employ the use of our behaviour script “I noticed that...it’s the rule about being ready/respectful/safe...what could you do now/instead? Thank you for listening”;
- discuss concerns about any persistent behaviour problems discretely with team members (as appropriate) but never openly discuss concerns in front of the child or other children. Observe for underlying causes of undesirable behaviour – are there any triggers, patterns, sensory needs, etc.;
- inform parents of any issues, arrange a meeting to discuss positive behaviour strategies (use judgement about what is important to discuss with parents – avoid bombarding parents with a daily list of bad behaviour, remember to chat to parents about all the positive aspects of the child’s day too);
- employ positive behaviour strategies first (engaging child, giving praise for appropriate behaviour, setting clear boundaries, ignoring inappropriate behaviour but not the child).