



The Lawns Nursery School and Pre-Nursery



Curriculum and Assessment Policy 2025/2026



'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate between birth and age five than at any other time in their lives so their experiences in early years 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 provide the foundation children need to fulfil their potential.

Statutory framework for the Early Years Foundation Stage 2024

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Our principles

The Four Guiding principles should shape practice in the Early Years. From the Early Years Framework these are:

- **A Unique Child** – every child is unique and is constantly learning and can 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.

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Our Curriculum

The curriculum follows the seven areas of learning in the EYFS framework: three prime areas (Communication and Language; Personal, Social and Emotional Development; Physical Development) and four specific areas (Literacy, Mathematics, Understanding the World, Expressive Arts and Design). Careful planning ensures progression and coverage through adult led, adult initiated and child-initiated learning.

The Lawns Nursery's curriculum reflects children's needs and includes diversity beyond the local community, using tools like our Persona Doll and inclusive storybooks to promote equality equity and positive attitudes. All children access tailored enrichment opportunities, such as community visits, farm trips, music, forest school, and life cycle studies, enhancing their understanding of the wider world and its diversity.

Implementing Our Curriculum

Our curriculum promotes a balance of child-led, play-based learning and adult-initiated activities in both indoor and outdoor environments. We value each child's interests and strengths, using them to inform our teaching while recognising children as capable learners. Parental involvement and a supportive home setting are crucial for every child's growth.

Outdoor learning develops confidence, resilience, and physical skills. Our environment is thoughtfully planned and updated throughout the year to optimise progress. We remain flexible, adapting resources and opportunities to meet individual needs and milestones.

"Free Flow" activities allow children to play and learn inside and outside, engaging with peers and staff. Our team continuously observes, assesses, and collaborate to ensure tailored, responsive support.

Teaching involves interacting with children through language, demonstration, questioning, and setting challenges. As an Attachment Aware school, we prioritise children's well-being and emotional development, providing additional support as needed. Our adult led Group Times follow a progressive Curriculum which is adapted to individual needs and ongoing assessment ensures comprehensive coverage and support of curriculum goals

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Teaching and Learning

Executive function is a set of skills that begin to develop in early years. This includes working memory (holding information in mind), cognitive flexibility (focusing attention and planning what to do next), and regulating behaviour.

Self-regulation is monitoring and controlling feelings and behaviours. We support our children to identify, label and regulate their emotions through co-regulation, modelling and by giving our children the time and space to practice.

Metacognition is monitoring and controlling thought processes. We support our children by narrating what they are thinking or doing and modeling a 'plan do review' approach. We give precise feedback that focusses on the process and not just the end result or achievement. Children are able to draw on prior learning, articulate what they can do, and identify what they are trying to do next.

Scaffolding is giving just enough help to do something that you can't do yourself. We do this by gradually reducing the support that we give until a child is independent. All children can work towards our curricular goals by giving them just the right amount of support.



Figure 5: Scaffolding techniques in the early years⁹

Our model of teaching and learning enables our children to become independent and more powerful learners and supports their approach to managing their own learning later in their school years.

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Our 10 curricular goals

Our 2 year old goals

Regulate

- Children regulate emotions by finding ways to cope

Exchange

- Have a back and forth exchange whilst sharing a book

Aware

- Manage our bodies with increasing spatial awareness

Our 3 – 4 year old goals

Regulate

- Children self regulate and use metacognitive skills as they learn

Diversity

- Talk about and celebrate differences and similarities in our diverse world

Build

- Build and Use an obstacle course

Create

- Create artwork using a range of stimuli

Nature

- Notice and talk about the natural world

Use

- Use a range of woodwork tools

Follow

- Follow instructions

Storytelling

- Make up a story using Tales Toolkit

Write

- Mark-make and write with a purpose in mind

Explore

- Explore numbers using a variety of resources

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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 an initial phone call, a home visit and a session at Nursery with a parent/carer and their key person spending time together. During the first few weeks all parents will receive a 'Settling In' sheet about their child at Nursery and be given the option of a phone call with their key person to discuss the initial settling in period.

3. Every child is offered a home visit or a call if a home visit is not possible and this is followed by a Nursery session together. 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 meet or call parents during the first half term to discuss how their child has settled in and what they have observed. This is a snapshot of a child's starting points. 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.

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

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ambitious and inclusive. It is important that we focus on support, scaffolding and adapting our curriculum so we can help children overcome barriers to their learning.

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 monitor children's learning in the 10 Curricular goals to check that children are on track. We also record significant 'wow moments' in the child's learning journey folder.

We track and monitor children through our curriculum learning goals and the statutory framework. This helps us to identify any children needing extra support, 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 photos and wow moments, weekly updates of teaching and learning, incidental discussions and an end of year discussion.

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.

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Yearly Overview – Monitoring and Assessment

	When	
Settling In and Initial Assessments	<i>Completed within child's first 6 weeks at Nursery.</i>	'Settling In' sheets taken and sent home. Teacher observations of the child through quality interactions and play. Discussions with parents and amongst the team.
Parent Discussions	<i>Our Daily planning and assessment for all children throughout the year.</i>	Ongoing for all children using development matters and the statutory Early years curriculum.
Learning Journey	<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.
Communication and Language Monitoring	<i>Termly</i>	Communication forms for all children. Discussions about individual children amongst the team. The whole team support children with speech strategies.
Our 10 Curricular Goals	<i>Recorded when achieved</i>	The children's goals are set, monitored, and achieved throughout their time with us.

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Our 2 Year Old curriculum goals

1. Regulate emotions by finding ways to cope	
Why?	Children thrive when they feel safe, valued and loved. Co-regulation with trusted adults supports children's ability to self-regulate. This involves the ability to recognise and name strong feelings, adapt and bounce back when things get difficult. The development of self-regulation is essential to support children's academic ability and to develop children's emotional and intellectual well-being.
First milestone: children make a strong relationship with their key people. Increasingly, they separate confidently from their parent/carer at the start of the session and become involved in their play. They use their key people as a 'secure base' throughout the session, 'touching base' as/when needed.	Key people establish a warm, nurturing and responsive relationship. Adults are sensitive to children's cues and provide physical and emotional support when children are experiencing strong emotions. Key people provide a safe environment and consistent routine. Adults speak calmly and offer affection (as appropriate to the unique child). Adults are co-regulating with children.
Component	Spend up to 3 hours in nursery, managing their emotions with support.
Second milestone: through co-regulation children learn new vocabulary to describe feelings. They use facial expressions and body language to express themselves. With scaffolding children can label how they feel with words and/or gestures. This helps them to manage strong feelings they may have.	Adults will be calm and reassuring when helping children manage their emotions. They pay attention to their own feelings and reactions and their own coping and calm-down skills. Adults will label the feeling and explain in simple terms using why they think they might be feeling that emotion. They make links to the Zones of Regulation, starting with happy and sad, gradually introducing the zones through stories. Adults support children to notice how their bodies feel. They comment, describe and narrate. Adults model different facial expressions and body posture, and how these are tied to feelings. They use ZOR visuals and mirrors with children to practise making facial expressions. Adults have interactions based on feelings both when the child is calm and when they are not.
Component	Engage in an interaction with their key people about feelings. With support use a word or point to a visual aid to identify a feeling in themselves and someone else (happy, sad or cross)
Third milestone: children feel secure, are beginning to use calming strategies when prompted and are confident to turn to adults for help when experiencing strong feelings. When calm they will be able to pull the face associated with simple feelings and/or identify these feelings in the pictures of others.	As children play and learn in nursery they move from expressing their emotions through behaviour to expressing their needs and emotions with words. As children and adults share books, they are supported to reflect on how somebody might be feeling and why. Adults purposely teach and model skills like 'waiting' during play and routines explicitly supporting children to understand this concept using visuals. They use simple words, visuals, books and puppets with children to help them communicate their feelings and needs. Adults model strategies when children are feeling calm so they can develop an understanding of what to do when they experience strong emotions. Children are provided with opportunities to practise strategies through role play.
Component	Join in with a calming strategy with support from an adult
Final milestone: Children are beginning to recognise, name and express their feelings in a healthy way. This enables them to build strong relationships with an increasing ability to tolerate and accept others. Children begin to regulate their emotions with support from an adult by calming down when experiencing strong feelings. This enables them to begin to express themselves in appropriate ways and respond to challenges. Adults sensitively reduce the amount of support they give to children as they begin to regulate their emotions independently.	
Vocabulary: uncomfortable, comfortable, happy, sad, worried, cross, tired, calm, frustrated, overjoyed, zones, regulation, emotions, feeling	

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2. Have a back and forth exchange with an adult while sharing a book	
Why?	Communication is fundamental to all learning and underpins all seven areas of the early years curriculum. All children need to have the opportunity to have high-quality back and forth interactions to develop their language, listening, social interaction and cognitive development. Engaging children actively in stories and picture books in a language rich environment will enable our children to embed new words in a range of contexts.
First milestone: First milestone: children communicate with adults and friends using non-verbal communication. They can pay attention when others are speaking.	As children spend time in nursery they are encouraged to engage and communicate non-verbally, using facial expressions, gestures and eye-contact. Their key people spend extended periods of time sharing their focus and modelling non-verbal communication.
Component	Communicate their needs, feelings or ideas nonverbally
Second milestone: children learn the rules of conversation through warm and engaging interactions. (With support they can actively listen, take turns in the interaction, respond to questions, share focus and/or eye contact).	Children will take place in back-and-forth interactions as a natural part of their time in nursery. They are engaged in warm and engaging interactions with adults during play, at the snack table, when changing, and in small group story times. They are supported to have back and forth interactions with peers when playing.
Component	Begin to show an interest in a picture book. Engage in a verbal or nonverbal back-and-forth exchange with their key person.
Third milestone: children demonstrate active listening by giving the speaker their attention and hearing what has been said before speaking themselves. They listen to the 'serve' that an adult or peer gives and with support 'return the serve' with a verbal or non-verbal response.	Children will take part in play that requires them to practise listening to others everyday. Adults will model active listening and narrate the actions that they are demonstrating (eye contact, nodding, smiling). Role-play will be used as opportunities to practise listening in serve and return conversations. As children become more skilled at listening, adults will share books that interest them, encouraging them to share their thoughts and ideas. Adults will support through narrating and modelling how to respond.
Component	Listen carefully to what others are saying with support. With support, respond with a comment.
Final milestone: Children share their thoughts and ideas when looking at a book with an adult in a small group or individually. They listen actively to responses from the adult. They take part in a back-and-forth exchange with an adult whilst looking at a picture book for at least 3 turns. This enables them to hear new language in context, practice using language within a social interaction and receive feedback on their communication and language from adults.	
Vocabulary: nodding, conversation, chat, attention, interesting, thinking, noticing, illustration, ideas, share, turn and talk	

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3. Manage my body with increasing spatial awareness

<p>Why?</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor develops throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness. Children need to have an awareness of their bodies to develop special awareness and have the time and opportunity to practice physical skills.</p>
<p>First milestone: children demonstrate awareness of their surroundings. They move their body throughout the day and practise large movements, such as waving, kicking, rolling, crawling and walking. Children are able to find their way around nursery. They know where things are and can find them independently. For example, where their peg is for their coat and bag, and where to wash their hands.</p>	<p>As children spend time in nursery they are encouraged and supported to engage in activities both inside and outside. Their key people spend extended periods modelling how to manage the space and equipment. Adults model moving their bodies in different ways and negotiating the environment so children can use it independently. Children are encouraged to copy these movements.</p>
<p>Component</p>	<p>Negotiate the space around them safely and with purpose</p>
<p>Second milestone: Children explore the classroom and garden with support from their key people. They begin to take risks and ask for help when needed. For example, they might hold out a hand for an adult to help them whilst balancing on the beam. Children will explore different types of equipment and spaces. For example, they crawl through tunnels and climb into and out of large boxes.</p>	<p>As children become more independent, they are encouraged to try a range of equipment. Adults support and encourage children to climb unaided and to stop if they do not feel safe. Children are provided with lots of opportunities to move freely and on different surfaces.</p> <p>Adults join their play and use spatial words to describe what they are doing with their bodies. Adults provide children with reassurance and encouragement to keep trying when they are finding something difficult. Adults sing action songs to model different ways of moving their bodies and to support learning of specific words related to space and movement.</p>
<p>Component</p>	<p>Fit themselves into different spaces</p>
<p>Third milestone: Children can run safely negotiating obstacles. They are beginning to use stairs independently. They climb onto equipment with increasing independence and confidence.</p>	<p>As children become better at moving their bodies around the physical space their confidence to navigate challenges increases. Adults increase opportunities for more risk taking and challenge by providing various materials and rearranging them at different heights etc. They support the children to think and talk about risk and the things they can do to keep their bodies safe. Adults provide children with many opportunities to practise and develop their skills.</p>
<p>Component</p>	<p>Climb onto low level equipment and jump off with two feet.</p>
<p>Final milestone: Children explore the space freely, taking some risks without an adult. They manage their body and are confident to engage in physical activities. They are aware of obstacles and avoid these when moving around the space. They join in with action songs and copy movements. Children develop an awareness of their own bodies, exploring space, investigating and manipulating objects, enjoying hiding and exploring different viewpoints. They have knowledge and skills to move and interact with the physical space around them with confidence.</p>	
<p>Vocabulary: Negotiate, Adjacent, Underneath, between, through, over, in front of, before, after, upside down, opposite.</p>	

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Our 10 curriculum goals for our 3 and 4 year old's

1. Learn how to self-regulate and become a confident learner	
Why?	<p>Children thrive when they feel safe, valued and loved. Executive function includes the ability to hold information, focus attention, regulate behaviour and plan what to do next.</p> <p>The development of self-regulation is essential to support children's academic ability and to develop children's emotional and intellectual well-being.</p>
<p>First milestone:</p> <p>Increasingly, children separate from their parent as they grow in confidence and develop relationships. Children identify and begin to name their emotions and regulate their behaviour with support.</p> <p>Children will learn to use the zones of regulation.</p>	<p>As children grow in confidence, their involvement in nursery activities deepens. They explore a wider range of activities. They play for longer periods of time.</p> <p>Adults co-regulate with the children supporting them to bounce back when things get difficult and be patient for what they want.</p>
Component	Children manage their strong emotions and regulate their behaviour with support.
<p>Second milestone:</p> <p>Children regulate own strong emotions by monitoring and managing their feelings and the way they make them behave.</p> <p>Children learn to comment about their learning. They begin to hold information in their mind, focus their attention and plan what to do next.</p>	<p>Adults support children to think of solutions to issues that cause them to feel strong emotions, choosing the best solution for the situation and putting it in place. As children's engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults challenging them.</p> <p>Adults model, narrate and explicitly teach metacognitive strategies.</p> <p>With adult support they begin to engage in a plan, do review cycle.</p>
Component	Most of the time children manage their strong emotions and behaviour independently. They begin to think and talk about their learning processes.
<p>Third milestone:</p> <p>Children organise and effectively manage their learning independently.</p> <p>Children talk about and reflect on what they and others are learning and thinking.</p>	<p>As children play and learn more collaboratively, over long periods of time, and take part in more challenging activities, they talk about and reflect on their learning.</p> <p>As the plan, do, review cycle is embedded children think flexibly, plan and prioritise and use their working memory.</p>
Component	Children independently self-regulate so they can persevere, challenge themselves and focus for sustained periods of time.
<p>Final milestone: (Composite) Children reflect on their learning and comment on their thinking. They work through problems and solutions through a plan, do, review cycle. Children self-regulate and use metacognitive skills as they learn.</p>	

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2. Talk about and celebrate differences and similarities in our diverse world	
Why?	We want all children to feel secure, accepted and have a sense of belonging. We want all children to value and celebrate difference and be free from stereotypes.
First milestone: Children talk about a range of story books where gender roles are challenged and in which children from all backgrounds, especially those from black and minority ethnic (BAME) backgrounds, see themselves represented in the characters.	Ravi, our Personna Doll is introduced. A wide range of children's books which reflect our diverse society without gender stereotypes are read and discussed.
Component	Share and talk about a range of story books
Second milestone: Children can notice and celebrate differences and similarities between themselves and value their uniqueness.	Sophia, our second persona doll is introduced. Group Times are planned to incorporate Ravi and Sophia's colour and gender to challenge prejudice. Learning about our diverse community is shared through stories of Ravi and Sophia's experiences, celebrations through our children's home experiences and visitors to Nursery.
Component	Take part in Group Times celebrating diversity and be able to talk about differences and similarities between us.
Third milestone: Children explore the feelings of others and think of ways to help including gender and racial bias as a teaching focus.	Through our Personna Doll, help children to explore the feelings and issues she experiences, such as gender and racial bias. Use the problem, solution model to help her share and resolve conflict and use this model with our own conflicts. Books incorporating diversity, special needs and disabilities are shared.
Component	Begin to talk about how others may feel by relating to a problem that doesn't directly affect them.
Final milestone: (composite) Be able to share and discuss our feelings and find solutions to problems	
Vocabulary: Similar, different, problem, solution	

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3. Build and use a Collaborative Obstacle Course	
Why?	We want our Children to gain social and communication skills by collaborating on a project whilst gaining confidence through reaching physical milestones that focus on gross motor skills.
First milestone: with adult support, children identify 'safe' for building with the larger equipment outside and respond to the question 'does it feel safe?' and begin to explore their own physical capabilities.	<p>The children can begin with smaller resources such as wooden blocks. Larger equipment can be introduced and explored as the children become more confident and capable and their core strength and balancing skills develop. Adults use the scaffolding technique 'I do, we do, you do.' The Trim Trail can be used to build climbing and balancing skills.</p> <p>Children begin to communicate to an adult about what that they are doing with adult support.</p>
Component	Use part of the trim trail independently and communicate what they are doing to an adult.
Second milestone: with at least one other friend gather equipment to build a structure/ obstacle course and demonstrate to others how to use to it.	<p>Adults ask questions and verbalise thinking, modelling the process of 'what should we do and how should we do it?'</p> <p>Adults verbalise the process of making and using the equipment to scaffold to children.</p>
Component	Build with one other child or more.
Third milestone: in a small group, use larger construction, developing their ideas and focussing on 'does it feel safe?' Begin to plan and communicate their ideas more independently.	Children are encouraged to explain their thinking, first to adults and then to 'tell your friend.' Children then start to communicate with each other as they design and build.
Component	Build and use an obstacle course with others. Talk about what they are doing and why.
Final milestone: (Composite) Children demonstrate strength, balance and co-ordination when climbing independently. Children build a safe, solid structure which is planned for and built collaboratively from a range of equipment where the children must use a variety of physical skills to move around the course.	
Vocabulary: design, structure, collaborate, communicate, stable, secure, teamwork, safe	

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4. Create an artwork using a range of stimuli	
Why?	Creative play allows young children the freedom to be able to explore their thoughts and feelings and come up with new and original ideas. We want to foster a love of art and creativity in our children. We want children to learn to express their own ideas and express themselves using their curiosity and imagination.
First milestone: Children learn how to use and look after the creative area. With adult support children experiment with a variety of resources.	Group times will be planned to introduce specific skills and materials. Children are shown where they access the creative resources and how to use them. Children will be able to experiment freely with the range of resources, There is no need for a planned end outcome, rather an opportunity to experiment and learn what everything does, how it feels and how it can all work together to produce a piece of art.
Component	Access resources in the Creative Areas to produce a piece of art with adult support.
Second milestone: Children become more independent at accessing creative resources during free flow. Children build up their experience of using a range of materials so that some may begin to plan for an end outcome and consider how they may want their art to look. Children will be shown how to join card and plastic modelling materials together to begin to build 3D art.	Children will choose to use our creative areas independently. Areas will be well stocked and organised. Children will be taught how to use the scissors and tape dispenser
Component	Join 3D art materials together with tape.
Third milestone: children will be exposed to a variety of artists and their work, highlighting the techniques that the artists use. Children will experiment with those techniques and media and with adult support will begin to use the influences in their own art work.	Every child will have an opportunity to experiment with various artistic styles during Group Time and artist's art work will be available to the children during free flow to inspire and talk about. Children will plan, do and review their work.
Component	Talk about what you want to make and create it.
Final milestone: (composite) children independently use a variety of techniques they have learnt to create pictures or models.	
Vocabulary: technique, artist, style, create, materials	

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5. Able to notice and talk about the natural world	
Why?	Being in touch with nature is important to our well-being and having knowledge of the natural world is an essential part of our lives as humans. We want our children to notice, value and investigate the natural world around them.
First milestone: children will notice and be fascinated by what they find or experience. They can name living things in the environment such as worm or snail.	Adults will help children to explore the natural environment and provide opportunities to observe things closely through a variety of means, e.g., magnifiers and photographs and iPad to listen to and recognise birds. We will use non-fiction books to reference aspects of the natural world that the children have experienced, providing opportunities to extend vocabulary by naming living things.
Component	Can name some living things in the environment.
Second milestone: children will be able to notice and talk about materials using specific language such as wet/dry or textures such as rough/soft. Children will be able to notice and talk about the features of minibeasts e.g. wings, legs, shell.	Adults will teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting or making porridge, bread, or ice. Adults will support children in developing their knowledge of living things in the environment by close observation and opportunities for lots of discussion using all our senses.
Component	Extend vocabulary to be able to describe and compare living things/ materials
Third milestone: children can notice the similarities and differences between living things, materials and growth.	We will provide first-hand experiences to support children in making sense of micro-environments, the specific conditions which enable each plant or animal to live and thrive. We will explore different habitats outdoors looking particularly at changes throughout the seasons. Children will have opportunities to record and creatively represent findings by, e.g. drawing life cycles, mark making.
Component	Name changes in materials/record findings.
Final milestone: (Composite) children can notice and talk about the similarities and differences between living things, materials and growth. They can predict what may happen and why.	
Vocabulary predict, similar, different, habitat, seasons, environment	

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6. Use a range of Woodwork tools to construct	
Why?	We want children to be able to plan, construct and learn to handle tools confidently and safely. We want them to be able to take measured risks, to explain their choices and talk about what they have made and how they have made it.
First milestone: Children undertake woodwork induction with 1:1 support.	Children will learn the rules of the woodwork area. They will learn how to stay safe by wearing safety glasses and using a magnet for nails. They will see where things are kept and how to store them safely. Children will be taught how to hammer a tee into a pumpkin or a nail into a piece of wood.
Component	Children know what they need to do to use the woodwork area safely.
Second milestone: Children independently use a hammer to tap a nail successfully into wood.	Children access the woodwork bench and explore using the hammer and nails when an adult is close by.
Component	Control a hammer and nail safely.
Third milestone: Children have repeated experiences at the woodwork bench.	With support children use tools safely and with increasing confidence. They talk about what they are doing.
Component	Use a variety of tools and resources independently.
Final milestone: (Composite) Children make decisions about the tools and resources that they want to use and manage the resources as independently as possible to design their own piece of wood.	
Vocabulary safety, hammer, screwdriver, hand drill	

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7. Follow instructions	
Why?	We want to instil a love of cooking in our children whilst developing the ability to work independently and follow instructions in sequential order.
First milestone: With adult support, children mix different ingredients, including; sand and water, and flour and water to make simple playdough. They talk about measures for example full, not full, empty and 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 use a wide range of different-sized containers. Children become confident in using tools at the snack table to prepare their own snack
Component	Use containers to measure
Second milestone: In a small group, children follow the steps to make porridge with an adult. The adult draws children's attention to the recipe card. With adult help, children use measures e.g teaspoon, tablespoon, cup etc and check that they are full, stir and use the microwave to cook the porridge. They reflect on the process and talk about the changes.	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.
Component	Follow all the steps in the recipe card with support.
Third milestone: Third milestone: 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 used to following the instructions the adult reduces their support.
Component	Follow all the steps with minimal adult support
Final milestone: (Composite) children follow the steps independently.	
Vocabulary: recipe, predict, instructions, sequence, knead, measure	

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8. Make up a story and act out others	
Why?	‘Reading and writing float on a sea of talk’. We want our children to understand story structure so that they can make up, perform and tell stories. We want them to ignite their interest in stories to build a firm foundation for their literacy learning.
First milestone: children join in with role-play and play imaginatively with ‘small world.’ Children join in with repeated refrains with well-known stories.	<p>The Nursery environment has lots of opportunities for children to play imaginatively. Stories are read for children to join in with, repeating phrases and ‘acting out’ parts using facial expressions and hand movements.</p> <p>At Group Times, adults read Core Books over the term so that the children know these stories really well and begin to know how stories are structured.</p>
Component	Join in with repeated refrains/ actions in a well-known story.
Second milestone: The Tales Toolkit structure is introduced. Children act out a short story as part of a group.	<p>The structure and specific vocabulary of Tales Toolkit is introduced and children begin to create a collaborative story using character, setting, problem, solution.</p> <p>Helicopter Stories are introduced.</p>
Component	Contribute to creating a story. Join in with acting out a story.
Third milestone: children tell stories that they have made up and well-known stories using props/ picture books. Children become confident at telling their own stories which adults scribe. Children act out stories together both in Group Times and in Free Flow.	<p>Adults begin to scribe stories that the children have started to make up. This can be continued in Group Time and during Free Flow.</p> <p>Stories are discussed using the Tales Toolkit structure. The Tales Toolkit language goes beyond story-telling and into our everyday problem solving.</p>
Component	Make up a story using the Tales Toolkit structure.
Final milestone: (Composite) Use Tales Toolkit inside and out at Group Times and during free flow.	
Vocabulary characters, setting, problem, solution, audience, act out.	

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9. Write with a purpose in mind	
Why?	We want children to see themselves as writers and use mark making, symbols and letters in their play as a way of communicating to others.
First milestone: Children begin to use mark-making equipment independently.	Adults use group time and play opportunities to model writing every day, highlighting its meaning. Adults make sure that print, books, and mark-making resources are everywhere. As children watch adults modelling writing for a purpose, are read to and see print around them that is read to them; when they have exciting resources with which to mark-make, they will begin to really value writing and will want to have a go themselves.
Component	Use mark making equipment independently
Second milestone: children will have access to a variety of paper and our pen collection to mark-make and draw special messages to each other and hide them for their friends to find. Children's messages may also take other forms such as chalk outdoors – using arrows to lead children to a message at the end of a trail.	Adults will model writing for different purposes and read writing from left to right and top to bottom, running their finger under the words. Adults will show print has value and meaning and will support children's own writing attempts.
Component	'Write' a message to others.
Third milestone: Children develop an increasingly wide range of purposes for mark making and early writing to support their play such as making signs, letters, cards, tickets and maps. Children will begin to imitate adult's writing by producing continuous lines of shapes and symbols.	Adults plan activities that focus on collaborative and purposeful mark-making and early writing. Children will start to use vertical lines, circles and zig zags to imitate writing from left to right and 'read what it says.' If a child is starting to write letters, we will support the correct letter formation on an individual basis using instruction such as 'up, down, round and back.' Adults support children in taking their learning into their own play.
Component	Use writing type marks independently
Final milestone: (Composite) Children choose to write in a range of play situations with a purpose in mind, making letter-type marks.	
Vocabulary message, write, symbols, meaning	

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10. Explore numbers using a variety of resources	
Why?	We want children to develop a deep understanding of number 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 Cardinality and Conservation, Comparison and Composition and Subitising. We want children to experience bigger numbers and begin to relate their knowledge to them to build up firm foundations in our number system.
First milestone: 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.
Component	Join in with a Number rhymes. Can subitise to 3. Children talk about Number.
Second milestone: 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 use maths vocabulary about what they see. 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. Children recite numbers past 5.
Component	Children explore number within 5 and build up a range of number skills.
Third milestone: 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 and with counters on a 5 frame. They know that when you add more objects to a group the total increases.	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) This is done through 5 frames and resources for 5 Green and Speckled Frogs, 5 Little Ducks for example. 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 represent 5 in a variety of ways.
Component	Children start to use their Number knowledge throughout the Nursery, seeing connections with what they have learnt at Group Times.
Final milestone: (Composite) Use, talk about and apply knowledge of cardinality and conservation, comparison and composition in different play/real life situations.	
Vocabulary examples include 'what do you see? How do you see it?' Noticing, subitising, pattern	

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