



Introduction to our curriculum document

The best start in life. Serving the children in our community:			
Our aims	To inspire our children, parents, community and staff to be the best they can be.	To enable all our children, parents and staff to love learning.	To empower all our children, parents and staff to make progress and achieve.
Our vision	<p>To inspire children, parents and staff to be:</p> <ul style="list-style-type: none"> • Adaptable and Determined • Confident and Curious • Well-mannered and Collaborative • Independent and Interdependent • Resilient but Open-minded • Responsible yet Compassionate • Courageous 	<p>To provide a curriculum that is:</p> <ul style="list-style-type: none"> • Exciting and Innovative • Challenging but Inclusive • Creative yet Provocative • Ultimately Motivating <p>To be the nursery school and family centre of choice for families and staff.</p> <p>To ensure that all our children, families and staff feel that they belong in Guildford Nursery School and Family Centre.</p>	<p>To provide support that ensures:</p> <ul style="list-style-type: none"> • All children and families will have success and feel successful in their learning and development and will be ready for the next stage in their life. • Families will be able to lead safe, fulfilling and healthy lives. • Staff and children will work and play in a culture that engenders enquiry, reflection, self-awareness and resilience.
Our commitment	<ul style="list-style-type: none"> • We work together with consent and respect. • We put the child at the centre of everything, understanding that a child belongs to a family within the wider community. • We communicate with everyone in ways that are respectful, reciprocal and mutually appropriate. <p>We value connectedness and belonging so:</p> <ul style="list-style-type: none"> • Every child is assigned a qualified key person. <i>For more information see our key person approach on our website.</i> • Every family being supported is assigned a qualified family support worker. • Every member of staff has comprehensive performance management support. • We seek to work in close partnership with members and groups within the community. 	<ul style="list-style-type: none"> • We invest in staff training and development so that all are knowledgeable and nurturing. • We provide opportunities for all to learn through self-activity and reflection. • We recognise the central importance of learning through play and creativity. • Everyone is given freedom with guidance. This means that there are choices from a range of options, and support and help are provided to ensure progress. • Everyone is encouraged and enabled to engage with nature. • We provide resources that are provocative and challenging. • We give learners time to gain proficiency. • We provide exciting experiences and opportunities. 	<ul style="list-style-type: none"> • We start where the learner is. • We offer help, support and guidance early. • We strive constantly to improve continuously. • We seek ways to empower others so as to increase resilience. • We recognise, welcome and respect diversity and difference. • We challenge prejudice and bias. • We support others to think for themselves, listening to and respecting their ideas. • We provide each learner with what they need now. • We support others to develop self-discipline. • We provide guidance to enable each child and adult to pursue and achieve their intentions, offering help when it is needed.

Our offer

- Staff play with children and in doing so teach children the necessary **personal, social and emotional skills** they need to succeed in life.
- The children demonstrate very **high levels of engagement and high levels of concentration** for their stage of development.
- Resources and opportunities offered to the children are carefully thought out and planned. This results in high levels of engagement amongst all the children.
- From observing children with their learning journeys, one can see **the pride and care** the children have for them.
- The systematic and consistent use of visuals, objects of reference, and Makaton for all children and especially those with additional needs, has enhanced hugely children's ability to **communicate their feelings of belonging and inclusion**.
- Key People know their children very well. This deep knowledge enables them to ensure each child makes **excellent progress from their individual starting points**. It also enables them to have thoughtful conversations with children.
- 'Attention Autism' training has enhanced staff enthusiasm when presenting to children and has **improved children's listening and attention**.
- Children consistently **learn new vocabulary or signs** which enables them to communicate effectively.
- The photos and learning stories within each child's learning journey **enable every child to talk** about their learning and progress.
- A freedom with guidance approach to physical development results in children showing **good control** in both large and small movements appropriate for their stage of development.
- Staff model and talk through with children how to manage risk. This means that the children are **more confident and competent** to manage risk safely.
- Reading and **a love of books** is fostered through our continuous provision, our core stories and rhymes approach, key group times and rich language constantly modelled by staff.
- **Frequent and meaningful opportunities to use maths** means that children have a confident, have-a-go, can-do attitude.
- **Specially trained staff** who support children with additional needs within the nursery and who withdraw the children when appropriate have ensured that these children have made accelerated progress.
- Well-trained staff use every **opportunity to interact** with the children. This ensures each child is able to learn more.
- Our Froebelian principled approach **ensures consistency of pedagogy** across both sites and for all children.
- The learning journeys make the **learning and development visible** for both parent and child.
- The children use the curriculum books on gardening, cooking etc. to reflect on what they have done and to plan what they will do next. These books help the children **to remember more**.
- The **systematic teaching of skills** has meant that children can **do more and know more**. This is evident in the learning journeys.



Development and Learning at Guildford Nursery School

Principles and pedagogy

Our principles and pedagogy are inspired by the work of Friedrich Froebel. Froebel was a man who argued that the most important part of education was the child's first seven years. Someone who had ultimate respect for each child and their family. Someone who understood the true value of childhood and that through play the greatest learning can take place. Froebel argued that we must view each child within the context of their family and wider community. Froebel wanted to 'educate people to be free, to think, to take action for themselves'. More information about our principles and pedagogy can be found in our brochure: [Guildford-Nursery-School-brochure-Feb-2023.pdf \(guildfordnurseryschool.surrey.sch.uk\)](https://guildfordnurseryschool.surrey.sch.uk/Guildford-Nursery-School-brochure-Feb-2023.pdf)

Child development

'Birth to 5 Matters' guidance [Birth To 5 Matters – Guidance by the sector, for the sector](#) is used to inform our practice and to support our knowledge of child development.

It considers 'The child at the centre of practice, the child's connections within family, communities, cultures and the natural world, and the need to consider the whole child: physical, social and emotional wellbeing, health, and learning.'

Definition of teaching

We adhere to the Ofsted definition of teaching:

"Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes: their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress." Early Years Inspection Handbook (September 2019) p.33

Key person role

Key people get to know the children in their group extremely well. Families are involved from the very beginning, starting with a phone call to discuss the child followed by a home visit. There are then opportunities for families to meet regularly with key people either face to face or via a preferred method of contact such as email, text, or phone call. This key relationship means that every child receives a bespoke package that is individual to them. Consideration is given to their previous lived, and ongoing, experiences. Children's strengths are built upon with planned, relevant experiences to enhance their learning.

Key group planning

At the end of every nursery session (am and pm) there is an opportunity for each group to come together with their key person to engage in 10-15 minutes of an adult-led session. The simple planning format for this includes: Learning Needs, Activity, Evaluation and What Next. This planning is completed by individual key people and is suited to the children in that key person's group. The aim is that the group time should consider different learning styles, so it could take place outside, for example, and will likely involve movement and be actively engaging. Each area of learning will be covered over a period of time and gaps in learning will be identified and addressed as part of the evaluation.

At other times the groups may be mixed up by ability or interest so that the session is specific/targeted to that group's needs. This is pertinent to maths and literacy in particular as the needs and abilities in these areas often vary greatly.

Planning for Froebel's occupations

As part of being a Froebel-inspired nursery school, there is provision for the children to experience woodwork, block play, gardening, cooking, clay, sewing and weaving. These experiences, called occupations, are planned for on a regular basis to ensure that every child has access to them. Each occupation has its own curriculum guidance written to show how it links to each area of learning and includes the sequence of knowledge and skills to be taught and learnt. These are put into folders, that are class based, along with photographs of the children. These provide a visual prompt for the children to revisit ideas and to reflect on past experiences, and to show progress.

Curriculum overview for the year

Each term is planned at the beginning of the year to decide when the following will happen: core books and rhymes, aspects of letters and sounds, planned events/visits, specific occupations, and involvement of parents. The intention is that there is a sequence of events that sets out what we want children to learn and when we want them to learn it, as well as how it will be taught. 'Next steps' are addressed in the moment or through planning to specifically address gaps.

Interventions

Children that have an Individual Support Plan (ISP) have specific targeted adult input every day that they are in nursery. This could mean playing alongside a child, supporting their language or personal and social development, depending what the ISP targets are. This could also mean taking the child to do something that is adult-directed, such as high attention activities or a turn taking game. A different known adult does this each day to ensure that the children are not reliant on the same adult or a set way of doing things. However, effective communication between adults is key to ensure that there is consistency with the child understanding what the expectations are.

Continuous provision

The provision that is available for children to access daily includes elements that are both planned and spontaneous. On the whole, resources are made of natural or recycled materials and are open-ended. This means that these resources don't necessarily have a fixed purpose and can be used with endless possibilities. Stones, shells, fir cones and conkers can be used for counting and sorting, to represent food or an animal. There are key resources that are available daily, for example: sand, water, paint, blocks, books, scissors, glue, small world, role play, but the presentation, content or placement may vary in order to engage, motivate and teach.

A whiteboard in each class provides a way of contemporaneously recording the children's interests and learning needs and how these are then used to further enhance learning.

Areas of learning

Curriculum guidance has been written for the seven areas of learning of the Early Years Foundation Stage (EYFS). This includes thinking about what we want children to learn (curriculum ambitions) and the sequence of knowledge and skills (pathway to success) they need in order to achieve those curriculum ambitions.

The teaching of maths and literacy is dependent on the adult interactions far more than on any resources. Opportunities will arise throughout a typical day which skilled adults know to utilise. Snack time and lunch time, for example, occur every day for most children but there are many different ways that they can be used to enhance learning. This includes counting, comparing, subitising, using tools such as peelers and knives, and making up rhymes to go with what you are doing.

Core books and rhymes

There are 3 core books chosen for each of the 3 terms for both age groups (2-3yrs and 3-5yrs.) There are also several core songs and rhymes identified for each term. Both the books and rhymes have concepts that are taught before even picking up a book. For example, before reading 'Have you seen elephant?', the game of hide and seek may be played, or games where you take an object away for children to work out what is missing. Exploration online will give an idea of what a real elephant looks like. This means that concepts are fully explored and understood. This, of course, is particularly pertinent to children that hear or speak more than one language.

The rhymes, in turn, link to the books, in this instance, 'An elephant goes like this and that'. By really embedding the knowledge before the reading/telling of these core texts, the children will have a deeper understanding of the book. We share information about our core books and rhymes with the schools the children move on to in order that they can use them in the first few weeks when the children start in Reception.

Assessment, recording and reporting

Assessment, through professional observation, is embedded into our daily practice. By playing with, observing and listening to children in an enjoyable and relaxed way, key people are able to make holistic and focussed judgements on each child's stage of development.

Discussions with parents/carers have an important contribution to this process and meetings with parents take place at regular intervals throughout the year.

Every child has their own Learning Journey book in which staff put photos, pieces of work, observations and learning stories showing each child's learning and development. We encourage parents to add to this too. Learning Journeys are stored in each key person's group area for parents and the children to read at any time. They are given to the family when the child leaves nursery.

An EYFS Progress Check takes place for children who join us at age 2 and is usually carried out around 30 months. Parents and the child's key person meet to share information.

We use Observation of Play and Learning (OPAL) milestones to track which children are reaching typical development for their chronological age. Where appropriate, other forms of assessment are used to help us understand how an individual child is developing. These might include:

- English Proficiency Assessment
- The Early Language Monitoring Tool (ECAT)
- WellComm Speech and Language Toolkit
- Ann Locke (Talking Teaching Profile)

The data is analysed and used to inform planning for individuals and groups.

Each child receives an end of year learning letter in July.

On leaving Guildford Nursery School, a learning letter is written and shared with the child and parents and the next school, along with the child's developmental milestones and attendance percentage.

Review of pedagogy, provision and practice

- Staff talk daily about the learning that has taken place that day and what can be done to enrich further learning.
- Staff meet weekly to review individual children's progress and to plan what next.

We have an extensive staff training offer that continues to build on our knowledge of child development and the quality delivery of the early childhood curriculum.



Curriculum guidance for: Personal, social and emotional development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

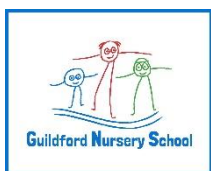
Making relationships	
Curriculum ambition	<p>Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p>
Pathway to success	<ul style="list-style-type: none"> • Enjoys the company of others and seeks contact with others from birth. • Engages another person to help achieve a goal, e.g. to get an object out of reach. • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests. <ul style="list-style-type: none"> • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. • Asserts their own ideas and preferences and takes notice of other people’s responses. • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.
Sense of self	
Curriculum ambition	<p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</p>
Pathway to success	<ul style="list-style-type: none"> • Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other’s faces, eyes, and mouth in play and care events. • Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them. • Is aware of and is interested in their own and others’ physical characteristics, pointing to and naming features such as noses, hair and eyes. • Shows an understanding of and interest in differences of gender, ethnicity and ability. <ul style="list-style-type: none"> • Asserts choices and preferences such as different tastes and rejects things they don’t want, for example by pushing them away. • Asserts likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying <i>no</i>, <i>me do it</i> or <i>mine</i>. • Through play, tries out different behaviours, and social situations.
Understanding emotions	
Curriculum ambition	<p>Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants</p>
Pathway to success	<ul style="list-style-type: none"> • Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words. • Shows empathy by offering a comfort object to another child or sharing in another child’s excitement. • Recognises that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions. • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.



Curriculum guidance for: Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

		Moving and handling			
Curriculum ambition	Can grasp and release with two hands to throw and catch a large ball, beanbag or an object	Creates lines and circles pivoting from the shoulder and elbow	Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, ribbons	Can balance on one foot or in a squat momentarily, shifting body weight to improve stability	
Pathway to success	<ul style="list-style-type: none"> Claps two hands together. By self, release and grasp a square scarf. By self, release and grasp a bean bag. By self, release and grasp a large ball. With an adult, throw and catch a beanbag or large ball. 	<ul style="list-style-type: none"> Sky drawing a straight line from high to low (from shoulder). Drawing lines on large paper, floor (from elbow). Sky drawing an anti-clockwise circle (from shoulder). Drawing circles on large paper, floor (from elbow). 	<ul style="list-style-type: none"> Can wave a ribbon in the air using one hand. Can water plants using a jug or watering can. Can paint a line or mark. Can use a knife and fork to eat. Can hammer an object into wood. Can cut paper. Can use a pen/pencil to make marks. Can sew a line using the in/out method. 	<ul style="list-style-type: none"> Bends at the knees while standing still without falling over. Can move quickly from one foot to the other on the spot. Can move slowly from one foot to the other on the spot. Can hop. Can balance on one foot for an increasing amount of time. Can balance on less dominant foot for an increasing amount of time. 	
		Health and self-care			
Curriculum ambition	Can attend to toileting needs most of the time by themselves.	Dresses with help	Can tell adults when hungry, full up or tired or when they want to rest, sleep or play	Can name and identify different parts of the body	
Pathway to success	<ul style="list-style-type: none"> Pulls pants down. Sits on toilet/potty. Wee/poo on toilet. Wipes self. Pulls up pants. Flushes toilet. Washes and dries hands. 	<ul style="list-style-type: none"> Puts on own coat using dip and flip method. Pulls up zipper once fastened at the bottom. Pulls up own trousers from ankles. Can change from shoes to wellies and back. Attempts different types of fastenings. 	<ul style="list-style-type: none"> Knows the words and/or signs for hungry, thirsty, tired, more and help. Uses the words and/or signs for hungry, thirsty, tired, more and help. 	<ul style="list-style-type: none"> Can point to head, arms, legs, back, bottom, eyes, ears, mouth, nose. Can name or sign head, arms, legs, back, bottom, eyes, ears, mouth, nose. Can point to shoulder, elbow, knee, neck, feet, hand, toes, fingers. Can name or sign shoulder, elbow, knee, neck, feet, hand, toes, fingers. 	



Curriculum guidance for: Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Curriculum ambition	Listening and attention
	<ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused)
Pathway to success	<ul style="list-style-type: none"> • Reacts in interaction with others by smiling, looking and moving. • Concentrates intently on an object or activity of own choosing for short periods. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Pays attention to own choice of activity, may move quickly from activity to activity. • Listens with interest to the noises adults make when they read stories. • Single channelled attention - can shift to a different task if attention fully obtained; using child’s name helps focus.
Curriculum ambition	Understanding
	<ul style="list-style-type: none"> • Understands use of objects (e.g. <i>Which one do we cut with?</i>) • Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture. • Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box.</i>
Pathway to success	<ul style="list-style-type: none"> • Turns when hears own name. • Responds to simple questions when in a familiar context with a special person (e.g. <i>Where’s Mummy? Where’s your nose?</i>). • Understands single words in context (e.g. cup, milk). • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. <i>Throw the ball</i>). • Identifies action words by following simple instructions (e.g. Show me jumping). • Understands more complex sentences (e.g. <i>Put your toys away and then sit on the carpet</i>). • Understands <i>who, what, where</i> in simple questions (e.g. <i>Who’s that? Who can? What’s that? Where is?</i>). • Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>).
Curriculum ambition	Speaking
	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>) • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> • Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>) • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle.</i>
Pathway to success	<ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Uses single words. • Copies familiar expressions, e.g. <i>Oh dear, All gone</i>. • Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>). • Beginning to put two words together (e.g. <i>Want ball, More juice</i>). • Uses longer sentences (e.g. <i>Mummy gonna work</i>). • Beginning to use word endings (e.g. <i>going, cats</i>). • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses a variety of questions (e.g. <i>what, where, who</i>).



Curriculum guidance for: Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- At Guildford Nursery School, we believe that the right to literacy is fundamental to society and it is educators and parents who can make that right a reality for all children.
- We believe that listening, speaking, reading and writing are integrated processes.
- We believe that humans learn language as we use it, that we learn through language and that we learn best about language when there is a real purpose to the learning.

		Reading		
		Knows that print carries meaning and, in English, is read from left to right and top to bottom	Begins to develop phonological and phonemic awareness	Recognises familiar words and signs such as own name, advertising logos and screen icons
Curriculum ambition				
Pathway to success	Shared reading: <ul style="list-style-type: none"> • Points to text with adult when reading together. • Knows where we start to read and write on a page. 	<i>Letters and sounds phase one</i> Ensure all aspects are covered so that each child: <ul style="list-style-type: none"> • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words, songs, poems and rhymes. • Claps or taps the syllables in words during sound play. • Hears and says the initial sound in words. 	<ul style="list-style-type: none"> • Finds name on a board. • Practises reading own name. • When an adult is modelling writing, points out/find familiar words such as Mummy. 	
		Writing		
		Attempts to write own name, or other words, using lines, circles, curves, or letter-type shapes	<ul style="list-style-type: none"> • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. 	
Curriculum ambition				
Pathway to success	<ul style="list-style-type: none"> • Forms lines from top to bottom, zig zag lines, circles anti-clockwise (sky writing, on hands/back with finger, large paper etc.). • Forms the letters l, c and r (sky writing, on hands/back with finger, large paper etc.). 	Shared writing: model writing for different purposes. <ul style="list-style-type: none"> • Points out where to start on paper. • Points out letters that are significant for the child. • Watches as an adult scribes their stories. 		

The use of core books and rhymes at Guildford Nursery School:

What are core books and rhymes?

- Core books are a carefully selected range of books. They are chosen for their clear story lines, strong language patterns, repetitive sequences and supportive visual images.
- Core rhymes and poems are chosen for their strong language patterns and repetitive sequences.
- Like all books and rhymes, these present positive racial and gender images.

Why use them:

The idea of core books and rhymes is that children will have many encounters with a select range of excellent texts. Through this they build up a repertoire of well-known texts. As they begin to focus on the print, they are meeting books and rhymes which they know well. This enables them to achieve early success and satisfaction.

Children need experience and knowledge of:

- Book language
- How books work
- Talking about the plot, characters, ideas, feelings
- Modelling what experienced readers do
- Texts which help them to predict events and vocabulary
- The sense of security offered by repetition and predictability of these books and rhymes.

Children need to develop a sight vocabulary and to learn to blend and segment words using their phonic knowledge.

They need to learn to enjoy books and rhymes, and to read for meaning.

The use of core books and rhymes supports all children and they can be especially supportive for children who have English as an additional language or those with SEND. This is because core books and rhymes give children:

- Opportunities to relive/retell stories in their own words and in their own languages.
- Opportunities to use English in real contexts for real purposes.
- Opportunities to practise English in a pleasurable and meaningful way.
- Opportunities to join the repetitive refrains of the rhyme/book as and when they feel confident.

How do we use core books and rhymes?

Adults:

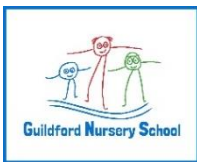
- Read them aloud regularly.
- Have them available for the children to look at when they choose.
- Retell the stories with props.
- Act out the stories with the children.
- Discuss the plot, characters, ideas and feelings.
- Explore the print with enlarged versions.
- Inform parents of the titles and rhymes.



Curriculum guidance for: Mathematics

Developing a strong grounding in numbers is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Composition		Counting
Curriculum ambition	Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i>	Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.	Begins to recognise numerals 0 to 10
Pathway to success	<ul style="list-style-type: none"> Reacts to obvious changes of amount when those amounts are significant. Responds to words such as more or lots. Learns words such as more, lots, same, less. Compares collections of objects and says which is more/less. Identifies groups with equal numbers of objects. Checks by matching objects one-to-one. 	<ul style="list-style-type: none"> Points or says some numbers in sequence. Lines up and/or moves one object at a time in order to count. Co-ordinates the touch and count so that they happen at the same time. Counts sets of different sized objects. Counts things that can't be seen – actions and sounds. Counts things that cannot be moved. Counts on their fingers. 	<ul style="list-style-type: none"> Says some numbers. Chants in order to 5, then 10. Begins the number chant from any number forwards and backwards.
	Cardinality		
Curriculum ambition	Subitises one, two and three objects (without counting)	Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)	Links numerals with amounts up to 5 and maybe beyond
Pathway to success	<ul style="list-style-type: none"> Looks for things which have been moved out of sight. Recognises how many are in a group without having to count in ones. Sees regular arrangements of small quantities e.g. dice, Numicon. Recognises small amounts when they are not in regular arrangements. 	<ul style="list-style-type: none"> Uses words like one or two. Responds accurately when asked to give one or two things. Takes and gives 2 or 3 objects from a group. Counts out a number of things from a larger group – focus on the "stopping number". 	<ul style="list-style-type: none"> Shows awareness of number names through songs that relate to numbers. Notices numerals. Matches numerals to amounts up to 3. Matches a number symbol to a number of objects.
	Composition		
Curriculum ambition	Knows and understands that numbers are made up (composed) of smaller numbers	Recognises that each counting number is one more than the one before	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
Pathway to success	<ul style="list-style-type: none"> Knows which pairs make a given number up to 5. 	<ul style="list-style-type: none"> Generalises the 'one more than/one less than' relationship between sequential numbers. Knows that if you add one, you will get the next number, or if one is taken away, you will have the previous number. 	<ul style="list-style-type: none"> Knows that a number can be partitioned in different ways, e.g. $2+2=4$ as does $3+1=4$



Curriculum guidance for: Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Curriculum ambition	<p style="text-align: center;">People and communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
	Planned experiences to ensure achievement of curriculum ambition
Curriculum ambition	<p style="text-align: center;">The World</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment
	Planned experiences to ensure achievement of curriculum ambition
Curriculum ambition	<p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect.
	Planned experiences to ensure achievement of curriculum ambition



Curriculum guidance for: Expressive arts and design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

		Creating with materials			
Curriculum ambition	Sings familiar songs	<ul style="list-style-type: none"> • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally 	Continues to explore colour and how colours can be changed	<ul style="list-style-type: none"> • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose 	
Planned experiences to ensure achievement of curriculum ambition	<ul style="list-style-type: none"> • Core rhyme approach (see plans). 	<ul style="list-style-type: none"> • Use rhythm sticks to create patterns; to mark each syllable of a name/word; explore fast/slow, quiet/loud etc. • As above with other instruments and body parts. 	<ul style="list-style-type: none"> • Match colours. • Name colours. • Mix colours by adding colours to white. • Teach how to mix colours starting with primary colours. • Make up colours and children to name their colour. 	<ul style="list-style-type: none"> • Model different stages of block play as appropriate (see block play curriculum guidance). • Teach use of tools for woodwork, gardening, clay, sewing, cooking (see relevant curriculum guidance for these occupations). 	
		Being imaginative and expressive			
Curriculum ambition	Uses movement and sounds to express experiences, expertise, ideas and feelings	<ul style="list-style-type: none"> • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play. • Plays alongside other children who are engaged in the same theme. 			
Planned experiences to ensure achievement of curriculum ambition	<ul style="list-style-type: none"> • Weekly dance sessions with specialist teacher. • Planned opportunities to move to music. • Teach words and signs for 6 basic emotions. 	<ul style="list-style-type: none"> • Show genuine interest and be willing to play along with a young child who is beginning to pretend. • Model or join in pretend play, such as pretending to drink from an empty cup. • Ensure children have opportunities to experience the world outside the setting, e.g. through walks, visits, visitors etc. • Share a diverse range of text, image-based and oral stories to stimulate imaginative responses. • Co-create and scribe stories with children based on their ideas, experiences and the people and places they know well or imaginary ones. 			

Block play



All children at Guildford Nursery School are entitled to:

- Use a variety of sizes and types of blocks to create towers, bridges, enclosures and more complex structures and arrangements.
- Develop the vocabulary they need to be able to talk about the structures they have made.

Curriculum ambition	PSED	Communication and Language		Physical development
	<p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a block to another who wants it or working together to build.</p> <p>Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</p> <p>Develops resilience, e.g. being prepared to start again if their structure falls down.</p>	<p>Listens to others in one-to-one or small groups, when conversation interests them.</p> <p>Is able to follow directions (if not intently focused)</p> <p>Understands use of objects (e.g. <i>Which block do we need?</i>).</p> <p>Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action.</p> <p>Responds to instructions with more elements, e.g. <i>Collect up all the blocks and put them in the box.</i></p> <p>Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>).</p> <p>Can retell a simple past event in correct order (e.g. <i>I put this block here, then I...</i>).</p> <p>Builds up vocabulary that reflects the breadth of their experiences in block play.</p> <p>Uses talk in pretending that objects stand for something else in play (e.g. <i>This block is the door</i>).</p>		
Curriculum ambition	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	<p>Attempts to write own name, or other words, using lines, circles, curves, or letter-type shapes when writing about their structures.</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right after watching adults scribe their stories about their structures.</p>	<p>Responds to and uses language of position and direction.</p> <p>Moves and rotates blocks to fit the space or create the shape they want.</p> <p>Finds the longest, heaviest etc. block.</p> <p>Is aware of similarities and differences between blocks.</p> <p>Understands that one long block is the same length as 2 medium or 4 short ones.</p> <p>Creates own patterns showing organisation or regularity.</p> <p>Creates bridges and enclosures when building.</p>	<p>Remembers and talks about significant events in their own experience as they relate them to their structures.</p> <p>Talks about why things happen and how things work as they tell you about their structure.</p> <p>Uses a camera/digital device to take photos of their structures.</p>	<p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces with the blocks.</p> <p>Uses imagination in their design and to tell stories.</p> <p>Plays cooperatively with another or small group to create, develop and act out a narrative.</p>

What we offer:

- Sets of blocks of different sizes – small, medium and large, including Outlast blocks
- Block play is available both indoors and outside.
- Blocks are arranged in an organised manner so that children can easily access the blocks they want to use and can tidy them away effectively when they are finished.
- Enough blocks that they can create large and complex structures.
- Plenty of space for building.
- Access to small world resources, loose parts and natural materials that can be used to add to or enhance structures.

Adult role:

- Ensure children are using the blocks safely.
- Observe and play alongside children, valuing block play.
- Talk with the children about how they are building and which blocks they use, model vocabulary and ask open questions (see below).
- Model basic skills such as bridging or creating enclosures.
- Understand that children need repeated opportunities to practise each stage, to repeat again and again.
- Photograph structures, if appropriate, support children to take own photograph.
- Scribe children's comments/narratives, support children to write their own names and labels.

Questions to support block play

- What would happen if ...?
- What else could you try...?
- What might explain...?
- Tell me about...
- How would you...?
- How can you use _____ differently?
- How did you...?

Balance questions

- Why doesn't your tower fall down?
- How can we use these blocks to make something really tall that doesn't fall down?
- Which blocks can you balance on top of each other?

Measurement questions

- If both buildings have the same number of blocks, why is this one taller?
- How can we work out whose building has more blocks?
- How can we make sure that x is taller/shorter/same as y?

Structure questions

- How can you make sure x doesn't escape?
- What will the people do in your building?
- What happens when it rains? What can you do to help the inside stay dry?
- How can you make a bridge that goes over part of the structure?

Shape and pattern questions

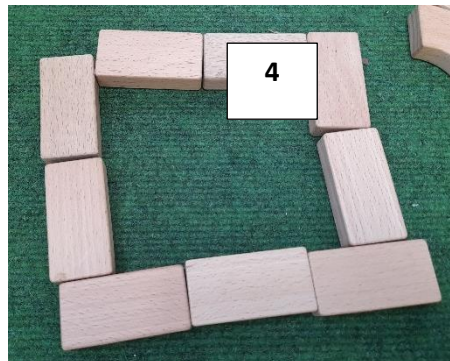
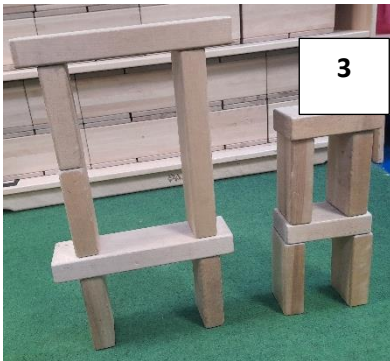
- How would you describe the shape?
- How do we know it is a ...?
- If we turn the shape upside down/sideways etc., How do we know it is still a ...?
- Is this pattern the same or different?
- Can you continue this pattern?

Ramp questions

- Which container moves down the ramp fastest/slowest?
- What doesn't move and why?
- What can you change to make it move faster?
- What can you add to the ramp to slow down the movement?
- What angle of the ramp makes it go faster/slower?

Seven stages of block play:

1. Carrying
2. Stacking
3. Bridging
4. Enclosures
5. Patterns and symmetry
6. Early representations
7. More complex representations



Clay



All children at Guildford Nursery School are entitled to:

- Know where clay comes from and how it is different from playdough or plasticine (connection to nature).
- Explore the features of clay e.g. it needs water or it dries out.
- Learn how to manipulate clay to create a planned effect, including moulding it, making patterns or imprints.
- Learn how to use tools with confidence and increasing skill.

Curriculum ambition	PSED	Communication and Language		Physical development
	<p>Works with others, sharing tools, space and clay.</p> <p>Develops resilience, e.g. being prepared to keep trying to mould the clay for instance.</p> <p>Persists with the task when challenges arise.</p> <p>Shows a 'can-do' attitude.</p>	<p>Listens to others in one-to-one or small groups, when conversation interests them</p> <p>Is able to follow directions (if not intently focused)</p> <p>Understands use of objects (e.g. <i>knowing that clay is cut with a wire</i>)</p> <p>Shows understanding of prepositions such as <i>in/out, back/forth, to/fro, under/over</i> by carrying out an action.</p> <p>Responds to instructions with more elements, e.g. you need a bit more water on your clay then try rolling it.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>)</p> <p>Builds up vocabulary that reflects the breadth of their experiences with clay e.g. squeeze, smooth/rough, roll, mould, cut, wet/dry, hard/soft.</p> <p>Retells a simple past event in correct order (e.g. I squashed it flat and then I stuck buttons on it to make a face.)</p> <p>Uses talk to explain what is happening and predicts what next.</p>		
Curriculum ambition	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	<p>Makes meaningful marks in the clay.</p> <p>Attempts to write own name or other words on labels for their clay model.</p> <p>Makes links with new vocabulary (e.g. squelch, squerch from 'Going on a Bear Hunt')</p>	<p>Counts numbers of items such as how many matchsticks on a 'cake'.</p> <p>Compares and recognises changes in numbers of things – 'lots', 'more', 'the same'.</p> <p>Shares/divides the clay – breaking clay into pieces, sharing out tools or loose parts.</p> <p>Compares quantity, volume, weight, length, shape, size.</p> <p>Creates shapes and patterns, linking them to known objects.</p>	<p>Understands the process of change from soft and malleable to hard and permanent (if fired or dried).</p> <p>Knows where clay comes from and makes links to, for example, mud.</p> <p>Recognises similarities and differences between clay and other materials -both natural and man-made.</p>	<p>Shows curiosity and interest in new experiences.</p> <p>Effectively uses tools for a purpose.</p> <p>Makes props for storytelling or play.</p> <p>Uses clay to role play other experiences such as cooking or celebrating a birthday.</p>

What we offer:

- Sufficient amount of clay per child.
- Set up on a hessian base.
- Tools to poke, flatten, cut, make marks.
- Loose parts: buttons, matchsticks, lolly sticks, lids, golf tees.
- Natural materials: fir cones, sticks, leaves, shells, stones, conkers, acorns.
- Water to keep clay moist.
- Aprons (preferable but not essential).
- Examples of the work of artists.
- Real objects that are made from clay.
- Bucket of warm soapy water nearby for hand washing.
- Oil for hands prior to working with clay.

Adult role:

- Teach children about clay and its properties.
- Teach children how to wash and dry their hands after playing with clay.
- Teach and model how to use tools and necessary skills.
- Encourage children to talk about what they notice.
- Encourage creativity: e.g. talk about your creation; role play blowing out the candles on your clay birthday cake; make a character from a story and act out a story.

Progression of skills and knowledge:

- Exploratory stage – give children opportunities to become familiar with clay, to engage with it and find out what it can do. Cover the table with hessian to stop the clay sticking and provide large chunks of clay. Clay boards can also be used. Provide water alongside so that they can explore the way it changes how the clay feels. Encourage the children to squeeze it, mould it and smooth it, exploring its weight and texture.
- Using objects with clay – provide a variety of resources that the children can use to add to their clay, such as lolly sticks, matchsticks, buttons, shells, stones, bottle lids and seasonal items such as conkers. This allows children to create patterns and designs as well as offering opportunities for symbolic play, such as making a birthday cake with candles. Clay can also be used outside where natural resources found in the garden can be added.
- Using tools to make marks – these can be small tools made especially for work with clay, or other items that can make interesting marks, such as a fork or potato masher. The children can explore pattern and also use tools to draw or write in the clay.
- Using clay to create objects – moulding it into pinch pots or creating figures, such as animals or people, following the child's ideas or interests. These could then be dried out and kept.

Cooking



All children at Guildford Nursery School are entitled to:

- Use the senses of touch, taste and smell.
- Know the purpose of a recipe.
- Use kitchen tools safely and effectively to roll, cut, mix etc.
- Understand the process of change from ingredients to food they can eat.
- Try foods they may not have had before.

Curriculum ambition	PSED	Communication and Language		Physical development
	<p>Works with others, sharing tools, space and food.</p> <p>Develops resilience, e.g. being prepared to keep trying to slice a carrot for instance.</p> <p>Persists with the task when challenges arise.</p> <p>Shows a 'can-do' attitude.</p>	<p>Listens to others in one-to-one or small groups, when conversation interests them.</p> <p>Is able to follow directions (if not intently focused).</p> <p>Understands use of objects (e.g. <i>do we need a peeler or a knife?</i>).</p> <p>Shows understanding of prepositions such as <i>in/out, back/forth, to/fro, under/over</i> by carrying out an action.</p> <p>Responds to instructions with more elements, e.g. you need 2 spoonfuls of flour in the bowl and then you can add the water.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>).</p> <p>Builds up vocabulary that reflects the breadth of their experiences in cooking e.g. raw, powder, knead.</p> <p>Retells a simple past event in correct order (e.g. I mixed it all up and then I rolled it out and we put it in the oven).</p> <p>Uses talk to explain what is happening and predicts what next.</p>		
Curriculum ambition	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	<p>Follows a recipe, either pictorial and/or written.</p> <p>Attempts to write own name or other words on labels, own made-up recipes, shopping lists.</p>	<p>Recognises numerals 0-10 in recipes.</p> <p>Links numerals to 5 with amounts.</p> <p>Counts accurately the required number of spoonfuls etc.</p> <p>Understands language relating to measures such as full/empty, more/less, heavy.</p> <p>Shares food between their peers.</p> <p>Estimates numbers of things, e.g. peas in a pod, raisins in a bowl.</p>	<p>Knows where in the world some foods come from.</p> <p>Understands the process of change from ingredients to food they can eat.</p> <p>Knows some differences and similarities between the foods they like to eat at home and those of their friends.</p> <p>Names some of the foods they eat to celebrate special occasions.</p>	<p>Shows curiosity and interest in new experiences.</p> <p>Effectively uses tools for a purpose.</p> <p>Knows how to operate simple equipment such as an electric whisk, juicer, smoothie maker.</p>

What we offer:

- Regular opportunities to partake in cooking.
- Variety of recipes to allow independence – recipes shared with parents.
- Safe and secure area in kitchen without disruptions.
- Ingredients and resources per child rather than shared project.
- Invite families to share (and demonstrate) traditional recipes from their culture.

Adult role:

- Ensure a safe environment.
- Monitor the safe use of tools and equipment.
- Teach and model how to use tools and necessary skills such as kneading.
- Encourage children to talk about what they notice.
- Encourage creativity – what toppings would you like – how do you want to display them?

Progression of skills and knowledge:

1. **Sensory play:** At first, young children can explore different foods and ingredients, learning about their colours, shapes, textures, and smells e.g. feeling the texture of cooked noodles or smelling different herbs and spices.
2. **Mixing and stirring:** Children can start to mix ingredients together and stir them with a spoon or whisk, developing their fine motor skills.
3. **Chopping and slicing:** Children can use a child-safe knife to chop soft ingredients such as fruit or cheese, with adult supervision.
4. **Measuring and counting:** Children can begin to use measuring spoons, jugs and scales to measure ingredients, and count the number of items needed for a recipe.
5. **Simple recipes:** Children can help with simple recipes such as making a fruit salad or spreading butter on toast, with adult supervision.
6. **Following directions:** As children become more skilled, they can begin to follow simple directions and complete tasks such as stirring or pouring with adult guidance.
7. **Safety and hygiene:** Children can learn about basic safety and hygiene practices in the kitchen, such as washing hands and not touching hot surfaces or equipment.

Gardening



All children at Guildford Nursery School are entitled to:

- Learn about what plants need to grow successfully.
- Know how to describe the process of planting and growth.
- Know the name of some plants.
- Use gardening tools to dig, plant and maintain the garden.
- Understand the cycle of growth from seed to plant and seed again.

Curriculum ambition	PSED	Communication and Language		Physical development
	<p>Works with others, sharing tools and space.</p> <p>Develops resilience, e.g. being prepared to tend a plant for some time before they see signs of growth.</p> <p>Understands that actions have consequences, e.g. if plants are not watered, they will die.</p> <p>Persists with the task when challenges arise.</p>	<p>Listens to others in one-to-one or small groups, when conversation interests them.</p> <p>Is able to follow directions (if not intently focused).</p> <p>Understands use of objects (e.g. <i>do we need a trowel or a hoe?</i>).</p> <p>Shows understanding of prepositions such as <i>in/out, back/forth, to/fro, under/over</i> by carrying out an action.</p> <p>Responds to instructions with more elements, e.g. dig a hole and put the seed in it.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>).</p> <p>Builds up vocabulary that reflects the breadth of their experiences in planting, caring, harvesting etc.</p> <p>Retells a simple past event in correct order (e.g. I planted a seed and then I covered it with soil and gave it some water).</p> <p>Uses talk to explain what is happening.</p>		<p>Manipulates a range of tools and equipment in one hand, tools include watering cans, forks, trowels, secateurs.</p> <p>Understands the need for safety of themselves and others when using tools such as secateurs.</p> <p>Grasps and releases whole hand and individual fingers.</p> <p>Holds body still to focus on close up work.</p> <p>Balances in a squat momentarily, shifting body weight to improve stability.</p> <p>Observes and can describe in words or actions the effects of physical activity, such as digging, on their bodies.</p>
Curriculum ambition	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	<p>Understands that information about plants etc. can be found in books, on the internet.</p> <p>Attempts to write name of plant on label.</p>	<p>Comparison When harvesting or planting compares two small groups of objects.</p> <p>Counting Points and touches each item, saying one number of each item.</p> <p>Cardinality Counts up to five objects. Uses marks and signs to which they ascribe mathematical meanings.</p> <p>Spatial awareness Responds to and uses language of position and directions. Enjoys making simple maps of the garden.</p> <p>Measures While gardening finds the longest or the shortest, heavier or lighter.</p>	<p>Develops an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Begins to understand the effect their behaviour can have on the environment.</p> <p>Uses a camera/digital device to take photos of the growth of their plant.</p> <p>Knows that information can be retrieved from digital devices and the internet.</p>	<p>Shows curiosity and interest in new experiences.</p> <p>Effectively uses tools for a purpose.</p>

What we offer:

- Regular opportunities to garden with an adult.
- Participation in gardening activities throughout the year.
- A range of gardening experiences so that children experience growth from seed, bulb and plants and over varying timescales.
- Opportunities to plan what they would like to grow.
- Responsibility for their own plant or area of the garden.
- Real tools and equipment for children to use.
- Responsibility for watering and caring for the garden over time.
- The chance to cook and taste the produce they have grown.
- The opportunity to sell produce to parents!

Adult role:

- Teach and model how to use tools safely.
- Use the correct names of tools and plants.
- Teach and model how to take care of plants

Progression of skills and knowledge:

As children progress through these skills, they develop a greater understanding and appreciation for the natural world and learn valuable life skills that will benefit them throughout their lives.

1. **Sensory awareness:** Young children need to explore the garden with their senses, touching different textures, smelling flowers, and tasting vegetables.
2. **Observation:** Children can learn from adults how to carefully observe the plants as they grow and change over time, noticing details such as the colour of the leaves and the shape of the flowers.
3. **Planting and watering:** Children can learn how to plant seeds or seedlings and how to water them properly.
4. **Basic gardening tools:** Children can learn how to use basic gardening tools such as trowels and watering cans.
5. **Weeding:** Children can learn how to identify and remove weeds from the garden.
6. **Harvesting:** Children can learn how to harvest vegetables and fruits when they are ripe and ready to eat.
7. **Composting:** Children can learn how to compost food scraps and yard waste to create healthy soil for their plants.

Weaving and sewing

All children at Guildford Nursery School are entitled to:

- Explore what threading, weaving and sewing is and how it can be used (mending/making things/pleasure of creating).
- Experience using new equipment such as a needle as well as materials, observing how they differ.
- Learn how to sew an in/out line of stitch.
- Learn how to attach items (buttons, beads) to enhance their work.

Curriculum ambition	PSED	Communication and Language		Physical development
	<p>Practises skills of assertion, negotiation and compromise.</p> <p>Develops resilience, e.g. being prepared to start again if their thread becomes knotted.</p> <p>Shows their confidence and self-esteem through trying new things and being able to express their needs and ask adults for help.</p>	<p>Listens to others in one-to-one or small groups, when conversation interests them.</p> <p>Is able to follow directions (if not intently focused).</p> <p>Understands use of objects (e.g. <i>Which needle do we need?</i>).</p> <p>Shows understanding of prepositions such as <i>in/out, back/forth, to/fro, under/over</i> by carrying out an action.</p> <p>Responds to instructions with more elements, e.g. Choose your thread and get a needle.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>).</p> <p>Builds up vocabulary that reflects the breadth of their experiences in weaving and sewing.</p> <p>Retells a simple past event in correct order (e.g. I threaded the needle, then I put it in and out of the binca).</p> <p>Uses talk to explain what is happening.</p>		
Curriculum ambition	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	<p>Crosses the midline of their body as they weave/sew a line.</p> <p>'Tracks' the ribbon or thread as they weave/sew from left to right.</p>	<p>Responds to and uses language of position and direction.</p> <p>Finds the longest/shortest, longer/shorter etc. ribbon/thread.</p> <p>Estimates the length of thread they need.</p> <p>Creates and notices own patterns showing organisation or regularity.</p> <p>Creates patterns and shapes intentionally and by experimentation.</p>	<p>Looks at how sewing is used for different purposes/occupations. What does it look like in different parts of the world?</p> <p>Sustainability – fixing or making from scratch. Using buttons or wool from old clothes.</p> <p>Explores what tools or machinery can be used.</p> <p>Uses a camera/digital device to take photos of their weaving/sewing.</p>	<p>Explores a range of materials and how they can be manipulated.</p> <p>Shows curiosity and interest in new experiences.</p> <p>Explores colour, pattern and texture in a variety of ways.</p> <p>Uses songs and movement to reinforce ideas: 'In and out the dusty Bluebells', 'Hokey Cokey'.</p>

What we offer:

- Weaving frames both large scale for collaborative work and smaller scale for individual work.
- Sewing frames such as embroidery hoops for individual work.
- A variety of natural, found materials and man-made, bought materials.
- A range of tools and equipment with the adult teaching the appropriate vocabulary.

Adult role to support the development and learning of how:

- To thread a needle
- To use fine motor skills, including pincer grip
- To understand and develop in/out concept
- To be able to push/pull a needle through material
- To use scissors effectively
- To weave materials by going in and out, back and forth
- To incorporate new vocabulary and concepts
- To know about reusing materials and items found in nature
- To create stitches in a row
- To create materials to use
- To talk about how things look and feel
- To explore how things can be created
- To find uses for sewing and weaving, making items with a purpose
- To be able to thread objects in order to join them together

Progression of skills and knowledge:

- **Sensory awareness:** Children need to explore how materials feel and how they can be manipulated e.g. felt, wool, silk, cotton, hessian, t-shirt, lace.
- **Whole body experiences:** Provide children with whole body experiences to help them understand the in/out-ness of weaving and sewing. e.g. In and Out the Dusty Bluebells, Hokey Cokey.
- **Tools and equipment:** Use tools and equipment to develop skills needed to proceed with sewing: nuts and bolts, inset puzzles, dressing selves, zips and buttons, peg boards, construction kits, tap-a-shape. Teach children how to use tools such as: scissors, hole punches, colanders, small and large plastic and metal needles, weaving frames, sewing machine, pinking shears.
- **Materials:** Provide opportunities for children to learn about the possibilities and limitations of materials such as pipe cleaners, straws, spaghetti, treasury tags, zips and buttons, wool, embroidery thread, string, fabrics, ribbon, t-shirt yarn, lolly sticks, hair elastics, Velcro, ribbons, paper clips, pegs, Binca, hessian, conkers, leaves, sticks and twigs, seaweed, bamboo.
- **Creativity:** Children can use their creativity to make a leaf garland, necklace, decoration, quilt, den, dolls clothes, peg dolls, dressing up clothes. Attaching materials together and adding items such as beads and buttons.
- **Responsibility:** Teach children to take responsibility in using materials and tools appropriately.
- **Community:** Use occasions to teach about the wider community, e.g. making bunting for celebrations. Uses for sewing: mending, creating dens, dolls clothes, peg dolls, dressing up clothes
- **Environment:** Show how we can use the environment for weaving, e.g. fences, trellis, mesh, gates.
- **Sustainability:** Teach children about the importance of sustainability by re-using old clothing for buttons, zips, wool, shoe laces, yarn from t-shirts use of recycled objects – plastic lids, packaging, cotton reels.

Woodwork



All children at Guildford Nursery School are entitled to:

- Know how to make changes to wood using tools safely.
- Make/create something with wood, possibly incorporating other materials.
- Learn how to use tools with increasing control, skill and confidence.
- Know where wood comes from and how it is different from other materials such as plastic and metal (connection to nature).
- Be able to identify wood and wooden objects in the environment, noticing the specific features of wood.

Curriculum ambition	PSED	Communication and Language		Physical development
	<p>Works with others, sharing tools and space.</p> <p>Develops resilience (e.g. being prepared to keep trying to saw the log).</p> <p>Persists with the task when challenges arise.</p> <p>Shows a 'can-do' attitude.</p>	<p>Listens to others in one-to-one or small groups, when conversation interests them.</p> <p>Is able to follow directions (if not intently focused).</p> <p>Understands use of objects (e.g. knowing what a hammer or saw or drill does).</p> <p>Shows understanding of prepositions such as <i>in/out, back/forth, to/fro, under/over</i> by carrying out an action.</p> <p>Responds to instructions with more elements (e.g. you need a hold the nail with one hand and the hammer in the other).</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>).</p> <p>Builds up vocabulary that reflects the breadth of their experiences with wood (e.g. hammer, drill, saw, wood, nails).</p> <p>Retells a simple past event in correct order (e.g. I hammered that nail there and then I drilled a hole here).</p> <p>Uses talk to explain what is happening and predicts what next.</p>		<p>Manipulates a range of tools and equipment, tools include hammers, drills, saws.</p> <p>Uses hands and body strength to hammer, drill a hole, saw.</p> <p>Understands the need for safety of themselves and others when using tools such as a hammer or saw.</p>
Curriculum ambition	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	<p>Attempts to write own name or other words on labels for their creation.</p> <p>Understands that information about trees and wood etc. can be found in books, on the internet.</p>	<p>Counts numbers of items such as how many bottle tops they've used on their creation.</p> <p>Compares and recognises changes in numbers of things – 'lots', 'more', 'the same'.</p> <p>Shares/divides the loose parts.</p> <p>Compares quantity, volume, weight, length, shape, size.</p> <p>Creates shapes and patterns, linking them to known objects.</p> <p>Predicts, moves and rotates objects to fit the space or create the shape they would like.</p>	<p>Understands that trees are living and take time to grow, life cycle. Begin to understand that trees are part of our natural environment and are essential to life - interconnectedness. Shows concern for environment.</p> <p>Knows where wood comes from and makes links to wooden items they have experienced previously.</p> <p>Recognises similarities and differences between wood and other materials - both natural and man-made.</p>	<p>Shows curiosity and interest in new experiences.</p> <p>Effectively uses tools for a purpose.</p> <p>Makes props for storytelling or play.</p> <p>Explores wood and other materials (loose parts), talks about texture, size, colour, pattern, design.</p> <p>Constructs and joins with a purpose, checks, makes changes and adapts.</p>

What we offer:

- Regular opportunity to learn skills (in very small groups) and then time to tinker, explore creativity and become 'makers'.
- Sufficient amount and variety of wood and other materials (corks, rubber bands, bottle lids, paper clips, string and other recycled or natural materials as available).
- Woodwork area including work bench with restricted access.
- Woodwork tools.
- Essential - safety glasses for children and adult.
- High visibility jackets (preferable but not essential).

Adult role:

- Teach children about wood and its properties.
- Teach and model safe use of tools and maintain safe environment.
- Teach progression of skills and techniques (see below).
- Encourage children to talk about what they notice.
- Observe, comment, support children to build confidence especially when first using a tool.
- Encourage children to talk through and follow own ideas.
- Make provision for children's models/creations to be safely stored/displayed/photographed.

Progression of skills and knowledge:

- **Safety talk:** trying on glasses, looking and handling hammers, nails and wood. Children need to be able to think about their own safety and (with support) the safety of those around them. If they are not willing to wear the safety glasses and do not demonstrate reasonable self-control with handling a hammer then they are not yet ready.
- **Hammer:** teach children not to hold hammers up higher than their shoulder. Teach them to hold the hammer with one hand mostly, the other hand holding the nail for the first gentle taps and then holding the wood to stop it moving. Demonstrate how to hold a nail with finger and thumb – keep vertical, giving gentle taps whilst still holding nail upright.
- **Drill:** Teach the children to hold the drill upright and to turn the drill in the right direction.
- **Screwdriver:** Teach the children how to turn the screwdriver, rotating and pushing down. Teach the children to turn the screwdriver in both directions so they can learn which way the screw goes in and which way they can remove it.
- **Saw:** Teach the children that the saw can only be used with the wood firmly clamped in the vice. Ensure children are aware of the sharpness of the saw. Teach the children how to hold the saw - when using the pull saw, two hands must be on the handle. If using a crosscut saw then the other hand not holding the saw must hold the work bench away from the wood being cut.