

Guildford Nursery School

Curriculum



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Introduction to our curriculum document

Principles and pedagogy

Our principles and approach to learning and teaching are inspired by the work of Friedrich Froebel, who believed the first seven years in a child's life are the most important. Froebel was a man who understood the true value of childhood and that, through play, the greatest learning can take place.

Froebel had ultimate respect for each child and their family, and argued that we must consider each child within the context of their family and wider community. He wanted to 'educate people to be free, to think, to take action for themselves'. You can read more information about our principles and pedagogy in our brochure: [Guildford-Nursery-School-brochure.pdf \(guildfordnurseryschool.surrey.sch.uk\)](http://guildfordnurseryschool.surrey.sch.uk/Guildford-Nursery-School-brochure.pdf)

Where everyone can flourish			
Our aims	To inspire our children to be the best they can be	To encourage our children to love learning	To empower our children to make progress and achieve
Our vision	<p>To inspire children to be:</p> <ul style="list-style-type: none"> • Adaptable and determined • Confident and curious • Well-mannered and collaborative • Independent and interdependent • Resilient and open-minded • Responsible and 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 ensure all our children, families and staff feel they belong in Guildford Nursery School.</p>	<p>To provide support that ensures:</p> <ul style="list-style-type: none"> • All children are and feel successful in their learning and development, ready for their next stage in life • Staff and children work and play in a culture that encourages 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, recognising that they belong 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 meaning:</p> <ul style="list-style-type: none"> • Every child is assigned a qualified key person • We work in close partnership with the community. 	<ul style="list-style-type: none"> • We invest in staff training and development to ensure they are knowledgeable and nurturing. • We provide learning opportunities through self-activity and reflection. • We recognise the central importance of learning through play and creativity. • Everyone is given freedom with guidance. This means children can choose from a range of options, and are given help to progress. • We encourage and enable all children to engage with nature. • We provide provocative and challenging resources. • We give learners time to gain proficiency. • We provide experiences and opportunities children find exciting. 	<ul style="list-style-type: none"> • We start where the learner is. • We offer help and guidance early. • We constantly strive to improve. • We seek ways to empower others 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 guide each child and adult to pursue and achieve their intentions, offering help when they need it.

Where everyone can flourish	
Our offer	<ul style="list-style-type: none"> • Staff play with children, teaching them the personal, social and emotional skills they need to succeed in life. • Through our exciting and engaging curriculum, the children demonstrate very high levels of engagement and concentration for their stage of development. • Resources and opportunities are carefully thought out, which leads to high levels of involvement among the children. • The systematic and consistent use of visuals, objects of reference and Makaton for all children, especially those with additional needs, significantly enhances the children's ability to communicate their feelings of belonging and inclusion. • Key People know their children very well. This deep knowledge enables them to have thoughtful conversations with the children and ensure they make excellent progress from their individual starting points. • Continuous professional development enhances staff knowledge and expertise which in turn improves children's listening and attention. • Children continually learn new vocabulary or signs that enable them to communicate effectively. • The photos and stories in each child's learning journey enable them to reflect on and 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 so they are more confident and competent to manage risk safely. • We foster a love of books and reading through our core stories and rhymes approach, key group times and rich language modelled by staff. • Frequent and meaningful opportunities to use maths mean children have a confident, have-a-go, can-do attitude. • Specially trained staff who support children with additional needs and withdraw children when appropriate ensure these children make accelerated progress. • Well-trained staff use every opportunity to interact with the children enabling each child to learn more. • Our Froebelian principled approach ensures consistency of pedagogy across both sites and for all children. • The children's learning journeys make learning and development visible for both parent and child. • The children use our curriculum books, on gardening and cooking for example, to reflect on what they have done and to plan what they will do next. These books help them to remember more. • The systematic teaching of skills has meant that children can do more and know more, which is evident in their learning journeys.



Development and Learning at Guildford Nursery School

Definition of teaching

We follow the definition of teaching within the EYFS statutory framework 2025:

'This framework does not prescribe a particular teaching approach. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.' (Page 16)

Freedom with Guidance

We believe that each child is unique and what children can do rather than what they cannot, is the starting point for each child's learning. We give children freedom with guidance.

This link [Curriculum – Guildford Nursery School and Family Centre](#) directs the reader to a table that explains what freedom with guidance looks like, the types of development and learning that typically occur throughout the day, and the all-important adult role.

'Birth to 5 Matters' guidance

We use '[Birth To 5 Matters – Guidance by the sector, for the sector](#)' to inform our practice and 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.'*

Key Person approach

Our curriculum is built around an in-depth knowledge of children and families, with consideration for each child's lived experiences and funds of knowledge. We build upon children's strengths with planned, relevant experiences to enhance their development and learning. Our Key People get to know the children in their group extremely well. Families are involved from the very beginning, with our initial phone call followed by a home visit. There are then opportunities for families to talk regularly with their Key Person either face to face or via email, text or phone call.

Curriculum overview for the year

We have an overview for each term that includes core books and rhymes, foundations of phonics and maths, planned events and visits, specific first-hand experiences, and involvement of parents. The overview ensures we leave nothing out.

Continuous provision

Every day, children can access both planned and spontaneous elements of the curriculum. Our resources tend to be made of natural or recycled materials, are developmentally appropriate, and can be used with endless possibilities. For example, stones, shells, fir cones and conkers can be used for subitising, counting and sorting; or to represent food or an animal. Some key resources are available daily, including sand, water, paint, blocks, books, scissors, glue, small world and role play items, and how we present them depends on the intention to engage, motivate or teach. We allow children time and space to explore, manipulate, discover, practise and repeat, both independently and with adult guidance.

A whiteboard in each class enables us to contemporaneously record the children's interests and learning needs to enhance further and deeper learning. We address 'next steps' both in the moment and through planning to specifically address gaps, add challenge and provoke curiosity.

Play

Froebel's definition of play most closely aligns with our thinking:

'Play is the highest level of child development. It is the spontaneous expression of thought and feeling – an expression which inner life requires. So, it promotes enjoyment, satisfaction, serenity and constitutes the source of all that can benefit the child. A child who plays well of their own accord, quietly and persisting until they are physically tired out, will develop as an efficient and determined person, ever ready to make sacrifices for the good of themselves and others.'

At this age play is never trivial; it is serious and deeply significant. It needs to be cherished and encouraged.'
(Froebel in Lilley, 1967: 83-4).

Children's right to play is recognised as so vital to their wellbeing and development that it is included in the United Nations Convention on the Rights of a Child (1989).

This document (pages 30-34) outlines the **layers of play - helping play to work**, which supports educators to observe, support and expand children's play.

Areas of learning

Curriculum guidance has been written for the seven areas of learning of the Early Years Foundation Stage (EYFS) and helps Key People to plan, deliver and assess intentional teaching. This includes what we want children to learn (curriculum ambitions) and the sequence of knowledge and skills (pathway to success) for children to achieve those ambitions. You can find this guidance on pages 7-14 in this document.

Froebel's Occupations (first-hand experiences)

As a Froebel-inspired nursery school, we offer woodwork, block play, gardening, cooking, clay, sewing, weaving and nature kindergarten as integral parts of our curriculum. We plan for these experiences, called Occupations, on a regular basis to enable access for every child. Some children have enhanced access to ensure accelerated progress.

Each Occupation has its own curriculum guidance to show how it links to the EYFS areas of learning and includes the sequence of knowledge and skills (pages 15-29 in this document). We put these into class folders with photographs of the children to provide a visual prompt for them to revisit ideas and reflect on their experiences. These Occupations build on and develop children's cultural capital and funds of knowledge.

Group time planning

At some point during each day, each group comes together with their Key Person to engage in 10-15 minutes of an adult-planned, structured and directed activity. Key People ensure the session is accessible, educationally worthwhile and developmentally appropriate for each child in their group, and sometimes group the children by developmental stage to target the learning more easily.

Additional support

Our staff are trained to provide the right support at the right time in the right way. Adults communicate between themselves to ensure consistency for each child.

Children with an Individual Support/Nurture Plan receive support every day, which may include:

- Playing and interacting with an adult to promote their language and/or personal and social development
- An adult-directed activity such as cooking, gardening etc.

For more information, please see this document: [Levels-of-Support.pdf \(guildfordnsc.surrey.sch.uk\)](https://www.guildfordnsc.surrey.sch.uk/Levels-of-Support.pdf).

We receive additional funding for some children which helps ensure that every day is a good day. For more information, please see this document: [Continuum-of-educational-support.pdf](https://www.guildfordnsc.surrey.sch.uk/Continuum-of-educational-support.pdf)

Vocabulary

Our curriculum focuses heavily on developing children's communication and language. We believe that humans learn language as we use it, that we learn through language, and that we learn best about language when our learning has a real purpose. We provide each learner with exciting experiences that motivate them to communicate

and give them something to communicate about. We have developed core vocabulary for each Occupation, as well as each core book and rhyme. These are the words that adults use repeatedly and expect the children to learn and gradually use for themselves. We also use Makaton and actions alongside the vocabulary to strengthen the children's understanding.

Assessment, recording and reporting of children's development and learning

We embed assessment through professional observation into our daily practice. By playing with, observing and listening to children in an enjoyable and relaxed way, Key People can make holistic and focused judgements on each child's stage of development.

Discussions with families are an important part of this process, and we meet with parents at regular intervals.

Every child has their own learning journey book where we include photos, pieces of work, observations and learning stories showing each child's development and learning. Learning journeys are accessible for parents and children to read at any time, and we encourage families to also add to their child's book. When the child leaves nursery, we present their learning journey to their family.

We carry out an EYFS Progress Check at around 30 months in partnership with the family.

Developmental milestones help us track which children are reaching typical development for their chronological age. Where appropriate, we also use other forms of assessment to understand how an individual child is developing. Our continuum of educational support ensures that every child with any barrier to their learning receives the right support at all times.

We use this data to inform planning for individuals and groups, while qualified teachers provide moderation.

When a child leaves nursery, we share a final learning letter with the child, their parents and their next school. This includes 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 how we can enrich further learning.
- Staff meet weekly to review individual children's progress and to plan.
- Teachers lead discussions on how to improve the quality of our curriculum.
- We use the Reflection with Guidance, a Froebelian tool for developing practice and transformations, to ensure continuous quality improvement.

We offer our staff extensive professional development opportunities that continue 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		
Pathway to success	<ul style="list-style-type: none"> Seeks contact with others from birth. Engages another person to help achieve a goal, e.g. to get an object out of reach. Enjoys playing alone and alongside other children. Will often watch, follow and imitate others in their play. Seeks out others to share experiences and play with. Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. 	<ul style="list-style-type: none"> Explores confidently when they feel secure in the presence of a familiar adult. Asserts their own ideas and preferences and takes notice of other people's responses. Is beginning to be able to cooperate in favourable situations. Can take turns with another.
Curriculum ambition	Shows increasing consideration of other people's needs and gradually gains more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.	Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.
Sense of self		
Pathway to success	<ul style="list-style-type: none"> Responds to own name. 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 nose, 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.
Curriculum ambition	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.	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.
Understanding emotions		
Pathway to success	<ul style="list-style-type: none"> Uses familiar adult to share feelings such as excitement and for "emotional refuelling" when feeling tired or anxious. 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 ambition	Talks about how they are feeling. Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.	



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.

Pathway to success	<p style="text-align: center;">Listening and attention</p> <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	<p>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).</p>
Pathway to success	<p style="text-align: center;">Understanding</p> <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. <i>Show me jumping</i>). • 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	<p>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>. Beginning to understand <i>how</i> and <i>why</i> questions.</p>
Pathway to success	<p style="text-align: center;">Speaking</p> <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 language to share feelings, experiences and thoughts. • 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 ambition	<p>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>.</p>

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			
	Pathway to success	Curriculum ambition	Pathway to success	Curriculum ambition
	<ul style="list-style-type: none"> Throws and releases objects overarm. Claps two hands together. Releases and grasps a square scarf. Releases and grasps a bean bag. Releases and grasps a large ball. Throw and catch a beanbag or large ball to and from an adult. Isolates fingers from hand during songs and games. 	<ul style="list-style-type: none"> Makes marks using one or both hands in sensory materials, e.g. cornflour goop. 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 use a spade to fill a bucket. Drinks from an open cup. Can hammer an object into wood. Can use a knife to cut fruit. Can cut paper. Can use a pen/pencil to make marks. Can sew a line. 	<ul style="list-style-type: none"> Walks considerable distance with purpose, stopping, starting and changing direction. 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. Kicks a stationary ball.
	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, cutlery.	Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.
	Health and self-care			
	Pathway to success	Curriculum ambition	Pathway to success	Curriculum ambition
	<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"> Responds appropriately to signs and/or words for hungry, thirsty, tired, more and help. 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 body parts of relevance, e.g. head, arms, legs, back, bottom, eyes, ears, mouth, nose, shoulder, elbow, knee, neck, feet, hand, toes, fingers. Can name or sign body parts of relevance.
	Can attend to toileting needs most of the time by themselves.	Dresses with help.	Can tell adults when hungry, thirsty, full up or tired or when they want to rest, sleep or play.	Can name and identify different parts of the body.

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		
Pathway to success	<ul style="list-style-type: none"> • Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to. • Looks at books independently. <p>Shared reading:</p> <ul style="list-style-type: none"> • Listens to and joins in with stories. • Joins in with repeated refrains. • Talks about events and characters in a story and how story might end. • Points to text with adult when reading together. • Knows where we start to read and write on a page. • Is aware of the way stories are structured, and tells own stories. 	<ul style="list-style-type: none"> • Notices and engages with sounds and images in the environment. • Explores sounds made by tapping and banging objects and instruments. • Joins in with actions and sounds in familiar rhyme and book sharing. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..." <p>Foundations of phonics:</p> <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. • Knows the initial sound of their name. 	<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.
Curriculum ambition	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Hears and says the initial sound in words.</p>	<p>Recognises familiar words and signs such as own name.</p>
	Writing		
Pathway to success	<p>See Physical Development guidance.</p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make. • 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.). 	<ul style="list-style-type: none"> • Begins to understand the cause and effect of their actions in mark making. • Enjoys the sensory experience of making marks. <p>Shared writing: model writing for different purposes.</p> <ul style="list-style-type: none"> • Points out where to start on paper. • Points out letters that are significant. • Watches as an adult scribes their stories. 	
Curriculum ambition	<p>Attempts to write own name.</p>	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>Sometimes gives meaning to their drawings and paintings.</p>	

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.

NB: Detailed plans for each core book and rhyme are available for staff.



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.

	Comparison	Counting and Cardinality	
Pathway to success	<ul style="list-style-type: none">• 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">• Uses words like one or two.• 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.• Responds accurately when asked to give one or two things.• Counts things that can't be seen – actions and sounds.• Takes and gives 2 or 3 objects from a group.• Counts things that cannot be moved.• Counts on their fingers.• Counts out a number of things from a larger group – focus on the “stopping number”.	<ul style="list-style-type: none">• Says some numbers.• Shows awareness of number names through songs that relate to numbers.• Chants in order to 5, then 10.• Begins the number chant from any number forwards and backwards.• Matches numerals to amounts up to 3.• Matches a number symbol to a number of objects.• Recognises some significant numerals.• May enjoy chanting as far as they can go.
Curriculum ambition	Compares two small groups of up to five objects, saying when there are the same number of objects in each group.	Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).	Begins to recognise numerals 0 to 10. Links numerals with amounts up to 5 and maybe beyond.
	Cardinality	Composition	
Pathway to success	<ul style="list-style-type: none">• Recognises how many are in a group without having to count in ones.• Recognises 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">• Knows that if you add one, you will get the next number, or if one is taken away, you will have the previous number.• Knows that a number can be partitioned in different ways, e.g. 2+2=4 as does 3+1=4	
Curriculum ambition	Subitises one, two and three objects (without counting).	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.	
	Shape, space and measures		
Pathway to success	<ul style="list-style-type: none">• Fills and empties containers.• Responds to some spatial and positional language.	<ul style="list-style-type: none">• Matches shapes with spaces on inset puzzles.• Recognises that two objects have the same shape.• Makes simple constructions.	<ul style="list-style-type: none">• Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram.• Explores differences in size, length, weight and capacity.
Curriculum ambition	Uses language of position and direction, e.g. on, under, beside.	Knows common shape names. Shows awareness of shape similarities and differences.	Finds the longer or shorter, heavier or lighter and more/less full of two items.



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.

	People and communities
Pathway to success	<ul style="list-style-type: none"> Develops a sense of belonging to their family and their key person. Recognises key people in their own lives. Is interested in photographs of themselves and other familiar people and objects. Has a sense of own immediate family and relations and pets. Knows that they have similarities and differences that connect them to, and distinguish them from, others. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. Reflects on past and present events when sharing their learning journey.
Curriculum ambition	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events, e.g. customs, routines, in their own past and present 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.
	The World
Pathway to success	<ul style="list-style-type: none"> Closely observes what animals, people and vehicles do. Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life. Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Enjoys playing with small world reconstructions, building on first-hand experiences.
Curriculum ambition	<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.
	Technology
Pathway to success	<ul style="list-style-type: none"> Shows interest in toys with buttons, flaps and simple mechanisms. Plays with water to investigate "low technology" such as washing and cleaning. Uses pipes, funnels and other tools to carry/transport water from one place to another. When using technology, talks about how to keep oneself safe online.
Curriculum ambition	<ul style="list-style-type: none"> Knows how to operate simple equipment. Knows that information can be retrieved from digital devices and the internet. Plays with a range of materials to learn cause and effect.

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.

Pathway to success	Creating with materials			
	<ul style="list-style-type: none"> Mirrors and improvises actions they have observed, e.g. clapping or waving. Moves while hearing songs and music. Joins in singing songs and rhymes. Joins in with moving, dancing and ring games. 	<ul style="list-style-type: none"> Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them. Uses rhythm sticks to create patterns; to mark each syllable of a name/word; explores fast/slow, quiet/loud etc. 	<ul style="list-style-type: none"> Explores with a wide range of sensory materials, e.g. clay, water, sand etc. Plays with colour in a variety of ways, e.g. combining colours. Matches colours. Names colours. 	<ul style="list-style-type: none"> Uses materials to express ideas. Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. Uses tools for a purpose.
Curriculum ambition	<p>Sings familiar songs.</p> <p>Sings to self and makes up songs.</p>	<p>Taps out simple repeated rhythms.</p>	<p>Explores colour and understands how colours can be changed.</p>	<p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p>
Pathway to success	Being imaginative and expressive			
	<ul style="list-style-type: none"> Expresses self through physical actions and sound. Pretends that one object represents another, especially when objects have characteristics in common. Uses everyday materials to represent their world – their ideas, interests and fascinations. Pretends using sounds, movements, words, objects. 			
Curriculum ambition	<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. Experiments and creates movement in response to music, stories and ideas. 			



Curriculum guidance for: Block play

All children at Guildford Nursery School are entitled to:

- Use a variety of sizes and types of wooden 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 gradually gaining more impulse control, 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>		<p>Manipulates a range of equipment using one hand including small blocks and loose parts.</p> <p>Observes and can describe in words or actions the effects of physical activity on their bodies, e.g. the effort of carrying and moving blocks.</p> <p>Understands the need for safety of themselves and others when building upwards.</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>Makes up stories, play scenarios in response to their block play.</p> <p>Sometimes gives meaning to their drawings and marks/writing.</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, regularity or symmetry.</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>Plays with blocks to learn about cause and effect.</p>	<p>Uses blocks in a variety of ways, 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 storytelling.</p> <p>Plays cooperatively with another or small group to create, develop and act out a narrative.</p> <p>Uses the blocks to create props to support their play.</p>

What we offer:

- Sets of blocks in different sizes.
- 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 return them 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, and the space and children's structures are protected.
- 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 their own photograph.
- Scribe children's comments/narratives, support children to write their own names and labels.

Questions to support the block play and thinking about block play:

- What would happen if ...?
- What else could you try...?
- 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

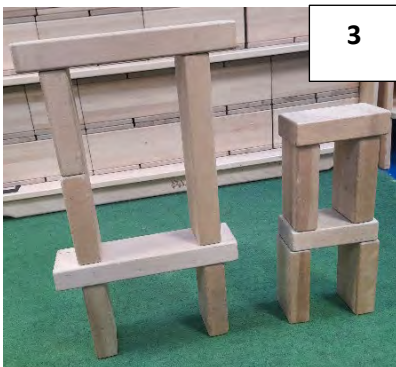
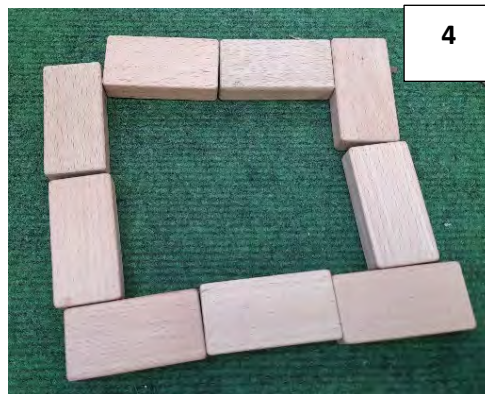
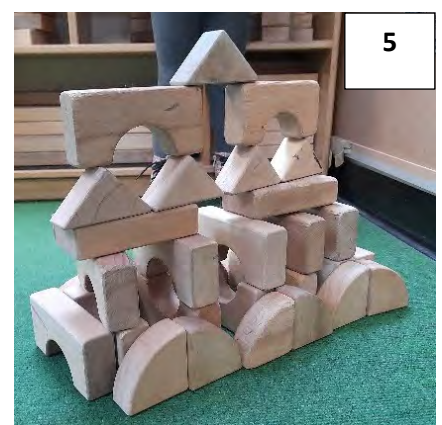
- How would you describe the shape?
- How do we know it is a ...?
- If we turn the shape upside down/sideways etc., How do we know it is still a ...?
- Is this pattern the same or different?
- Can you continue this pattern?

Ramp questions

- Which object 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



Core vocabulary:

Block
Tower
Plank

Bridge
Balance
Return

Build
Cylinder

Pattern
Stack



Curriculum guidance for: 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>Makes choices and decisions.</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 two-part instructions, 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>		<p>Uses upper body strength to squash, roll and mould the clay.</p> <p>Understands the need for safety of themselves and others when using tools such as wire cutters.</p> <p>Washes and dries hands effectively, knowing why this is necessary.</p> <p>Uses tools effectively to make changes to the clay.</p> <p>Shows increasing control and intention when handling clay.</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>Uses clay as props to enhance storytelling or play scenarios.</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, lace.
- 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.

Core vocabulary:

Hard	Squeeze	Press	Pattern
Soft	Squash	Smooth	Hole
Wet	Roll	Flat	Hessian
Slippery	Pinch	Round	Oil



Curriculum guidance for: 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>Enjoys a sense of belonging through involvement in cooking experiences.</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 two-part instructions, 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>		<p>Manipulates a range of tools and equipment, tools include peelers, knives, rolling pins.</p> <p>Understands the need for safety of themselves and others when using tools such as kitchen knives.</p> <p>Understands the need for hygiene such as washing hands and surfaces, not putting ingredients in their mouth.</p> <p>Understands that healthy foods are good for their bodies and minds.</p> <p>Willing to try a range of different tastes and expresses preferences.</p>
Curriculum ambition	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	<p>Shows interest in illustrations and print in recipes/cookbooks.</p> <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 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) favourite recipes from their family, heritage.

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:

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.

Mixing and stirring: Children can start to mix ingredients together and stir them with a spoon or whisk, developing their fine motor skills.

Chopping and slicing: Children can use a child-safe knife to chop soft ingredients such as fruit or cheese, with adult supervision.

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.

Simple recipes: Children can help with simple recipes such as making a fruit salad or spreading butter on toast, with adult supervision.

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.

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.

Core vocabulary:

Wash	Mix	Grate	Spoon
Chop	Pour	Crack	Bowl
Cut	Spread	Apron	Scales
Roll	Measure	Knife	Whisk
Stir	Peel	Chopping board	Pan



Curriculum guidance for: 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 two-part instructions, 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/scissors.</p> <p>Understands the need for safety of themselves and others when using tools such as secateurs/scissors.</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>Enjoys and looks at books with links to gardening.</p> <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.</p> <p>Uses marks and signs to which they ascribe mathematical meanings.</p> <p>Spatial awareness Responds to and uses language of position and directions.</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>Knows that information can be retrieved from digital devices and the internet.</p>	<p>Shows curiosity and interest in new experiences.</p> <p>Imitates what others do, e.g. pruning, watering plants.</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.

Sensory awareness: Young children need to explore the garden with their senses, touching different textures, smelling flowers, and tasting vegetables.

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.

Planting and watering: Children can learn how to plant seeds or seedlings and how to water them properly.

Basic gardening tools: Children can learn how to use basic gardening tools such as trowels and watering cans.

Weeding: Children can learn how to identify and remove weeds from the garden.

Harvesting: Children can learn how to harvest vegetables and fruits when they are ripe and ready to eat.

Composting: Children can learn how to compost food scraps and yard waste to create healthy soil for their plants.

Core vocabulary:

Fork	Compost	Hose	Harvest
Spade	Seeds	Root	Shoot
Watering can	Bulb	Sunlight	Bud
Plant pot	Flower	Grow	
Soil	Wheelbarrow	Dig	



Curriculum guidance for Nature Kindergarten

All children at Guildford Nursery School are entitled to:

- Spend as much time as they like in the garden.
- Build dens, climb trees, search for and observe wildlife.
- Spend time in a wild natural area.
- Learn to respect and care for the natural world.

Curriculum ambition	PSED	Communication and Language		Physical development
	<p>Works with others, sharing tools and space.</p> <p>Seeks out others to share experiences.</p> <p>Develops resilience, e.g. in managing risks; being able to calm themselves.</p> <p>Shows confidence and self-esteem when trying new things and new situations.</p> <p>Persists with the task when challenges arise.</p> <p>Understands the need for appropriate clothing.</p>	<p>Listens to others in one-to-one or small groups, when conversation interests them.</p> <p>Listens to sounds in the natural world.</p> <p>Is able to follow directions.</p> <p>Understands use of objects (e.g. <i>do we need dry sticks or logs to start our fire?</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 two-part instructions, e.g. lift the log and look underneath.</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 den building, climbing trees, caring for the natural world etc.</p> <p>Retells a simple past event in correct order (e.g. I walked to Dapdune Wharf and I saw some boats).</p> <p>Uses talk to explain what is happening and questions what is happening.</p>		<p>Walks up and down slopes whilst carrying a small object, maintaining balance and stability.</p> <p>Understands the need for safety of themselves and others.</p> <p>Takes action to reduce risk, e.g. keeps 3 of 4 limbs touching the tree when climbing.</p> <p>Controls body in order to be able to focus on close up work.</p> <p>Balances in a squat momentarily, shifting body weight to improve stability.</p> <p>Can wash and dry hands effectively and understands why this is important.</p> <p>Observes and controls breath, able to take deep breaths.</p> <p>Puts on and takes off outdoor clothing.</p>
Curriculum ambition	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	<p>Understands that information about the natural world can be found in books, on the internet.</p> <p>Recognises familiar signs such as Dapdune Wharf.</p>	<p>Counting Of leaves, logs, insects etc. pointing to each as they count.</p> <p>Spatial awareness Responds to and uses language of position and directions.</p> <p>Measures While in nature finds the longest or the shortest stick, heavier or lighter.</p> <p>Pattern Explores and adds to simple patterns of 2 or 3 repeating items, e.g. leaf, stick or leaf, stick, flower etc.</p>	<p>Develops an understanding of growth, decay and changes over time. (Time and seasons)</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>Begins to understand the effect of the weather on the environment and themselves.</p> <p>Uses a camera/digital device to take photos.</p>	<p>Shows curiosity and interest in new experiences.</p> <p>Effectively uses tools for a purpose.</p> <p>Uses available resources to create props to support play, e.g. in den building.</p>

What we offer:

- Natural spaces for children to build dens, play hide and seek.
- Opportunities for children to act out stories, scenarios, fantasies.
- Chance to hunt and gather (finding, collecting, foraging).
- Opportunities to create miniature worlds such as gardens, fairy dwellings.
- Pathways and secret routes.
- Physical challenges such as den building, tree climbing.

Adult role:

- Demonstrate empathy and respect for living things.
- Teach how to care and look after the natural world.
- Teach the importance of the natural world.
- Teach mindfulness in nature.

Progression of skills and knowledge**Sensory and Physical Development:**

- Exploring different textures, surfaces, and natural materials like leaves, sticks, and logs.
- Being still, listening to the sounds around them, taking deep breaths.
- Improving gross motor skills by climbing, balancing, running, and jumping.
- Enhancing fine motor skills through activities like whittling sticks, picking up small objects, and manipulating natural materials.

Social and Emotional Development:

- Building communication and social skills through group activities and collaborative play.
- Developing empathy and respect for others and the natural world.
- Managing emotions and building resilience through outdoor challenges and exposure to the elements.

Problem-Solving and Creativity:

- Engaging in open-ended play with natural loose parts, encouraging imaginative thinking.
- Building structures using natural materials.
- Problem-solving through trial and error, such as finding ways to cross obstacles or creating makeshift tools.

Nature Awareness and Observation:

- Recognising and naming common plants, trees, animals and their role in the eco-system.
- Developing an understanding of the seasons, weather patterns, and natural cycles.
- Observing and discussing changes in the environment, such as growth and decay.

Environmental Stewardship:

- Developing an understanding of the importance of caring for the environment and conserving natural resources.
- Learning about recycling, composting, and reducing waste.
- Participating in activities that promote eco-friendly practices, like planting trees or cleaning up litter.

Risk Management and Safety:

- Learning about potential hazards and how to mitigate risks.
- Understanding basic safety rules.
- Developing awareness of personal safety.
- Learning which plants can be touched and which can't.

Core vocabulary:

Tree	Fire	Boots	Wet
Climb	Kettle	Shelter	Waste
Log	Den	Worm	Litter
Stick	Magnifying glass	Insect	
Leaves	Trousers	Dry	



Curriculum guidance for: 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.

Curriculum ambition	PSED	Communication and Language		Physical development
	<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>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 and reflect on what is happening or what has happened.</p>		<p>Manipulates a range of tools and equipment, tools include needles, ribbons, scissors.</p> <p>Understands the need for safety of themselves and others when using needles and scissors.</p> <p>Grasp and release whole hand and individual fingers.</p> <p>Holds body still to focus on close up work.</p> <p>Pivots from the shoulder and elbow.</p> <p>Uses both hands simultaneously.</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>Uses vocabulary related to size and measurement.</p> <p>Estimates the length of thread they need.</p> <p>Understands that numbers can relate to measures.</p> <p>Creates and notices 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, reusing and recycling unwanted materials.</p> <p>Explores what tools or machinery can be used.</p> <p>Uses a camera/digital device to take photos of their work.</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:

- A variety of natural, found materials and man-made, bought materials.
- A range of tools and equipment with the adult teaching the appropriate vocabulary.
- Frequent opportunities to thread, weave and sew in a variety of ways.

Adult role:

- Teach how to thread a needle.
- Model use of fine motor skills, including pincer grip.
- Teach the in/out concept.
- Show children how to push/pull a needle through material.
- Teach the effective use of scissors.
- Demonstrate and narrate weaving by going in and out, back and forth.
- Incorporate new vocabulary and concepts.
- Teach about reusing materials and items found in nature.
- Teach how to create stitches in a row.
- Teach how to create materials to use in sewing, e.g. making holes in a leaf.
- Talk about how materials look and feel including similarities and differences.
- Show how things can be created, enhanced, undone, reversed.
- Talk about the uses for sewing and weaving, making items with a purpose.
- Teach how to thread objects in order to join them together.
- Talk about the relevance of sewing in today's world.

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: ribbons, pipe cleaners, dressing selves, zips and buttons. 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 and returning them when finished.
- **Community:** Use occasions to teach about the wider community, e.g. making bunting for celebrations. Inviting the community to share these occasions.
- **Environment:** Show how we can use the environment for weaving, e.g. fences, trellis, mesh, gates.
- **Sustainability:** Teach children 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; mending torn clothing.

Core vocabulary:

Sew	Stitch	Weave	Under/over
Needle	Sharp	Back/forth	Push/pull
Eye (of the needle)	Pointy	In/out	
Thread	Through	Up/down	



Curriculum guidance for: Woodwork

All children at Guildford Nursery School are entitled to:

- Know how to make changes to wood using tools safely.
- 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.</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</i>, <i>back/forth</i>, <i>to/fro</i>, <i>under/over</i> by carrying out an action.</p> <p>Responds to two-part instructions (e.g. you need to hold the nail with one hand and the hammer in the other).</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> <p>Grasps and releases whole hand and individual fingers.</p> <p>Holds body still to focus on close up work.</p> <p>Pivots from the shoulder and elbow.</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>Sometimes gives meaning to the marks they make.</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, how many taps they've made with the hammer.</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 and to be creative.
- 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 and tools with restricted access and adult support.
- 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).
- Observe, comment, support children to build confidence especially when first using a tool.
- Recognise the challenge involved in using the tools.
- Encourage children to talk through and follow own ideas.
- Narrate what the children are doing.
- Make provision for children's models/creations to be safely stored/displayed/photographed.

Progression of skills and knowledge:

- **Safety talk:** trying on glasses, looking at 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, 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 – keeping vertical, giving gentle taps whilst still holding nail upright.
- **Drill:** Teach the children to hold the drill upright and to turn the lever 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 a 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 hand not holding the saw must hold the work bench away from the wood being cut.

Core vocabulary:

Hammer	Nail	Clamp	Drill bit
Drill	Screw	Vice	Blade
Saw	Wood	Tape measure	
Screwdriver	Safety glasses	Attach	



Layers of play - helping play to work

Developed with guidance and support from Professor Tina Bruce

Adults need to sensitively *'observe, support and extend'* play (Bruce, 1987, p.65). The following tables help you to decide what you are observing and how best you might support and extend the child's development and learning. Our ambition is for children to be able to engage in transformative imaginative play.

Whilst it is unlikely to see imaginative play before the other layers, it is entirely probable to observe the same child playing at a range of layers within the same week.

Foundations of play	Emerging imitative play	Developing literal pretend play	Deepening imaginative play
A child uses their senses and physical movement to explore and get to know the space, materials.	A child imitates people and their actions. A child behaves like someone they know, e.g. like their mummy.	A child becomes something or someone they know.	A child imagines themselves as someone or something that is not possible in real life.
<p>The child is exploring their environment, the resources, the possibilities.</p> <p>They might:</p> <ul style="list-style-type: none"> - Manipulate the playdough, the clay, sand etc. Seeing what is possible. - Imitate what another person has done/is doing, e.g. rolling the clay between their hands. - Watching what other children and adults do and sometimes doing the same. - Name objects as they move/manipulate them. 	<p>The child is beginning to use their first-hand experiences in play.</p> <p>They might:</p> <ul style="list-style-type: none"> - Rock the baby. - Feed another child or doll. - Sit in a buggy as if a baby. - Stir sand/mud etc. in a pan. - Act like a dog. - Imitate others, e.g. mime the actions of typing on a laptop. 	<p>The child is using their learning in literal pretend play scenarios. You see role play beginning. The child explores what is possible.</p> <p>They might:</p> <ul style="list-style-type: none"> - Make something stand for something else, e.g. a block for a phone, sand for food etc. - Pretend to be someone else, e.g. a mum, a baby, dog etc. - Take on a character from a story or their life. 	<p>The child is using their learning to transform and rearrange real life. This is imaginative play that is not possible or likely in real life.</p> <p>They might:</p> <ul style="list-style-type: none"> - Pretend to be a burglar. - Pretend to travel to space. - Use resources to make a spell and turn others into frogs. - Make a story that is about a mixture of events they have experienced but re-ordered and changed. Supposing... what if...
<p>Across all the layers of play, you will observe:</p> <p>Children acquiring increasing mastery and technical prowess. Children who are intrinsically motivated. Children playing alone, alongside or with others. Play that flows, is flexible and that fades away at the end of the episode.</p> <p>The role of the adult matters and is crucial.</p>			

Foundations of play	Emerging imitative play	Developing literal pretend play	Deepening imaginative play
<p>Resources and the environment need to support children's schemas.</p> <p>You know the child's context so you can make connections for the child.</p>	<p>Props are often the real thing such as a real mobile, real saucepans etc.</p> <p>You provide resources to support a child's play.</p>	<p>Resources need to be open-ended so they can stand for something else.</p> <p>You model using a resource to stand for something else, e.g. you pretend a block is a phone.</p>	<p>There needs to be plentiful opportunities for children to create their own resources, characters and narratives.</p> <p>You model and support children to make their own props.</p>
<p>You sing songs and rhymes to accompany everyday actions:</p> <p><i>Tune of Row, row your boat.</i> (referring to the use of our knives) Chop, chop, chop your banana With the teeth pressed down. Hold the knife and give it a push, I wonder what you found?</p>	<p>You share the story Dear Zoo having shown the children videos/photos of the relevant real animals.</p> <p>A child uses props to retell/repeat the story.</p>	<p>You tell the story of Peace at Last using props.</p> <p>A child takes on the characters and re-enacts the story.</p> <p>The character comes earlier and the narrative is still slight, e.g. "I'm Mummy cooking."</p>	<p>You tell the story of the Three Billy Goats Gruff.</p> <p>A child uses this story as a base to tell one of their own. Or the story follows the same storyline but the characters are dinosaurs and an evil monster.</p>
<p>You sing rhymes and songs with the children several times a day as you go about the day and with small groups.</p>	<p>You tell simple stories with a repetitive refrain and encourage the children to join in with the actions.</p> <p>You scribe the stories children tell you and then read them to the children.</p>	<p>You tell children stories with strong characters and encourage the children to act as the characters with you.</p> <p>You read children's stories to them and encourage them to act as the characters.</p>	<p>You tell stories and ask children to act as the characters within the stories.</p> <p>During the telling of stories, you change some of the characters so that children understand that stories can be altered.</p>
<p>Children need to be introduced to plentiful authentic first-hand experiences.</p>	<p>You provide resources so that the children can play their first-hand experiences, e.g. frying pans in role-play area after making pancakes.</p> <p>You support and encourage all children to engage in a wide range of first-hand experiences.</p>	<p>First-hand experiences continue to be provided in order to deepen development and learning.</p>	<p>Children are supported to become experts in chosen first-hand experiences such as woodwork, cooking etc.</p>

Foundations of play	Emerging imitative play	Developing literal pretend play	Deepening imaginative play
<p>Adult intentionally teaches the child what they can do with materials.</p> <p>You model to show what is possible.</p> <p>You label objects, e.g. "this is clay."</p>	<p>You teach children games and play them with individuals, pairs and small groups, e.g. What's the time Mr. Wolf.</p>	<p>Playing culturally appropriate games with the children is a regular feature of the curriculum.</p>	<p>You enable and support children playing games to change the rules whilst all understanding that no harm will be caused.</p>
<p>You model how to interact with another child.</p> <p>You bring in one more child to your play with a child.</p>	<p>You model playing with another child, e.g. "Please may I have a cup of tea." "Would you like one of my biscuits (playdough)?"</p> <p>You show how to include 1-2 more children in the play.</p>	<p>You model or suggest ideas that build on the child's play.</p>	<p>You model, suggest, encourage, co-participate, observe and become a companion if appropriate/needed.</p>

Contact us:

Hazel Avenue, Guildford Surrey GU1 1NR

Tel: 01483 566589

Email: admin@guildfordnscs.surrey.sch.uk

York Road, Guildford Surrey GU1 4DU

Tel: 01483 561652

Email: info@guildfordnscs.surrey.sch.uk

Guildford Family Centre at The Spinney

Southway, Guildford, Surrey GU2 8YD

Tel: 01483 510570

Email: receptionfc@guildfordnscs.surrey.sch.uk

www.guildfordnscs.surrey.sch.uk

