



Leamington Hastings C of E Academy

**Knowledge, skills and assessment in
Nursery – booklet for parents**

In nursery, children are taught using a cross curricular approach. As children are taught in a mixed aged unit which also incorporates reception, there is a two-year rolling program in place. Information below states which topics will be taught in cycle A (school years that start in even numbers in the September e.g., 2022, 2024, 2026), and which topics will be taught in cycle B (school years that start in odd numbers in the September e.g., 2021, 2023, 2025).

Cycle A topics	Cycle B topics
Me in my world	Marvellous Me
Superheroes	Pets and Vets
Transport	Food Glorious Food
Marvellous Minibeasts	Dinosaurs
Traditional Tales	Traditional Tales
Around the World	Under the Sea

In September 2021, a new Early Years Foundation Stage was introduced from the Department for Education. Within nursery, the knowledge and skills are split into two age groups – birth to 3 and 3 to 4 years.

The following pages outline the information for each age group. We aim that children are secure in the 3 to 4 years age band by the end of their pre-school nursery year.

Characteristics of Effective Learning

In addition to the seven areas of the EYFS curriculum, children are also assessed with the characteristics of effective learning in mind. These remain the same throughout the early years and can be applied whatever the age and stage of the child. A study of the characteristics regularly demonstrated by your child gives us a valuable insight to how they prefer to learn, their curiosity and their ability to make links or problem solve.

The three overarching characteristics of effective teaching and learning are:

playing and exploring – children investigate and experience things, and ‘have a go’

active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our school learning behaviours help support and encourage the development of these characteristics:

Recap Rabbit



Concentrating Crocodile



Effort Elephant



Team Meerkat



Tough Tortoise



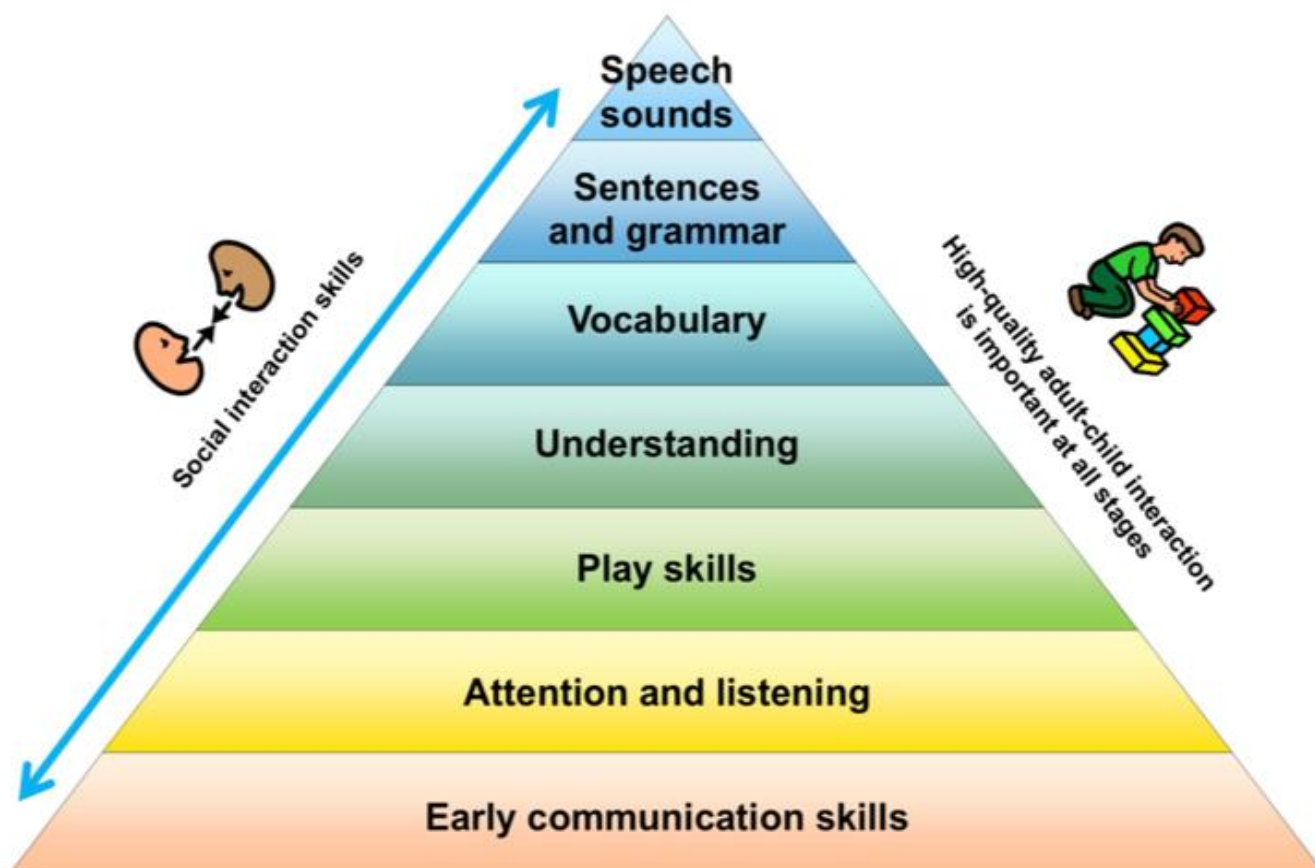
Wise Owl



Communication and Language

Communication and language is a main driver of our nursery curriculum. Children are taught to speak and listen to each other throughout all areas of learning.

Children at a birth to 3 year level will be learning to:	Children at a 3 to 4 year old level will be learning to:
<ul style="list-style-type: none">• Listen to simple stories and understand what is happening, with the help of the pictures.• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.• Understand simple questions about 'who', 'what' and 'where'.	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Talk about familiar books and tell long stories.• Pay attention to more than one thing at a time.• Use a wider range of vocabulary.• Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"• Sing a large repertoire of songs.• Recite many rhymes.• Be able to express a point of view.• Use words as well as actions when disagreeing with a friend or adult.• Start a conversation with an adult or a friend and continue it for many turns.• Use talk to organise themselves and their play e.g. "Let's go on a bus... you sit there... I'll be the driver."



Personal, Social and Emotional Development

Personal, social and emotional development is the second main driver of our nursery curriculum. Children are taught about regulating their emotions through the use of 'The Zones of Regulation' and through the Jigsaw PSHE scheme of work.

The **ZONES** of Regulation™

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

Children at a birth to 3 year level will be learning to:	Children at a 3 to 4 year old level will be learning to:
<ul style="list-style-type: none"> • Develop friendships with other children. • Safely explore emotions through play and stories. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". 	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. • Make healthy choices about food, drink, activity and toothbrushing.

Literacy

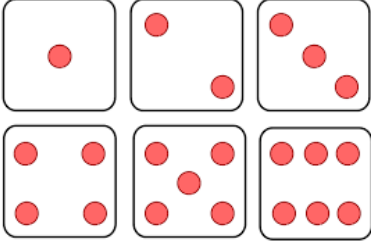
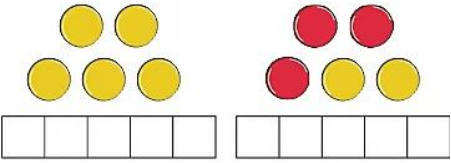
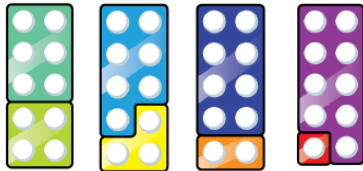


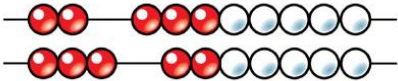
Curriculum content within nursery includes phonics, reading and writing activities. All children in nursery take part in a daily phonics lesson, learning within phase 1. Phase 1 phonics develops a child's ability to listen to, make, explore, blend and talk about sounds. Phase 1 is a vital phase that provides the building blocks for later phonics learning. Throughout this phase, children will develop their speaking and listening skills. This phase is split into 7 aspects that are explored and developed through direct teaching and games.

Aspect 1: General Sound Discrimination - Environmental Sounds The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.
Aspect 2: General Sound Discrimination - Instrumental Sounds This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.
Aspect 3: General Sound Discrimination - Body Percussion The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.
Aspect 4: Rhythm and Rhyme This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech and song.
Aspect 5: Alliteration This aspect focuses on initial sounds of words.
Aspect 6: Voice Sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.
Aspect 7: Oral Blending and Segmenting In this aspect, the main aim is to develop oral blending and segmenting skills.

Children at a birth to 3 year level will be learning to:	Children at a 3 to 4 year old level will be learning to:
<ul style="list-style-type: none">• Sing songs and say rhymes independently, for example, singing whilst playing.• Enjoy sharing books with an adult, paying attention and responding to the pictures or the words.• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.• Repeat words and phrases from familiar stories.• Ask questions about the book. Make comments and shares their own ideas.• Develop play around favourite stories using props.• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.• Enjoy drawing freely.• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."• Make marks on their picture to stand for their name	<ul style="list-style-type: none">• Understand the five key concepts about print:<ul style="list-style-type: none">• print has meaning• print can have different purposes• we read English text from left to right and from top to bottom• the names of the different parts of a book• page sequencing• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in a word• recognise words with the same initial sound, such as money and mother• Engage in extended conversations about stories, learning new vocabulary.• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.• Write some or all of their name.• Write some letters accurately.

Maths

We use a maths mastery approach in school, teaching our nursery children the foundations that they need for later learning. The early representations that we use to teach maths in school are:

<p>Dice faces</p> 	<p>Fives frames</p> 	<p>Numicon</p>  <p>6+4 7+3 8+2 9+1</p>
<p>Counters and other objects</p> 	<p>Cubes</p> 	<p>Bead strings</p> 

Children at a birth to 3 year level will be learning to:	Children at a 3 to 4 year old level will be learning to:
<ul style="list-style-type: none"> • Notice patterns and arrange things in patterns. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Climb and squeeze themselves into different types of spaces. • Describe children's climbing, tunnelling and hiding using spatial words like 'on top of', 'up', 'down' and 'through'. • Build with a range of resources. • Complete jigsaw or tangram puzzles. • Compare amounts, saying 'lots', 'more' or 'same'. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than' and 'fewer than'. • Make comparisons between objects relating to size, length, weight and capacity. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical

	<p>language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <ul style="list-style-type: none"> • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
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Physical Development

Children are taught to develop their physical skills throughout the curriculum, including through outdoor play, funky fingers and core strength sessions.

Children at a birth to 3 year level will be learning to:	Children at a 3 to 4 year old level will be learning to:
<ul style="list-style-type: none"> • Develop manipulation and control using a range of tools. • Explore different materials and tools to create different effects. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Learn how to use a knife and fork. • Develop confidence and skills such as kicking, throwing, swinging and climbing. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, throwing and ball skills. • Go up steps and stairs, or climb on apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Expressive Arts and Design

Children have lots of opportunities to develop their expressive skills through the provision provided on a daily basis, including daily rhyme time.

Children at a birth to 3 year level will be learning to:	Children at a 3 to 4 year old level will be learning to:
<ul style="list-style-type: none">• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.• Use their imagination as they consider what they can do with different materials.• Make simple models which express their ideas.• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone.• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'• Start to make marks intentionally.• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.• Join in with songs and rhymes, making some sounds.• Make rhythmical and repetitive sounds.• Explore a range of sound makers and instruments and play them in different ways.• Respond emotionally and physically to music when it changes.	<ul style="list-style-type: none">• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.• Explore different materials freely, to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them.• Join different materials and explore different textures.• Create closed shapes with continuous lines and begin to use these shapes to represent objects.• Draw with increasing complexity and detail, such as representing a face with a circle and including details.• Use drawing to represent ideas like movement or loud noises.• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.• Explore colour and colour mixing.• Show different emotions in their drawings – happiness, sadness, fear, etc.• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.

Understanding the World

Children have opportunities to develop their understanding of the world, building blocks for later learning in history, geography and R.E. As we are set in the countryside, children have lots of opportunities to carry out their learning in the outdoors, including in the wildlife garden.

Children at a birth to 3 year level will be learning to:	Children at a 3 to 4 year old level will be learning to:
<ul style="list-style-type: none">• Notice differences between people.• Make connections between the features of their family and other families.• Explore materials with different properties.• Explore natural materials, indoors and outside.• Explore and respond to different natural phenomena in the setting and when on trips.	<ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Explore collections of materials with similar and/or different properties.• Talk about what they see, using a wide vocabulary.• Begin to make sense of their own life-story and family's history.• Show interest in different occupations.• Explore how things work.• Plant seeds and care for growing plants.• Understand the key features of the life cycle of a plant and an animal.• Begin to understand the need to respect and care for the natural environment and all living things.• Explore and talk about different forces they can feel.• Talk about the differences between materials and changes they notice.• Continue developing positive attitudes about the differences between people.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

R.E. and Worldviews

All children in school take part in a weekly R.E. session, using a blend of Understanding Christianity and the Local Authority Syllabus. Children learn about the following units of work:

Cycle A	Cycle B
Agreed Syllabus: Where do we belong?	Agreed Syllabus: Where do we belong?
Incarnation: Why was Jesus sent by God?	Incarnation: Why do Christians perform nativity plays at Christmas?
Agreed Syllabus: What places are Special and why?	Agreed Syllabus: Which people are special and why?
Salvation: Why do Christians put a cross in an Easter garden?	Salvation: Why is the cross an important symbol at Easter?
Creation: How can we care for our wonderful world?	God: How do Christians show that God is important to them?
Agreed Syllabus: What stories are special and why?	Agreed Syllabus: What is special about our world?

There are also half termly opportunities to learn about a range of faiths and religions across the school as part of our 'passport to world views' days.

P.S.H.E. (Personal, social and health education)

Children in school are taught P.S.H.E. through the Jigsaw and Protective Behaviours schemes of work, focusing on the following themes:

Being me in my world	Celebrating differences	Dreams and goals
Self-identity	Identifying talents	Challenges
Understanding feelings	Being special	Perseverance
Being in a classroom	Families	Goal-setting
Being gentle	Where we live	Overcoming obstacles
Rights and responsibilities	Making friends	Seeking help
	Standing up for yourself	Jobs
		Achieving goals
Healthy me	Relationships	Changing me
Exercising bodies	Family life	Bodies
Physical activity	Friendships	Respecting my body
Healthy food	Breaking friendships	Growing up
Sleep	Falling out	Growth and change
Keeping clean	Dealing with bullying	Fun and fears
Safety	Being a good friend	Celebrations

Warwickshire Protective Behaviours (Both cycles):

Cycle A & B
We all have the right to feel safe all the time
Rights and Responsibilities
Safety
Early Warning Signs
We can talk with someone about anything, even if it feels awful or small

Online Safety



All children can access unsafe content online, it is vitally important that we work together to keep them safe.



Being Safe Online

- Only use a computer when an adult is nearby.
- Tell an adult straight away if you see something that upsets you.
- Never talk to anyone online without an adult with you.
- Never send anyone your picture.
- Never tell anyone personal information about yourself, like your address or school name.
- Never tell anyone your password.

Buddy's 'Use Your Tablet Safely' Song (Sung to the tune of Frère Jacques)


Ask your grown up,
Ask your grown up,
Ask for help!
Ask for help!


Use your tablet safely,
Use your tablet safely,
Woof, Woof, Woof!
Woof, Woof, Woof!



entred

