



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



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.



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.

Cookham 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.

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 years³

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.



Our 10 curricular goals

Regulate	<ul style="list-style-type: none">• Children self regulate and use metacognitive skills as they learn
Spatial Reasoning	<ul style="list-style-type: none">• Talk about where their body is in space and how this relates to objects and people around them
Use	<ul style="list-style-type: none">• Use a range of woodwork tools
Build	<ul style="list-style-type: none">• Build and use an obstacle course
Create	<ul style="list-style-type: none">• Create art work using a range of stimuli
Diversity	<ul style="list-style-type: none">• Talk about and celebrate similarities in our diverse world
Story telling	<ul style="list-style-type: none">• Make up stories using Tales Toolkit
Write	<ul style="list-style-type: none">• Mark - make and write with a purpose in mind
Nature	<ul style="list-style-type: none">• Notice and talk about the natural world
Number	<ul style="list-style-type: none">• Explore numbers using a variety of resources



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 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.

Cookham Nursery School



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.

Cookham Nursery School



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.

Our 10 Curriculum Goals

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: 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. 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. 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: Children regulate own strong emotions by monitoring and managing their feelings and the way they make them behave. 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: Children organise and effectively manage their learning independently. 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>	

2. Spatial Reasoning	
Why?	Developing spatial reasoning in the early years lays the foundation for problem-solving, mathematical thinking, and creativity, helping children make sense of the world around them through movement, shape, and space.
First milestone: Explore space through movement. Children will explore 'space' by physically interacting with the Nursery environment. They will move in varied ways and experience different viewpoints. They will start to use positional language, such as in, out, up, down, under, over, in front, behind.	Adults will use contingent talk – naming things in the moment and will repeat these words and experiences. Adults will use spatial talk to describe dimensions, spatial features, location and direction. Obstacle courses using equipment to go over, under and through will be set up. Children will use all aspects of the garden to see from high up, low down, across, to gain different perspectives and will have language modelled to them. Inside, children will explore blocks, small world, books, puzzles and play dough to encourage spatial talk.
Component:	Children will be given experiences to explore space and start to use spatial talk to describe these experiences.
Second milestone: Manipulate shapes and objects. Children will explore how shapes and objects behave in space. They will fit and rotate shapes to make them fit. They will combine shapes to create patterns and pictures. They will predict how objects will look when moved.	The first milestone will be extended with contingent talk (adults) and spatial talk (children and adults) being regularly used. Children will print and model with a range of objects to explore surfaces of 3d objects. Children will use block play, creative construction and junk modelling with adults to have back and forth conversations to describe spatial features. Children will explore symmetry and reflections with mirrors and adults will ask e.g "What will happen if we turn it?" during puzzle play
Component	Children will further develop their own experience with space to incorporate the position of objects.
Third milestone: Understand and use spatial language. Children will use spatial language and reasoning more independently to describe and navigate space. They will use directional language, understand relative position and understand and talk about simple perspectives	Children will explore maps and routes through fiction and non-fiction books. They will represent spatial journeys and solve spatial problems. They will use spatial language in storytelling and construction, using directional terms
Component:	Children will independently use their knowledge of position and space to deepen their perception of the world around them.
Final milestone: Children will use spatial language to express their own ideas and physically interact with their environment based on their understanding of position and movement.	
Vocabulary Positional words, directional words, comparative words, properties of objects – e.g curvy, round, straight, corner, side	



3. 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 then 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, plan, do, review, hammer, nails	



4. 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?'	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.
Begin to plan and communicate their ideas more independently.	
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	

5. 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	



6. 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.	Jasmine/Biba, 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.	Group Times are planned to incorporate Jasmine’s/Biba’s colour and gender to challenge prejudice. Learning about our diverse community is shared through stories of Biba’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	

7. 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.	

8. 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	



9. 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	

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	