

curriculum development statement & Flowchart of forms

We set out to assist all children attending the nursery to attain their maximum potential within their perceived capabilities. An individual record of each child's development is maintained, showing their abilities, progress and areas needing further staff or parental assistance. We acknowledge that children learn in different ways and at different rates and plan for this accordingly.

The staff are very aware of the importance of the positive play environment for the child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. Planning of the learning experience by the staff is further designed to ensure, as far as practical, equality of opportunity between all children and celebrates diversity.

We promote the relevant frameworks and curriculum set by the DCSF to support and enhance children's learning and development holistically through play based activities. We view all aspects of learning and development equally important and ensure a flexible approach is maintained which responds quickly to children's learning and developmental needs. We develop tailor made activities according to each child's individual needs, which is based on observations which informs future planning and draws on children's needs and interests. This is promoted through a balance of adult led and child initiated opportunities both indoors and outdoors.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our parents as partners policy. We build home links in order to enhance and extend children's learning both within the nursery environment and in the child's home.

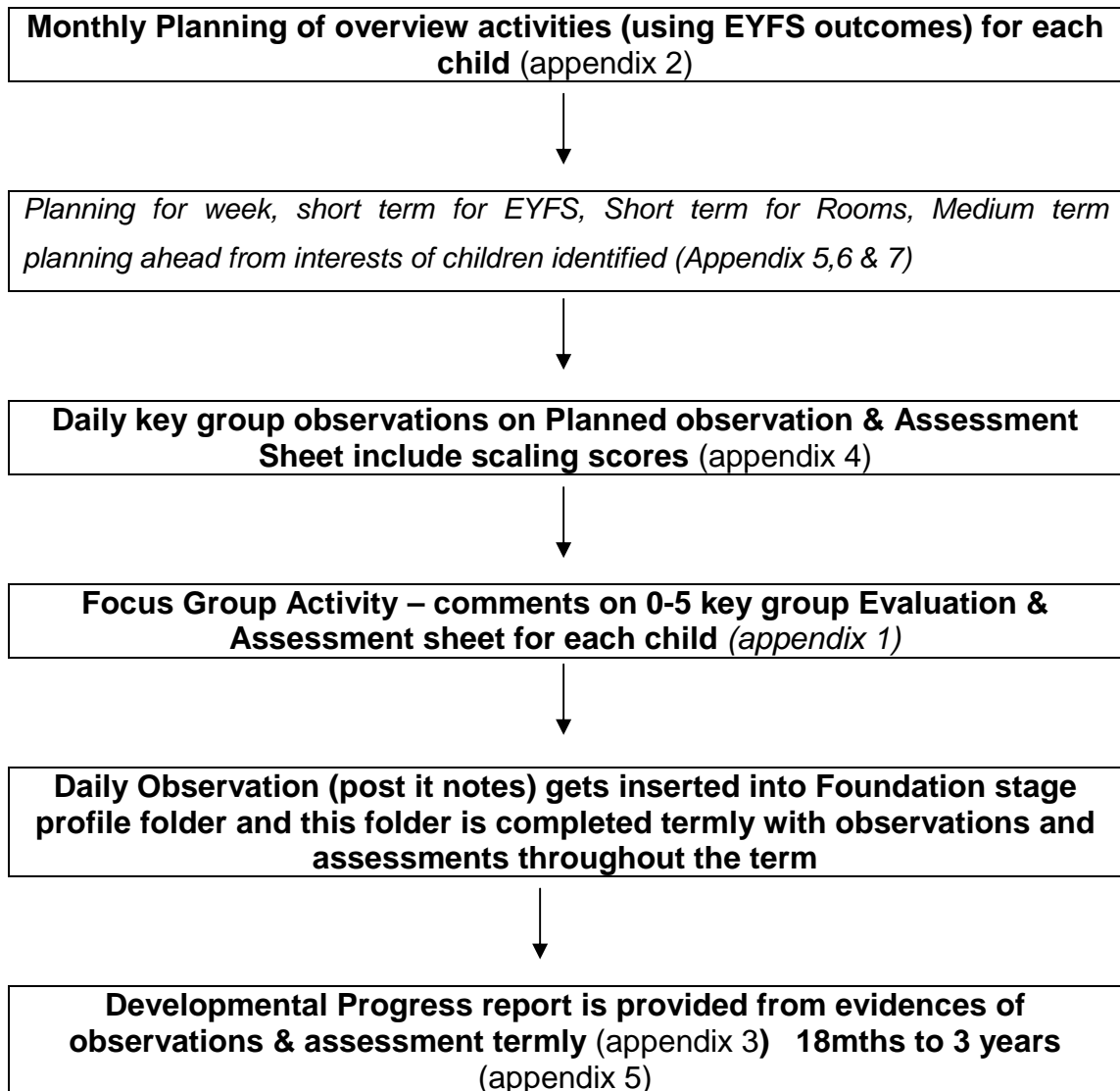
This policy was adopted on: 31st March 2010

Signed on behalf of the nursery:

Job Title:

Date for review: 31st March 2011

Observation & Recording Observations of key children



Monthly key group overview

Name:

Name						
Current interests						
Focused learning intensions						
Activities that could promote this						
Activities carried out						
Focused activity dates						
Observation Dates						
Observation intended outcomes						

My Name:

My age is:

My key worker is:

Personal, Social and Emotional	Communication, Language and Literacy
Next steps:	Next steps:
Problem solving, Reasoning and numeracy	Knowledge and understanding of the world
Next steps:	Next steps:
Physical	Creative
Next steps:	Next steps:

Appendix 4

Planned Observation and Assessment Sheet

Photo:

Child's Name	Observer:
Context (Where, how)	Adult involvement: Yes No
Time and Date	
OBSERVATION: What did you find out about the child's development generally and in terms of any of the six areas of Learning and Development	
General Comments	Personal, Social and Emotional Development
	Communication, Language and Literacy
	Problem Solving, Reasoning and Numeric
	Knowledge and Understanding of the World
	Physical Development

	Creative Development
<i>Additional Observation Notes</i>	
Child's contribution/Comment <i>(try to make time to inform the child about the observation and ask them to talk about what they are doing)</i>	
Next Steps/Possible lines of development: <i>(from what you have noted in your observations what will you plan to support child's development)</i>	

Appendix 5

Progress profile 18 mths to 3 years

Name:

D.O.B:

Personal, social and emotional

Dispositions and attitudes		<u>Behaviour and self control</u>	
Have awareness that they are separate from others		Respond to small boundaries with encouragement and support	
Have started to discover their own likes and dislikes		Begin to learn that some things are theirs some things are shared, and that some things belong to others	
Have a strong exploratory impulse		Are aware that some actions can hurt or harm others	
Explore the environment with interest		Show care and concern for others, for living things and the environment.	
Know that they are special as a individual		Begin to accept the needs of others, with support.	
Are aware that there are similarities and differences between themselves and others		<i>Self-care</i>	
Develop curiosity about things and processes		Begin to indicate own needs, for example by pointing	
Take pleasure in learning new things		Show a desire to help with dress and hygiene routines.	
Show their particular characteristics, preferences and interests		Communicate preferences	
Seek and delight in new experiences.		Seek to do things for themselves, knowing that a adult is close by, ready to give support and help if needed.	
Have a positive approach to activities and events.		Become more aware that choices have consequences.	
<u>Self-confidence and Self-esteem</u>		Take pleasure in personal hygiene including toileting	
Feel safe and secure with key people		Demonstrate a sense of pride in own achievement.	
Sustain healthy emotional attachments through familiar, trusting, safe and secure relationships		<u>Sense of community</u>	
Express their feelings within warm, mutual affirmative relationships		Learn that their voice and actions have effect on others.	
Make choices that involve challenge, when adults ensure their safety		Are aware that they have similarities and differences that connect them to, and distinguish them from others.	
Explore from the security of a close relationship with a caring responsive adult.		Show a strong sense of self as a member of different communities, such as their own family or setting.	
Develop confidence in own abilities		Show affection and concern for special people.	
Begin to be assertive and self-assured when others have realistic expectations of their competence.		Make connections between different parts of their life experience.	
Show increasing confidence in new situations.			
Talk freely about their home and community.			
Have a sense of personal identity.			

Making Relationships			
Seek to gain attention in a variety of ways, drawing others into social interaction			
Use their developing physical skills to make social contact.			
Build relationships with special people.			
Look to others for responses which confirm, contribute to, or challenge their understanding of themselves			
Can be caring towards others.			
Have social skills and enjoy being with and talking to both adults and children.			
Seek out others to share experiences.			
Respond to the feelings and wishes of others			
Feel safe and secure, and show a sense of trust.			
Form friendships with other children.			

Communication, Language and Literacy

<u>Language for communication</u>		<u>Reading</u>	
Take pleasure in making and listening to a wide variety of sounds		Respond to words interactive rhymes, such as 'clap hands'.	
Create personal words as they begin to develop language		Show interest in stories, songs and rhymes	
Use single word and two-word utterances to convey simple and more complex messages.		Have some favourite stories, rhymes, songs, poems or jingles.	
Understand simple sentences		Listen to and join in with stories and poems, one-to-one and also in small groups.	
Learn new words very rapidly and are able to use them in communicating about matters which interest them.		Handle books carefully.	
Listen to stories with increasing attention and recall.		Hold books the correct way up and turn pages.	
Listen to others in one-to-one or small groups when conversation interests them.		<i>Writing</i>	
Responds to simple instructions.		Begin to make marks	
<u>Language for thinking</u>		Examine the marks they and others make.	
Understand simple meanings conveyed in speech		Distinguish between the different marks they make.	
Respond to different things said to them when in a familiar context with a special person.		Sometimes give meaning to marks as they draw and paint.	
Are able to respond to simple requests and grasp meaning from context.		<u>Handwriting</u>	
Use action, sometimes with limited talk, that is largely concerned with here and now.		Begin to bring together hand and eye movements to fix on and make contact with objects.	
Use language as a powerful means of widening contacts,		Make random marks with their fingers and some tools.	

sharing feelings, experiences and thoughts.			
Use talk, actions and objects to recall and relive past experiences.		Begin to show some control in their use of tools and equipment.	
<u>Linking sounds and letters</u>		Use one handed tools and equipment	
Enjoy babbling and increasingly experiment with using sounds and words to represent objects around them.		Draw lines and circles using gross motor movements.	
Listen to and enjoy rhythmic patterns in rhymes and stories.			
Distinguish one sound from another.			
Show interest in play with sounds, songs and rhymes.			
Enjoy rhyming and rhythmic activities.			

Problem solving, Reasoning and Numeracy

<u>Numbers as labels and for counting</u>		<i>Shape, space and measures</i>	
Develop an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.		Find out what toys are like and can do through handling objects.	
Enjoy finding their nose, eyes or tummy as part of naming games.		Recognise big things and small things in meaningful contexts.	
Say some counting words randomly.		Attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.	
Distinguish between quantities, recognising that a group of objects is more than one.		Use blocks to create their own simple structures and arrangements.	
Gain awareness of one-to-one correspondence through categorising belongings starting with 'mine' or 'mummy's'.		Enjoy filling and emptying containers.	
Have some understanding of 1 and 2, especially when the number is important for them.		Notice simple shapes and patterns in pictures.	
Create and experiment with symbols and marks.		Begin to categorise objects according to properties such as shape or size.	
Use some number language, such as 'more' and 'a lot'.		Are beginning to recognise variations in size.	
Recite some number names in sequence.		Show an interest in shape and space by playing with shapes or making arrangements with objects.	
Use some number names and number language spontaneously.			
Use some number names accurately in play.			
<i>Calculating</i>			
Have some understanding that things exist, even when out of sight.			
Are alert to and investigate things that challenge their expectations.			
Are learning to classify by organising and arranging toys with increasing intent.			

Categorise objects according to their properties.			
Begin to make comparisons between quantities.			

Knowledge and understanding of the world

<u>Exploration and Investigation</u>		<u>ICT</u>	
Scope of investigation is widening		Explore things with interest and sometimes press parts or lift flaps to achieve effects such as sounds, movements or new images.	
Sometimes focus their enquiries on particular features or processes.		Show interest in toys with buttons and flaps and simple mechanisms and begin to learn to operate them.	
Explore, play and seek meaning in their experiences.		Show an interest in ICT.	
Use others as sources of information and learning.		Seek to acquire basic skills in turning on and operating some ICT equipment	
Show an interest in why things happen.		Know how to operate simple equipment.	
Show curiosity and interest in the features of objects and living things.		Begin to try out a range of tools and techniques safely.	
Show curiosity about why and how things work.		<u>Time</u>	
<i>Designing and making</i>		Get to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time and bedtime.	
Show curiosity and interest in things that are built up and fall down, and that open and close.		Associate a sequence of actions with daily routines.	
Are interested in pushing and pulling things, and begin to build structures.		Begin to understand that things might happen 'now'.	
Are curious and interested in making things happen.		Recognise some special times in their lives and lives of others.	
Realise tools can be used for a purpose.		Understand some talk about immediate past and future, for example, 'before', 'later' or 'soon'.	
<u>Communities</u>		Anticipate specific time based events such as mealtimes or home time.	
Recognise special people, such as family, friends or their key person.		Remember and talk about significant events in their own experience.	
Show interest in social life around them.		Show interest in the lives of people familiar to them.	
Are curious about people and show interest in stories about themselves and their family.		<u>Place</u>	
Enjoy stories about themselves, their families and other people.		Love to be outdoors and closely observe what animals, people and vehicles do.	
Like to play alongside other children.		Are curious about the environment	
Are interested in others and their families.		Enjoy playing with small world models such as a farm, a garage or a train track.	
Have a sense of own immediate family and relations.		Show an interest in the world in which they live.	
Begin to have their own friends.			
Express feelings about a significant personal event.			
Enjoy imaginative and role-play with peers.			

Physical

<u>Movement and Space</u>		<i>Using equipment and materials</i>	
Use their increasing mobility to connect with toys, objects and people.		Imitate and improvise actions they have observed, such as waving and clapping.	
Show delight in freedom and changing perspectives that beginning to walk brings.		Become absorbed in putting objects in and out of containers.	
Have a biological drive to use their bodies and develop their physical skills.		Enjoy the sensory experience of making marks in damp sand, paste or paint. This is particularly important for babies with visual impairment.	
Express themselves through action and sounds.		Use tools and materials for particular purposes.	
Are excited by their own increasing mobility and often set their own challenges.		Begin to make, and manipulate, objects and tools.	
Gradually gain control of their whole bodies and are becoming aware of how to negotiate space and objects around them.		Put together a sequence of actions.	
Move spontaneously within available space.		Balance blocks to create simple structures.	
Respond to rhythm, music and story by means of gesture and movement.		Show increasing control in holding and using hammers, books, beaters and mark making tools.	
Are able to stop		Use one-handed tools and equipment.	
Manage body to create intended movements.		Engage in activities requiring hand-eye coordination.	
Combine and repeat a range of movements.		Show increasing control over clothing and fastenings.	
Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.		Show increasing control in using equipment for climbing, scrambling, sliding and swinging.	
Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.		<u>Health and Bodily Awareness</u>	
Operate equipment by means of pushing and pulling movements.		Focus on what they want as they begin to walk or climb.	
Mount stairs, steps or climbing movements.		Show some awareness of some bladder and bowel urges.	
Negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids, both indoors and outdoors.		Develop their own likes and dislikes in food, drink and activity.	
		Communicate their needs for things such as food, drinks and when they are uncomfortable.	
		Show emerging autonomy in self-care.	
		Show awareness of own needs with regard to eating, sleeping and hygiene.	
		Often need adult support to meet those needs.	
		Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene.	

Creative

<u>Being Creative- Responding to Experiences, Expressing and Communicating Ideas.</u>		<u>Exploring Media and Materials</u>	
Respond to what they hear, see, smell, touch and feel.		Explore and experiment with a range of media using whole body.	
Express themselves through physical action and sound.		Create and experiment with blocks, colour and marks.	
Explore by repeating patterns of play.		Begin to combine movement, materials, media or marks.	
Seek to make sense of what they see, hear, smell, touch and feel.		Explore colour and begin to differentiate between colours	
Begin to use representation as a form of communication.		Begin to be interested in and describe textures of things.	
Explore and experience using a range of senses and movement.		Use their bodies to explore texture and space.	
Use language and other forms of communication to share the things they create, or to indicate personal satisfaction or frustration.		Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	
<u>Creating Music and Dance</u>		<u>Developing Imagination and Imaginative play</u>	
Begin to move to music, listen to or join in rhymes or songs.		Enjoy making noises or movements spontaneously.	
Move their whole bodies to sounds they enjoy, such as music or a regular beat		Pretend that one object represents another, especially when objects have characteristics in common.	
Join in favourite songs.		Begin to make believe by pretending.	
Create sounds by banging, shaking, tapping or blowing.		Notice what adults do, imitating what is observed and then doing it spontaneously when adult is not there.	
Show an interest in the way musical instruments sound.		Develop a repertoire of actions by putting a sequence of movements together.	
Enjoy joining in with dancing and ring games.			
Sing a few familiar songs.			
Sing to themselves and make up simple songs			

Short term EYFS

Week 1	Planned focused activity – Themes	Links to EYFS
P.S.E		
C.L.L.		
K.N.O.W		
P.S, R&N		
PHYSICAL		
CREATIVE		

Week 2	Planned focused activity- Themes	Links to EYFS
P.S.E		
C.L.L		
K.N.O.W		
P.S, R&N		
PHYSICAL		
CREATIVE		

Short term planning

Week Commencing:

Area of learning	Monday	Tuesday	Wednesday	Thursday	Friday
P.S.E					
C.L.L.					
P.S., R & N					
K.N.O.W.					
PHYSICAL					
CREATIVE					

Children's free choice activities:

Monday	Tuesday	Wednesday	Thursday	Friday

When children have selected free choice please colour code it to the area of development

PSE= **Blue** CLL= **Red** KNOW= **Yellow** PS,R&N= **Purple** Physical= **Green** Creative= **Orange**

Current interest observed:

Medium Term Plan (2 to 6 weeks)

Date:

Principles/Themes	Possible Experiences/Activities to support the selected commitment/s from each theme	Events and Routines
Unique Child Communication: <ul style="list-style-type: none"> • 1.1 Child Development • 1.2 Inclusive Practice • 1.3 Keep Safe • 1.4 Health & Well being 		
Positive Relationship <ul style="list-style-type: none"> • 2.1 Respecting Each other • 2.2 Parents as Partners • 2.3 Supporting Learning • 2.4 Key person 		
Enabling Environment <ul style="list-style-type: none"> • 3.1 Observation, Assessment and Planning • 3.2 Supporting Every Child • 3.3 Learning Environment • 3.4 Wider Context 		
Learning and Development <ul style="list-style-type: none"> • 4.1 Play and Exploration • 4.2 Active Learning • 4.3 Creativity & Critical thinking • 4.4 of Learning & Development 		

