



Linskill Nursery Curriculum – An Introduction

All children are entitled to a secure, safe and happy childhood. The first five years of a child's life have a significant impact on their future life chances. Therefore, we understand that quality learning experiences and effective parenting are paramount to ensuring all children are enabled to reach their full potential.

Linskill Nursery endeavour to ensure that children leave the pre-school with a readiness for school. To achieve this, alongside the emphasis on children's learning and development, we also have a 'think family' approach, whereby parents and caregivers are involved in their child's early learning progress and the transition to school.

We foster strong relationships with parents, caregivers and children from the point the child starts at Linskill Nursery.

This is achieved through following the **guiding principles** in the design and delivery of our **Early Years Foundation Stage** offer:

A Unique Child – Children are supported to be ever learning, capable, confident, and self-assured.

Positive Relationships – Children are supported to make healthy relationships with others and be independent.

Enabling Environments and teaching and support from adults – Children benefit from strong relationships where adults build on a child's individual interests and needs and helps to develop their learning over time appropriate to the individual.

Learning and Development – It is recognised that children learn and develop at different rates and all children will be catered for including those with special educational needs and disabilities (SEND).



The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets the standards for children's learning, development and care from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe.

What will children be learning?

In total, there are 7 Areas of Learning. Linskill Nursery focuses on the three Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional

The other four areas of learning are also considered when progressing a child's learning.

These **specific** areas are

- Literacy
- Mathematics,
- Understanding the World
- Expressive Arts and Design.



Intent Statement

Linskill Nursery intends to provide a stimulating and safe environment that enables children to learn through play.

Learning is carefully planned to support communication and language development; personal, social and emotional development; and physical development, as well as literacy, mathematics, understanding the world and expressive arts and design.

Our progressive curriculum is responsive and flexible to meet the needs and interests of all children and intends to equip children with the knowledge and skills needed for starting school.

It is our intention that children leave us for their next stage of learning happy, confident, independent, enthusiastic, and resilient. We will equip them with positive strategies to understand their emotions and regulate their behaviours.

We want our children to have strong communication and language skills and have a wide vocabulary, as we understand the correlation between breadth of vocabulary and later academic success and achievement. We will equip them with the skills and knowledge needed and it is our aim that children will leave us being able to sit and listen to longer stories, answer and ask questions, and be motivated to write their thoughts. It is our intention that children are motivated to seek out texts for themselves – appreciating the power, imagination and creativity of a story, or the fascinating facts of non-fiction.

We understand that every child is unique, and practitioners build positive relationships with the child and their families, building upon their experiences (Cultural Capital), to expand their learning with the intention that all children have a fair and equal start to education. We view parents as partners in their child's education and ask parents for information about home life, and about their child's interests and experiences; we suggest fun learning opportunities for parents to do at home with their children to help embed and reinforce the learning.

Upholding British Values is at the core of what we do, and it is our intention that children are respectful of each other and their community. We aim to give all children a voice, to be heard and feel represented; we provide opportunities to make choices and express their own opinions and ideas; we involve the children in the generation of group agreements and support them to uphold these agreements; we encourage children to celebrate and respect similarities and differences, which includes learning about different cultures and family types.

Our Ethos



Learning through movement is high on our agenda as we know that learning in the early years has movement at its core. We understand that children learn by doing and there are well researched links between movement and cognition.

Curiosity and investigation are encouraged and learning through nature highly valued. It is our aim to offer a range of rich play opportunities including weekly Forest School sessions for pre-schoolers and regular access to the onsite community gardens for our younger children's experience of the outdoors. Our indoor environment reflects our nature inspired curriculum offering tranquil and neutral spaces which promote early learning. Many natural and open-ended materials and resources are used throughout the nursery.

Complimenting this approach, is the desire to be environmentally sustainable. We strive to embed this throughout the curriculum with staff and children all contributing to lowering our carbon footprint and reducing the impact of climate change. We strive towards delivering 'greener' options wherever possible and encourage the families to be part of this education for the new generation.

Having a strong community spirit is central to what we do since we are part of the wider Linskill organisation. Our geographical location enables us to be at the heart of our community, enabling the children to understand and appreciate the riches of the people and places on our doorstep. Regular outings and visitors add value to the curriculum and involves the children in their community.





Linskill Nursery Curriculum and our Pedagogy

Our curriculum sets out what we want children to know about and what we want them to be able to do by the time they leave the pre-school provision. It is a progressive curriculum, following the various stages of learning and development, and builds upon each individual child's starting point across the three prime areas of learning and the four specific areas of learning.

Linskill Nursery bases its curriculum around three main principles:

1. Learning through movement
2. Nature inspired and sustainable learning through play
3. Being at the heart of the community.

Learning through movement is a key focus as we understand that movement and sensory input are foundational to all learning. Research tells us that when children develop gross motor skills such as walking, running, and jumping, they are also developing their cognitive abilities. We have access to a wide variety of spaces both indoors and outdoors that provide opportunity for different kinds of motor movement. Resources and activities are carefully selected to ensure they facilitate learning through movement on a regular basis. Different outdoor spaces provide opportunity to move in different ways and include natural gardens, built up concrete spaces and artificially surfaced gardens. Moving over different gradients, having different textures underfoot, mud kitchens, different resources to dig such as bark, sand or pebbles and experiencing different weathers provide motor experiences and sensory stimulation. For example, feeling the resistance of the wind as children run around the wild garden flying home-made kites, or babies may feel light rain as they crawl around on the lawn.

Our indoor environment provides access to the onsite sensory room which provides sensory input through lights, sounds and textures. Children also regularly access The Studio where they have regular yoga sessions and enjoy watching themselves in the mirror. Large halls provide opportunity for gross motor play including ride on toys, soft play and inflatables. We focus on activities which allow for mastering gross motor movements first, which then provide the skills to develop finer motor movements, and finally we offer opportunities to develop dexterity.

Nature inspired and sustainable learning is around offering natural, open ended activities and resources that allow for imagination, creativity and critical thinking. We are moving away from single use plastics and are adopting more sustainable practices. These practices include educating the children through specific adult led activities and our general routines - such as groups of children carrying out the daily recycling; making bird feeders in winter; planting and caring for plants (creating our own bio-diverse spaces for insects and animals); reduce, repurpose and recycle toys and other resources; and growing our own produce to include in our nursery menu.

Two practitioners have Level 3 Forest School training and regular forest school sessions at either the local park or within in our own wild garden take place regularly. The sessions in the park are primarily for the pre-school children. All age groups explore the wild garden in all weathers. We offer young learner opportunities to take supported risks appropriate to the environment and themselves. These may include swinging in hammocks or using a range of tools and a campfire experience. The forest school type experience and sustainable learning practices, encourage the children to have a deeper respect for their own part of the planet and their important role in looking after it. Our children learn a lot about plants and animal habitats and why they are important. This starts with the youngest children watering plants with the practitioners, through to the pre-school children planting bee friendly plants.

There is a huge amount of evidence that playing and learning outside improves children's physical and emotional wellbeing. The forest school experience has been shown to be hugely beneficial for children with a range of emotional and developmental needs, particularly around supporting self-regulation and improving communication.

The following practices help programs put nature at the heart of the curriculum:

1. Early years staff familiarise children with the plants, animals, and natural features and phenomena in their surroundings.
2. Early years staff support and encourage children's play and investigations with natural materials.
3. Classroom activities cross boundaries between indoor and outdoor learning environments, and between different types of outdoor environments.
4. Early years staff promote learning from season to season, supporting children's understanding of patterns and changes through the seasons.
5. Early years staff model care and concern for nature and the environment.

6. Human communities are considered part of, and dependent upon, the natural environment.
7. The entire learning community endeavours to engage in environmentally friendly practices.
8. Outdoor learning is a central feature of the program, with frequent, regular opportunities for outdoor play and learning in natural spaces.
9. Early years staff and children are dressed appropriately for the weather, and teachers demonstrate positive attitudes about experiencing various weather conditions.
10. Early years staff develop and maintain teaching materials designed or adapted for outdoor use.

Being at the heart of the community within a community setting allows the nursery to offer an enriched curriculum. Accessing the onsite Sensory Room, The Studio and the centre's halls, takes our children on a short tour throughout our community hub and provides opportunity to meet and greet members from the community and centre staff - children become familiar with centre reception staff, the facilities team and the café staff as they move around the building. They will find out about what goes on within the building and the jobs and tasks that people do. For example, they may listen to the older community during a Zumba class or they will visit reception to use the shredder to be able to play with recycled shredded paper. The children also get to access the community activities for under 5's. This includes participation at Giggle N Groove, a vibrant music and movement group, providing the children with a fun activity encouraging communication and language through rhythm and rhyme where there are parents and carers from the local community present – which helps to increase their confidence.

Using the environment outside the nursery boundaries is important to give children the opportunity to learn from and be part of the community, and begin to understand the value of local services. Getting out into the local community helps the children develop a sense of pride in who they are, in their nursery and where they come from. Taking a ride on the local bus or metro and talking about what they can see, whether that be shops, churches, beaches, hospitals or other buildings of interest, can have real meaning for the children. First-hand experiences for the children within the local area and visits to shops, the library, post office and parks make connections that can last a lifetime and help encourage a community-minded approach.

Staff acknowledge and develop children's cultural capital- drawing and building upon each child's unique background.

The following practices are central to being at the heart of the community:

1. Early years staff are co-learners with children.
2. Early years staff encourage and support children's developing abilities to take care of their own needs and safety.
3. Early years staff provide opportunities for child-child interactions to promote collaboration and conflict resolution.
4. Early years staff provide an environment that values diversity and sustains children's cultural identities.
5. Early years staff modify the curriculum and environment to individualise learning opportunities and scaffold learning for all children.



Communication and Language

At Linskill Nursery there is a sharp focus on language and vocabulary development. Being able to give attention to something, focus, understand and then use spoken words in sentences, is the biggest, most complex learning task a child will ever undertake. The most important resource to support children's Communication and Language skills is the adults around them including early years practitioners and the parents/carers. Research demonstrates that children's vocabulary development at an early age is linked to future success in later life. A child's ability to think (their cognitive processes) relies on language development as studies have shown that having a large vocabulary increases creativity, supporting coming up with new ideas.

Here at Linskill Nursery we provide:

A language rich environment with stories, rhymes and songs. We sing core songs and nursery rhymes which are repeated throughout the day so children become very familiar with these and can join in. Songs and rhymes also accompany many routines of the day including mealtimes and washing hands. This serves to give children auditory cues and helps them to anticipate what is coming next in their day.

Alongside the core rhymes and songs, we carefully select core books to accompany a topic so children can become very familiar with the story, with older children able to join in and eventually retell the story themselves. These core books are often selected because of the rhyme and alliteration which we know gets children interested. Practitioners also carefully consider the illustrations and pictures in books and choose those which appeal to children. For example, for our younger children, we understand that those pictures with clear faces gain children's attention.

Age-appropriate books both fiction and non-fiction, progressing from cloth and board books to paperback books are provided and are easily accessible throughout the session. Cosy dens are provided where children can enjoy the books both with adults and independently.

Naturally, where children have English as an additional language, we ask for parents and carers to provide familiar songs in the child's home language and we will seek books to reflect the children's dual language.

To assist with early communication and to support those children with SEND, we use Makaton, a system for communicating through signs, symbols and spoken word. These signs often accompany songs and stories as well as being used for common communication needs throughout the day. We share Makaton signs with parents and carers so they can also use this communication tool at home.



Safeguarding and Welfare Requirements

We refer to the guidance and legal frameworks provided by Ofsted and other official bodies and these inform our policies and procedures which are in place to keep children healthy and safe.

Safeguarding – We ensure that all staff have Safeguarding training provided by our partners in the local authority. Staff receive refresher training each year which ensures staff are alert to the signs and indicators of abuse and that they stay abreast of updates within this area. We have three Designated Safeguarding Leads who take the lead on sharing information on safeguarding. We have a designated display board in the nursery office which has a wealth of information on regarding keeping children safe and procedures to follow if they need to raise concerns.

Safer recruitment -we have robust procedures and vetting systems to assess the suitability of those joining our workforce.

Paediatric First Aid – we have over and above the required number of staff who are trained in paediatric first aid which requires attendance at a 12 hour certified course.

Food safety and nutrition - we have systems in place which ensure the safe storage, preparation and serving of foods, and we have our own onsite catering team who prepare nutritionally balanced meals and snacks for the children in line with the

Oral health – we practice good oral health through a number of ways including encouraging visits to the dentist and regular tooth brushing, through to teaching children about friendly and unfriendly foods for teeth.

Risk Assessments – we have risk assessment documents which support our activities in nursery and also those that occur outside and off-site. We also carry out dynamic risk assessments as new things arise whereby staff assess the situation and take action to keep things safe. We team our risk assessments with benefits assessments where the staff carefully consider the benefits of doing something in terms of the potential learning opportunities against the potential risks.



The Curriculum at Linskill Nursery

We have four rooms at Linskill Nursery enabling the delivery of developmentally appropriate activities to promote the learning and development for all children. Skilled practitioners with appropriate knowledge of the group plan enabling environments and facilitate and lead learning opportunities.

For each room, the curriculum is considered in three components:

Intent: What do we want the children to know about and what do we want them to know how to do by the time they are ready to progress to the next room? How do we support transitions from home to nursery and between each room?

Implementation: How do we meet the developmental needs of the children? What experiences do we offer and how do we find out about their current stage, including the experiences from their home life? What do we offer within the environment and resourcing? What are the adult roles and what styles of teaching do we employ to facilitate learning progress? What activities do we offer to enrich and embed the learning?

Impact: We strive to ensure that all children make progress across the EYFS curriculum. We use assessment procedures, both summative and formative, to monitor progress and attainment. We use moderation and peer observations to ensure our judgements are robust and appropriate. We use the Leuven Scale to assess levels of wellbeing and engagement. For each age group, we have identified what we would like children to be able to do and what knowledge we want them to have when leaving that room.

This will enable the children to make progress in their learning and development and ultimately be 'ready for school' when they leave the Owls pre-school.

Each individual child will have their starting points considered and what needs to come next in the learning journey to take them to the next step. In the following pages, you will see our curriculum broken down and we have focused on the three prime areas:

OWLS & OWLETTES CURRICULUM 3-4 YEARS: Experiences unique to Linskill Nursery to support the learning in the Owls Pre-school Room:

Which visits, visitors and special experiences will we organise to secure children's knowledge?

Regular Visits

The 'Wild Garden'	Local shops in the town centre
Community Gardens	Care home for the elderly
Giggle N Groove	The Shed
The Allotment	Visitors
The Pantry	Community Readers

Special Experiences

Eating outdoors	Day visit to the seaside/beach
Cooking on a fire/BBQ	Visit the Rising Sun Country Park
Museums	

Strategies are we using to support our most vulnerable children:

Liaise with Speech and Language Team
 Liaise with schools to support transition
 Books in various languages relevant to individuals Exposure to experiences previously children have not had
 Balance bikes for those who are not yet able to use a peddled bike
 Additional reading materials for home
 purchase easi-grip tools to support children with delayed gross and fine motor skills
 Implementing Launchpad for Literacy to establish best practice with this age group.

How we enhance our continuous provision to extend learning through independent enquiry?

Shop role play resources – real items
 Factual books
 Shop logos
 Bird watching and feeding resources
 Loose parts for den building
 Wooden blocks for outside
 Real bricks
 Wheelbarrows
 Mud kitchen
 Large paint brushes and rollers
 Sweeping brushes
 Dust pan and brush sets

How we involve families in their child's learning progress?

Family Forest School sessions
 Offer activity ideas to support dressing
 Suggest rhymes and songs to sing at home
 Share ready for school targets ready to transition into reception
 Invite parents/guardians for a Shedd's experience to make a bird feeder/bug hotel
 Lending library
 Home<>Nursery Mascot

EYFS Curriculum Goals	By the end of my pre-school experience, in Communication and Language Development , I will/can/know about and know how:
Listening and attention	I listen to my friends, when I like what they are talking about. I listen to the stories you tell me and I talk about them later. I join in with my favourite bits when you read me stories, like “Who’s been sleeping in my bed?” when we are reading Goldilocks and the Three Bears. I can join in with my favourite rhymes and stories with you and guess what will happen next. I can re-tell a story, with the basics of what happened at the beginning, middle and the end. I stop what I am doing and listen when I hear you talk to me if I have been given a clear prompt such as using my name or an auditory cue such as a buzzer or song I will follow instructions with more than two parts, like “Come and put your coat on and line up at the door”. I can copy a simple beat using my hands to copy a clapping sequence. I can clap the syllables in my name eg. ‘Ar-chie’, ‘Is-a-belle’. I can match an object to a sound and then I can match a picture to a sound from a selection of around 4-6 objects/pictures. For example, when I hear ‘mooo’, I know to match this to the toy cow progressing to the picture of a cow I can discriminate between sounds even when they sound the same. For example, when playing ‘Ready, Steady, Go’ games, I can hear the difference if you say ‘go’ or ‘goat’ because I can listen carefully.

	Understand	When you ask me questions like “What do we need to cut the bread?” I know it’s a knife. When we are playing and you ask me to “Put teddy under the blanket” or “Put the car on top of the garage” I know what you mean and I can do it by myself (using positional language). I can help you when you ask me to put something away or get something like “Put your shoes in the basket, please” I am beginning to understand when you ask me questions like “How can we mop up the juice?” and “Why do you want to wear your boots today? This extends of my ability to answer <i>why</i> and <i>how</i> questions.
	Speaking	I am beginning to use longer sentences with up to six words, using joining words like “because” and “and”. For example, “I cried, I did, because I banged my foot” I can tell you about something that happened yesterday, like “remember when we <i>went</i> to the park and <i>had</i> a green apple and <i>came</i> home”. I am beginning to use the tenses correctly in my sentences but don’t get this right all of the time. I am still practising irregular tenses such as I might day ‘I runned’ instead of ran’. I ask lots of questions and answer your questions too. I use <i>what</i>, <i>where</i> and <i>who</i> and I am starting to ask <i>how</i> and <i>why</i>. I can talk about what we are doing now, and what might happen later or tomorrow. I am confident about talking about things in the present, the immediate past or future. When I talk to you, sometimes I talk like a grown up to make myself clear, like “I really, really need the toilet now”. I can use lots of words about things that interest me, like “diplodocus” and “brontosaurus” and I like to learn lots of new words. I am confident at using my new words in context and you can see this when I use them in my independent play. I pretend about things when I am playing, like using my coat on my head “this is my magic flying cape”.

	I can sing a large repertoire of songs and join in and independently recite some core songs and stories which we read over and over so I am very familiar with the words. When you plan lots of activities connected to our core songs and stories I will practice my new vocabulary and language and it helps me to play creatively – I will come up with my own stories and rhymes. I use pronouns correctly – such as <i>I, his, her, mine, ours, yours.</i>
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EYFS Curriculum Goals	By the end of my pre-school experience, in Physical Development , I will/can/know about and know how:
Moving and handling	I like running, walking, jumping, hopping, skipping and moving around in lots of different ways and am refining my gross motor movements. I can go up and down stairs and steps like a grown up, using one foot per step and alternate feet. I can carry something I like carefully downstairs, usually stopping with two feet on each step. I can run around, stopping, changing direction and slowing down so that I don't bump into things. When you show me how to stand on just one foot, I can copy you, just for a second without falling over. I can catch a large ball when you throw it to me. I can kick a large ball towards a target. I can wave my arms or ribbons to make up and down lines and circles in the air. I show a preference for a dominant hand. I can use scissors correctly to cut paper, with my elbow tucked in and with the correct control and manipulation of my hands and fingers. I can hold my pencil near the top, like a grown up, using my thumb and two fingers, not my whole hand. I can make the lines and marks that I want with a pencil/crayon. When you write my name, I can copy some of the letters by myself on my piece of paper. I am able to manipulate dough into small balls and snakes.

	Health and self-care	I can use two containers to pour and fill. I paint with wrist action, making dots. I select the correct resources for the task at hand. For example, will choose a larger spade to move larger amounts of earth as opposed to using the dessert spoon. I can sit on a chair comfortably at a table for up to 10 minutes as I have good control over my core muscles. I might start to fidget and wriggle around after 10 minutes so it's good to be able to stand at tables for some activities and sit down for others. I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep. I notice that when I am running, my body changes and that I get hot and I pant a bit. I understand that I have to be careful when I am using children's scissors to snip or my knife to spread cheese. Most of the time, I remember to go to the toilet in time and I wipe myself. I can wash and dry my own hands correctly. When you help me and hold out my coat, I can put it my arms in and I can do the zip up when you start it. I can pull my own trousers up. I can eat independently and can use my cutlery. I can pour from a jug and drink from a beaker.
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EYFS Curriculum Goals		By the end of my pre-school experience, in Personal, Social and Emotional Development , I can/will be able to/know:
	Making relationships	I can play in a group with my friends and contribute to the play process by making suggestions and extending play ideas. I can find solutions to conflicts and rivalries as I begin to understand that play sometimes has rules, although I sometimes still need adult support with this. For example, I understand that not everyone can push a wheelbarrow around the garden so I can make suggestions as to how to make it fair. I can make up ideas for things to do and games to play. I will ask my friends to play with me. I can watch what my friends are doing and join in with them. I talk to and make friends with other children and grown ups I know.
	Self -confidence and self -awareness	I choose the toys I want to play with and what I want to do with them with help from a grown up. I like it when you say things like “well done for eating all your dinner” or “thank you for putting the toys away” I like helping you when you are busy, like sorting the items in the loose parts shed or sweeping up leaves in the garden. I am becoming increasingly confident with unfamiliar people in the safe context of nursery. I am showing more confidence in social situations like when I visit community play sessions on site or when I visit the café on site. When we are playing, I will chat to my friends about my family and friends. I can ask grownups for help when I need it. I am becoming increasingly independent and want to and am able to wash my own hands and face, brush my own teeth. I can serve myself as appropriate at mealtimes.

	Managing feelings and behaviour	I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too. I am becoming increasingly empathetic towards others, understanding that what I do and say can affect others. I can talk about my feelings and can share using words like <i>happy, sad, angry, worried, excited</i>. I can recognise these emotions in others too by looking at and interpreting facial expressions and by obvious changes in tones of voice. I know that sometimes my friends will want to have the toys I am playing with and need help from a grown up to help me share these with them. I am beginning to understand that I can't always have everything I want, when I want it. I am increasingly able to regulate my strong emotions about this and can understand the reasons around decisions and rules. I know that sometimes I can't do things I want to do, like running around inside where my friends are busy playing.
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FOXES 2-3 YEARS: Experiences unique to Linskill Nursery to support the learning in the Foxes Room:

Which *visits, visitors and special experiences* will we organise to secure children's knowledge?

Regular Visits

The 'Wild Garden'	Local shops in the town centre
Community Gardens	Soft play centres
Sensory Room	
The Allotment	

Visitors

Community Readers

Special Experiences

Eating outdoors	Day visit to the seaside/beach
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How we *enhance our continuous provision* to extend learning through independent enquiry?

Wheelbarrows

Mud kitchen

Large paint brushes and rollers

Sweeping brushes

Dustpan and brush sets

Cosy den for small groups/individuals

Dolls with neutral expressions

Home corner

Realistic animals

Picture books with real people/animals

How we *involve families* in their child's learning progress?

Suggest rhymes to sing at home

Lending library-parent volunteer

Home<>Nursery Bear

Uploads of learning/play experiences

Parents share experiences from home to support shaping their child's curriculum experience

Strategies are we using to support our most *vulnerable* children:

Offer funded 2's places

Liaise with Speech and Language Team

Books in various languages relevant to individuals

Exposure to experiences previously children have not had

Additional reading materials for home

Provide easi-grip tools to support children with delayed gross and fine motor skills

Invite parents in for stay & play sessions

Undertaking '2 Matters' training and implementing Launchpad for Literacy to establish best practice with this age group.

	I can use simple sentences with linking up to 5 words together to talk about what I am doing or what is happening. When I am talking, I talk about lots of different things – what I am doing, what I like or what I have done. I use objects and gestures to help me explain what I mean when I am talking. I can ask questions such as “what”, “where” and “who” when I am sharing a book or playing with toys. I am beginning to use word endings, such as “I am going” instead of “I go” and plurals, such as “babies” when talking about more than one object or person I am starting to use pronouns such as <i>me, him, she</i>. I am starting to use prepositions such as <i>in</i> and <i>on</i>.
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EYFS Curriculum Goals	By the end of my Foxes Room experience, in Physical Development , I will know about and how to:	
	Moving and handling	I can run without bumping into things or tripping up. I can squat down on my knees to play and can get up without using my hands. I can climb up a ladder on a small slide or climbing frame or onto a sofa or armchair. I can kick a large ball. I can pedal a tricycle/ride a scooter I can jump with two feet together I can turn the pages in a book. Sometimes I might turn over more than one page at a time. I can hold a small jug and pour my own drink. I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. When I walk up and down stairs or steps I hold onto the hand rail and move one foot at a time on to the next step until both my feet are on. Then I do the same to get to the next step. I can build a tower of 5-6 blocks. I can make snips into paper with scissors I can thread large cotton reels or big beads
	Health and self care	I am beginning to choose to hold objects in one hand more than in the other. I am beginning to eat independently, improving my skills at eating using a knife, fork and spoon. I can drink from a cup with no lid and not spill my drink as I put the cup to my mouth. I can tell you when I need to use the potty or toilet. I am beginning to be able to sit on a potty or toilet by myself.

	I can use a set of steps to help me reach the sink or toilet by myself. I am beginning to be able to wash and dry my hands by myself. I know how far I can climb up the stairs, the slide or the climbing frame on my own before I need to ask you for help. I can put on my hat, unzip my coat and take off my unfastened shoes / boots and cardigan / shirt by myself. I am beginning to be able to wash and dry my hands by myself.
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		I have a strong impulse to be independent, often insisting 'me do it'. This can sometimes mean I have a tantrum and get upset. I need you to be calm and reassuring.
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BUNNIES & SQUIRRELS 0-2 YEARS: Unique to Linskill Nursery to support the learning in the Bunnies and Squirrels Baby Rooms:

Which *visits, visitors and special experiences* will we organise to secure children's knowledge?

Regular Visits

The Sensory Room Environmental Walks

The 'Wild Garden' Visits the local library

Community Gardens

Giggle N Groove

Visitors

Community Readers

Special Experiences

Nap times outside Walks to the seaside/beach

Walks in the 'bus' in the local community

Eating outdoors Bus ride to garden centre

How we *enhance our continuous provision* to extend learning through independent enquiry?

Multi-sensory surfaces including bark, soil and grass

Uneven surfaces outside

Planting

Sensory den

Climbing frame with slopes

My Family display boards
& photo albums

Realistic looking animals

How we *involve families* in their child's learning progress?

Provide information on developmental milestones via Family

Share key rhymes with families to sing at home

Share key words for families to use

Share images of the range of experiences in the setting and ask parents to share images of experiences from home via Family

Strategies we are using to support our most *vulnerable* children:

Liaise with health visitors

Short outings with funded transport for parents and children together – library visit or woodland park (Rising Sun)

Signposting to and make links with professional partners on behalf of families

Practitioners have high aspirations for the children

EYFS Curriculum Goals	By the end of my Bunnies and Squirrels Room experience, in Communication and Language Development , I will know about/be able:
Listening and attention Understanding Speaking	I like to move my head, body, arms and legs when I hear music. I like to clap and stamp along. I like to explore toys and other things that look interesting to me and/or make interesting sounds. I will stop what I am doing or playing with if I hear a noise or a grown up talking. I like to hold books and look at the pictures in them. I will watch as you point to things or hold them out to me. When a grown up that I know asks me “Where’s your nose?” or ‘Where are your shoes?’ I can point to or find the thing. I am beginning to understand words that are important to me like “cup” or “teddy” by pointing or finding the thing. I understand frequently used words. I can make sounds that match what I am playing with, like “brmmm” for a car or ‘moooo’ for a cow. I will point and gesture to things that I want. I take turns in conversation using ‘babble’ and have back and forth interactions with a familiar adult. I can say single words that are important to me, like “cup” or “daddy”. By the time I am 2 years, I will be able to say 20 clear words and use adult like speech patterns. I will copy new sounds and words that I hear you using as you play with me.

		I like to use new words, like “more” to tell you that I want “more milk”. I will make up and use my own words, like as “baba” for baby.
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EYFS Curriculum Goals	By the end of my Bunnies and Squirrels Room experience, in Physical Development , I will know about and how to/be able to:
Moving and handling	I can sit up on the floor. When I am sitting, I can lean forward to pick up a small toy with my hand. I can pull myself to a standing position and sit down. I hold on to furniture, like a sofa, or a grown up, to help me pull myself up so that I am standing. I can move around the floor by crawling, bottom shuffling or rolling over and over. I can hold onto a grown up or furniture, like a sofa, to help me lift one foot up at a time, step sideways and walk by myself. I can walk when a grown up holds one or both of my hands. I can walk by myself. I can clap and stamp to music I can hold a toy, like a brick, in each hand and bang them together. I can pick up something small, like a brick or pea, between my thumb and first finger. I am beginning to coordinate my movements and pass objects from one hand to another. I can hand objects to others/drop them. As I near 2 years, I enjoy running and can kick a ball.
Health and self-care	I can hold a chunky pen or crayon in my whole hand or in a fist grasp and explore the marks I can make.

	Open my mouth when I see the spoon you are going to feed me with. I can hold my own bottle or lidded cup. I can pick up food between my thumb and fingers, hold it in a fist grasp and lift my hand up to my mouth. I am beginning to use a spoon. I can lift the spoon up to my mouth, but sometimes the food falls off before I put the spoon in my mouth. When you change my nappy I will help you by lying still or lifting my legs up into the air. I am beginning to tell you, by pointing or making a face, that I have filled my nappy.
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EYFS Curriculum Goals		By the end of my Bunnies and Squirrels Room experience, in Personal, Social and Emotional development , I will know about and how to:
	Making relationships	8-20 months I can use noises, words, pointing or touch to start a conversation I am beginning to make friends with special grown-ups. I am quiet or can get worried when I meet new grown-ups for the first time. I need help from a grown up that I know when I am playing with children or visiting a new place for the first time. I like to watch what my friends are doing. I like to find my nose, eyes or tummy when you play games or sing songs like “Round and round the garden”.

	Self confidence and self awareness	Up to 26 months I like to play next to other children. I can go and play by myself or with other children but when I am feeling tired, worried or upset I will find a grown up that I know. I can play turn taking games, like rolling a ball back and forth, with a grown up. Between 8-20 months I can play turn taking games such as rolling a ball back and forth I know that when I make different noises and sounds with my voice you will help me or play with me. I can use pointing or looking to tell you what I want or need. Managing feelings and behaviour. Up to 26 months I can go and play with new toys by myself but like to find a grown up that I know when I need them. I am beginning to use my toys to pretend they are something else, such as pretending my teddy is a baby. I try to do things for myself, such as putting my boots on, and will tell you “no” if you try to help me.
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	Managing feelings and behaviour	Between 8-20 months I like to see grown ups' faces and hear their voices when I am feeling upset, worried, tired or hungry. I snuggle into grown-ups that I know when I am feeling upset, worried or tired. When I am feeling upset, I like you to hold me, rock me, speak to me or sing to me quietly and calmly. I can show you that I am happy, worried or excited by the noises that I make, by opening and closing my eyes or the way I move my arms and legs. I can show you that I know how other people are feeling by smiling back at a grown up when they smile at me and becoming upset when I hear another child crying. Up to 26 months I will look worried if I hear someone I know crying or happy and excited if I hear a grown up that I know. Sometimes I will get cross when I want to do things for myself and I can't do them. Sometimes, when you tell me what to do, rather than "no" I am able to do it. I know which toys are mine, which toys are my friends and that sometimes I have to share toys with my friends
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