



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.

Located in the vibrant heart of North Tyneside, our nursery is uniquely placed to offer a curriculum inspired by the natural richness of our coastline, the woodland parks, and a thriving community hub.

Our curriculum is designed to ignite curiosity, embed foundational knowledge and cultivate resilient, creative thinkers who value sustainability and community belonging.

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 observe the shredder being used 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.

We can explore history with visits to Priory Castle, learn about coast life (including water safety) visiting the beach and the Fish Quay.

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 concerns need to be raised.

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 Government guidelines. Practitioners are trained to respond to emergencies such as allergic reaction and choking.

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 five 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: We consider what we want the children to know about and what skills we want them to have by the time they are ready to progress to the next room/onto school reception.

Implementation: We consider the developmental needs of individual children and consider how best they will learn and how we will teach. Our Pedagogy is the way in which we teach and the play based educational experiences we provide. We carefully plan the learning environment and resources to reflect children's interests and by what motivates children to be curious learners. We define the adult roles and consider the balance between child initiated and adult led learning opportunities for each age group. We work closely with parents and involve them in their child's education.

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. We pay particular attention to the children with Special Educational Needs and children with other vulnerabilities to ensure they have the best start in life to maximise their potential.

Each individual child's starting points are scaffolded upon, and we consider what needs to come next in the learning journey to take them to the next step.

Owls Pre-school Curriculum aged 3-4 years

OWLS 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 Allotment	

Regular visitors

Community Readers

Special Experiences

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

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

Liaise with Speech and Language Team
Liaise with schools to support transition
We use Launchpad for Literacy to help the early identification of gaps in literacy development.
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 peddle bikes
Additional reading materials for home
Easi-grip tools to support children with delayed gross and fine motor skills

Continuous provision to extend learning through independent enquiry

Construction area
Mark making and literacy area
Malleable areas such as sand/water and playdough
Cosy spaces with soft furnishings/books
Creative corners
Domestic role play
Small world play
Factual and fiction books
Bird watching and feeding resources
Loose parts for den building
Wooden blocks for outside
Real bricks
Wheelbarrows
Mud kitchen and mud
Tools in the tool shed
Loose parts materials

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

Family Forest School sessions
Family Friday activities to try at home
Makaton Monday – showing commonly used Makaton signs to accompany spoke word to aid communication
Suggest rhymes and songs to sing at home
Share ready for school targets ready to transition into reception
Lending library
Home < > Nursery Mascot

EYFS Curriculum Goals	By the end of my pre-school experience, in Communication and Language Development :
Listening and attention Intent: <i>To develop the ability to listen attentively to a wide range of sounds, including speech, music, and everyday noises, and to focus attention for increasing periods of time so I can join in with conversations, follow instructions, and engage with longer stories, rhymes, and group activities in an age/stage appropriate way.</i>	At around 3 years (emerging skills): • Notices and responds to environmental sounds (vehicles, birds, instruments). • Joins in with repeated refrains, action rhymes, and songs. • Listens out for and begins to discriminate between different sounds (drum vs. bell, “s” vs. “sh”). • Recognises and responds to basic listening vocabulary (quiet, listen, stop). • Listens to short stories with support from pictures or props. By mid-range (around 3½ years, developing skills): • Maintains attention in small groups for increasing periods (stories, circle games). • Begins to discriminate between sounds even when they are similar (e.g. “go” vs. “goat” in listening games). • Knows that listening helps them learn and understand (“I need to listen to know what to do”). • Uses adult prompts (visual timetables, “now and next” boards, attention songs) to support focus. • Listens with enjoyment to longer stories and remembers some key events. • Anticipates and predicts what will happen next in familiar routines or stories based on what they hear. By around 4 years (secure skills): • Listens carefully in larger groups and in a range of contexts, showing sustained attention even with some distractions. • Discriminates confidently between a wide range of environmental and phonological sounds. • Can manage situations where more than one person is talking, beginning to choose who to listen to. • Follows longer stories and instructions without needing repeated prompts. • Uses self-regulation strategies (e.g. waiting, looking at adult, sitting still) to help maintain attention.

Understand Intent: <i>Make sense of what adults and other children say in conversations, stories, and play, and to apply this understanding in routines and activities, developing the ability to understand spoken language by responding to words, questions, and instructions in an age/stage appropriate way.</i>	At around 3 years (emerging skills): • Understands familiar instructions in daily routines (e.g. “tidy up,” “sit down”). • Understands the use of familiar objects and actions in context (e.g. fork for eating, watering can for plants). • Anticipates key events in familiar stories or routines when supported by auditory/visual cues. • Understands simple descriptive words (big/small, hot/cold). • Understands familiar positional language with prompts (in, on, under). • Responds appropriately to simple “who,” “what,” and “where” questions in play and story time. • Shows early understanding of story structure (beginning, middle, end). By mid-range (around 3½ years, developing skills): • Follows 2-step instructions without gesture support (“Put your shoes in the basket, then sit on the carpet”). • Understands a wider range of positional and descriptive vocabulary (next to, behind, loud, quiet). • Begins to understand “why” and “how” questions with adult support and visual/contextual clues. • Identifies key story events and characters when asked comprehension questions (e.g. “Which house could the wolf not blow down?”). • Understands vocabulary linked to roles in the community (shopkeeper, librarian, police officer). • Understands concepts of quantity and size in everyday speech (more milk, the biggest block, the most). By around 4 years (secure skills): • Follows 2–3 step instructions during routines and play. • Responds confidently to “why” and “how” questions in familiar contexts (“Why do we wear hi-vis vests at the park?”). • Understands time-related concepts (now, next, later, tomorrow) in daily routines. • Anticipates and predicts events in routines and stories, showing understanding of sequencing and cause/effect (“We wash our hands before lunch”). • Applies understanding across different contexts (responds to peers’ instructions as well as adults’). • Demonstrates deeper comprehension by recalling and sequencing story events, linking them to real-life experiences.
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Speaking Intent: <i>To develop my ability to use language to express my thoughts, needs, feelings, and ideas. I am learning to use a growing vocabulary, join words into longer sentences, and engage in conversations with adults and peers. I am beginning to use language for different purposes — to ask questions, share ideas, retell experiences, and create imaginative stories — in an age/stage appropriate way.</i>	At around 3 years (emerging skills): • Uses 3–4 word sentences to share wants, needs, and experiences. • Names familiar people, objects, and actions. • Asks lots of “what,” “where,” and “who” questions. • Repeats and experiments with new words in play and daily routines. • Uses pronouns (I, me, mine, yours, his, her) with growing accuracy. • Sings and joins in with a repertoire of familiar songs and rhymes. • Pretends in play using simple language (e.g. “This is my magic cape”). By mid-range (around 3½ years, developing skills): • Uses longer sentences of up to 6 words, beginning to join ideas with words like <i>and</i> and <i>because</i> (“I cried because I banged my foot”). • Links thoughts and ideas clearly using connectives (“I was sad because it rained”). • Begins to use plurals and verb tenses but not always correctly (“runned,” “gots”). • Retells simple events or stories in sequence with a beginning, middle, and end. • Uses new vocabulary in meaningful contexts (“I had an x-ray at the hospital”). • Talks about the present and immediate past/future (“We’re going outside now,” “Grandma coming tomorrow”). • Uses language in role play to take on roles and direct others (“I’m the doctor, lie down for your x-ray”). • Starts to ask “how” and “why” questions in familiar contexts. • Uses language for a range of purposes — describing, explaining, imagining. By around 4 years (secure skills): • Uses longer, grammatically correct sentences with connectives (“We went to the park and then we had apples”). • Retells familiar stories confidently in their own words, including key events and characters. • Uses imaginative and descriptive language to create their own stories and rhymes. • Talks about what happened in the past, what is happening now, and what might happen in the future. • Confidently applies new vocabulary in independent play and storytelling. • Uses language to negotiate, persuade, and organise play with peers. • Adapts speech for clarity, sometimes using “grown-up” talk (“I really, really need the toilet now”). • Independently sings and recites a wide repertoire of songs, stories, and rhymes. • Expresses creativity through invented songs, rhymes, and imaginative scenarios.
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EYFS Curriculum Goals	By the end of my pre-school experience, in Physical Development :
Moving and handling Gross Motor Intent: <i>Develop core strength, balance, coordination, and spatial awareness, with a focus on refining gross motor skills to support confident, controlled, and safe movement; combine and coordinate movements, adjust speed and direction, and build stamina through energetic play, outdoor exploration, and group games in an age/stage appropriate way.</i>	At around 3 years (emerging skills): • Walks, runs, and climbs with growing confidence, though balance may still be unsteady. • Squats with steadiness to rest or play, rising without using hands. • Jumps off low steps or equipment with two feet together. • Begins to pedal a tricycle or push along with both feet. • Goes up and down stairs holding the rail, may place two feet on each step. • Enjoys copying and joining in with simple action songs and movement games. • Waves arms or ribbons to make large shapes in the air (lines, circles). By mid-range (around 3½ years, developing skills): • Runs more safely, avoiding obstacles, beginning to change speed and direction with control. • Climbs stairs and outdoor play equipment using alternating feet. • Can carry small items carefully upstairs or downstairs, sometimes pausing with two feet on each step. • Jumps forward with both feet; beginning to hop. • Responds to start/stop cues in physical play (e.g. “red light, green light”). • Catches large balls using arms and body; kicks a large ball towards a target. • Beginning to ride tricycles and scooters with some control. • Shows growing awareness of space, adjusting movements to avoid bumping into others. • Participates in simple movement games with rules (e.g. “Follow the Leader”). • Sits at a table with stability for up to 10 minutes, may fidget after this period but benefits from standing/sitting options. By around 4 years (secure skills): • Moves confidently and safely, running, walking, hopping, and skipping with coordination and control. • Balances with greater control, including standing briefly on one foot when shown. • Refines climbing movements, using large play equipment confidently and managing risks safely. • Runs, stops, and changes direction smoothly without bumping into others. • Rides tricycles, bicycles with pedals, or scooters with increasing confidence. • Throws, kicks, and catches balls with growing accuracy and control.

Fine Motor Intent: <i>Develop hand and finger strength, dexterity, and coordination, with a focus on refining fine motor skills to support tool use, mark-making, construction, and self-care; Strengthen control of one-handed tools, develop precision in hand–eye coordination, and prepare for the early skills of writing in an age/stage appropriate way.</i>	• Participates in group games requiring coordination (e.g. relay races, obstacle courses). • Combines movements with purpose (e.g. run then jump, balance while throwing). • Sustains energy for energetic play, showing stamina in dance, chasing games, or extended outdoor play. At around 3 years (emerging skills): • Explores early mark-making with purpose, drawing circles, lines, and shapes. • Holds crayons, chalks, or brushes in a whole-hand (palmar) grasp, beginning to experiment with thumb and finger control. • Builds towers and simple structures with blocks; manipulates dough into balls and snakes. • Uses two containers to pour and fill, showing control in transferring. • Paints with whole-arm and wrist action, making dots and lines. • Begins to thread large beads, post shapes, and complete inset puzzles. • Turns pages in books one at a time. • Starts to show a preference for one hand. By mid-range (around 3½ years, developing skills): • Shows clearer preference for a dominant hand. • Holds writing tools nearer the top with thumb and two fingers, beginning to use a tripod grip. • Draws with more control, creating closed shapes, crosses, and simple people. • Uses scissors correctly to snip paper, beginning to cut along lines with elbow tucked in. • Engages in tasks requiring precise finger movement and hand–eye coordination (threading smaller beads, peg boards). • Manipulates small objects with accuracy (puzzles, stacking, construction pieces). • Begins to use tools with increasing control (glue spreaders, cutlery). • Selects appropriate tools for tasks (e.g., a larger spade for soil, not a spoon). By around 4 years (secure skills): • Consistently uses an efficient tripod grip for writing tools. • Explores controlled mark-making, copying some letters, familiar shapes, and parts of their name. • Shows readiness for early letter formation. • Uses scissors with control to cut around simple shapes. • Demonstrates precision in tool use (cutlery, glue spreaders, tweezers, construction tools). • Paints and draws with controlled wrist and finger movements.
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Health and self-care: <i>Development of independence, awareness, and responsibility in health, self-care, and personal routines. Children refine the skills they need to eat and drink independently, manage toileting and dressing, and follow hygiene practices. They also begin to understand safety, healthy choices, and the effects of physical activity on their bodies, in an</i>	• Manipulates small resources accurately (threading, construction, puzzles). • Builds more complex structures with purpose and planning. At around 3 years (emerging skills): • Sits at the table for snacks/meals and begins to use cutlery with support. • Can pour from a jug into a beaker with help. • Eats independently, using fingers and beginning to use spoon and fork. • Pulls clothes up/down with support and starts to put on simple clothing items (coat with help, hat, shoes). • Begins to wash and dry hands with adult guidance. • Brushes teeth with adult support. • Expresses physical needs such as hunger, thirst, tiredness. • Starting to show awareness of toileting needs and may ask for help. • Beginning to understand and follow simple hygiene routines (washing hands, wiping nose, using tissues). By mid-range (around 3½ years, developing skills): • Pours drinks and serves simple snacks with minimal support. • Recognises when hungry or full and communicates this. • Uses cutlery with more control, practising spreading and cutting soft foods. • Manages zips and buttons with minimal help. • Dresses and undresses with support for fastenings. • Washes and dries hands correctly using soap and running water. • Begins to understand sun safety (hat, lotion, shade, water). • Understands that germs can make people unwell and learns to cover mouth when coughing/sneezing. • Toilets with increasing independence, usually dry during the day but may still need reminders. • Begins to participate in group hygiene routines (washing before snack, cleaning up). • Begins to understand safety when using tools (scissors, knives, sticks).
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	<i>age/stage appropriate way.</i>	By around 4 years (secure skills): • Eats independently with confidence, using cutlery appropriately and showing table manners (please, thank you, waiting turn). • Pours own drinks and serves appropriate portion sizes, developing awareness of healthy vs unhealthy foods. • Dresses and undresses independently, managing zips, buttons, and fasteners. • Fully toilet trained during the day, with only occasional accidents. • Follows hygiene routines consistently (washing hands after toilet/before food, nose wiping, disposing of tissues). • Brushes teeth more independently with adult supervision. • Demonstrates awareness of body changes after exercise (panting, feeling hot, needing water). • Recognises the need for rest and can say when tired. • Applies sun safety practices with reminders. • Shows care when using tools or utensils, understanding safe handling.
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EYFS Curriculum Goals	By the end of my pre-school experience, in Personal, Social and Emotional Development:
Making relationships Intent: <i>Develop positive relationships with adults and peers, including the ability to join in play, share ideas, cooperate, and resolve conflicts; Build friendships, show empathy, and begin to understand group expectations, contributing to the social life of the setting in an age/stage appropriate way.</i>	At around 3 years (emerging skills): • Watches what others are doing and joins in with their play. • Expresses play preferences (choice of activity or play partner). • Talks to and builds early friendships with familiar children and adults. • Shows concern if another child is upset. • Begins to share and take turns with adult support. • May use actions more than words when conflicts arise. By mid-range (around 3½ years, developing skills): • Initiates play, inviting others to join in. • Contributes to play by making suggestions and building on others' ideas. • Begins to form genuine friendships, showing preference for particular peers. • Takes turns with less adult prompting. • Begins to use words to resolve conflict, though may still need help. • Understands that play sometimes has rules, and with support may suggest ways to make things fair (e.g., taking turns with a popular toy). • Shows empathy by recognising and responding to others' emotions (e.g., offering a toy to cheer up a friend). By around 4 years (secure skills): • Plays confidently in a group, negotiating roles and rules with peers. • Sustains friendships and shows loyalty to chosen playmates. • Resolves conflicts and rivalries with growing independence, suggesting fair compromises. • Demonstrates empathy consistently, adapting behaviour to others' needs. • Contributes to group play and routines, understanding expectations and boundaries. • Balances confidence in friendships with openness to play with a wider group.

Self -confidence and self -awareness Intent: <i>Develop a sense of self, including confidence in own abilities, willingness to take on new challenges, and recognition of own strengths and achievements; begin to make choices, seek help when needed, accept feedback, and increasingly demonstrate responsibility and resilience in a variety of contexts in an age/stage appropriate way.</i>	At around 3 years (emerging skills): • Chooses preferred toys and activities, often with adult guidance. • Responds positively to praise and encouragement from familiar adults. • Enjoys small responsibilities, such as tidying or carrying items. • Talks about familiar people, places, or pets during play. • Begins to ask adults for help when encountering difficulties. • Shows growing confidence in familiar environments but may remain reserved with unfamiliar people. By mid-range (around 3½ years, developing skills): • Expresses play preferences more clearly and makes independent choices. • Enjoys taking on responsibility and completing tasks with purpose (e.g., helping with routines, feeding animals, sweeping leaves). • Talks with pride about achievements and abilities, and recognises that others may have different strengths. • Becomes increasingly confident in social situations beyond the immediate setting (e.g., visiting a café). • Is more willing to “have a go” at new tasks, showing persistence when learning something challenging. • Accepts sensitive feedback from familiar adults and begins to reflect on what went well in activities. • Demonstrates awareness of the need to listen and follow adult direction in potentially risky contexts (e.g., playing near water). By around 4 years (secure skills): • Talks confidently about personal abilities, family, and achievements in group contexts. • Shows resilience, persisting with tasks and problem-solving independently. • Seeks help appropriately when necessary, while also attempting solutions first. • Engages in reflective discussions in small groups, identifying what went well in shared activities (e.g., forest school). • Demonstrates confidence with new people and in unfamiliar environments, while maintaining a sense of safety and caution. • Displays growing awareness of risks in the wider environment, including open water, and articulates strategies to stay safe (e.g., identifying lifeguards, recognising warning flags). • Balances pride in personal achievements with recognition and celebration of others’ abilities.
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Managing feelings and behaviour Intent: <i>Develop emotional awareness of self and others, regulate feelings and behaviour appropriately; Recognise and talk about own emotions, show empathy and understanding towards others, seek comfort when needed, and begin to follow rules and routines; Use strategies (supported by adults) to manage strong feelings and adapt behaviour in different social contexts in an age/stage appropriate way.</i>	At around 3 years (emerging skills): • Expresses own feelings through words, actions, or facial expressions (e.g., crying, shouting, smiling). • Relies on familiar adults for comfort, reassurance, and help to regulate strong feelings. • Begins to show awareness of others' emotions (may copy facial expressions, show concern, or offer comfort). • Responds to simple rules or boundaries with frequent adult reminders. • May use actions more than words to manage conflict or frustration. By mid-range (around 3½ years, developing skills): • Names and talks about own feelings using words such as happy, sad, angry, worried, excited. • Recognises these emotions in others by observing facial expressions and tone of voice. • Uses more words than actions to resolve conflicts, though still needs adult support. • Begins to understand that play has rules and sometimes resources must be shared; may suggest simple solutions with help (e.g., taking turns). • Knows that if they shout or say unkind things it can upset others, showing growing empathy. • Begins to understand that they cannot always have what they want, when they want it. • Accepts reminders about group rules and boundaries, contributing to discussions about them with adult support. • Starts to regulate strong emotions with encouragement, using strategies suggested by adults. By around 4 years (secure skills): • Talks confidently about own feelings and increasingly recognises and responds to the feelings of others. • Shows empathy by understanding that their words and actions can affect others, and adjusts behaviour accordingly. • Uses a wider range of self-regulation strategies independently (e.g., asking for help, walking away, negotiating turn-taking). • Resolves conflicts and rivalries with growing independence, suggesting fair compromises. • Contributes ideas to group agreements and understands the need for rules, rewards, and consequences. • Demonstrates awareness of boundaries across contexts (e.g., "we don't run indoors because others are playing"). • Begins to understand fairness, tolerance, and respect as part of group life, supported by nursery values (e.g., turn-taking, voting, respecting differences). • Anticipates and manages transitions and changes in routine with minimal prompting. • Reflects with peers on behaviour and experiences, beginning to consider what went well and what could be done differently.
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EYFS Curriculum Goals	By the end of my pre-school experience, in Literacy :
Comprehension Intent: <i>Develop understanding of stories, books, and print, engaging with and talking about stories, recall and retell events in the correct order, and anticipate what might happen next; Recognise that print carries meaning, that it is read in a consistent direction, and that words can represent ideas; develop sequencing skills that prepare for reading, and organising and expressing own ideas in writing, in an age/stage appropriate way.</i>	At around 3 years (emerging skills): • Listens to familiar books and joins in with repeated phrases. • Recognises and names familiar characters from core storybooks. • Points to illustrations and links them to parts of the story. • Handles books carefully, turning pages one at a time. • Begins to recall simple story events when prompted. • Notices print in books and in the environment (e.g., shop signs, name labels). By mid-range (around 3½ years, developing skills): • Retells parts of familiar stories in their own words, often using story language. • Answers simple “who” and “what” questions about books. • Predicts what might happen next using pictures or patterns in the story. • Recognises that print carries meaning and may point to print when sharing books. • Begins to understand that print is read left to right and top to bottom in English. • Uses story-related vocabulary (e.g., once upon a time, the end, giant, castle). • Links events in stories to personal experiences, showing understanding of meaning. By around 4 years (secure skills): • Retells whole familiar stories in sequence, showing awareness of beginning, middle, and end. • Answers “why” and “how” questions with support, beginning to infer cause and effect. • Identifies key story settings, events, and characters and explains their roles. • Joins in with longer and more complex stories, anticipating key events and phrases. • Recognises different types of text (storybooks, information books, signs, labels). • Understands directionality of print and that written words represent spoken words and ideas. • Uses role play and small-world play to extend or re-enact storylines. • Begins to sequence ideas and language from stories into their own imaginative play and mark-making, showing readiness for writing.

Word Reading Intent: <i>Develop awareness that print represents spoken language and carries meaning; recognise familiar print in the environment, including own name, and develop early phonological awareness through listening to and playing with sounds, rhymes, and patterns in word; understand the directionality of print, notice words in books and signs, and begin to connect spoken sounds with print in an age/stage appropriate way.</i>	At around 3 years (emerging skills): • Recognises own name in print and some familiar logos/signs in the environment. • Notices print in books, labels, and everyday contexts. • Begins to understand that print carries meaning. • Handles books correctly, imitating reading from left to right. • Listens carefully to environmental sounds, words, and music. By mid-range (around 3½ years, developing skills): • Points to words while sharing books with adults. • Recognises and names some letters, often from own name. • Demonstrates phonological awareness by: ○ Enjoying rhyme and rhythm in songs and stories. ○ Beginning to notice initial sounds in words orally (e.g., “sun starts with ‘s’”). ○ Clapping out syllables in familiar words. • Recognises some familiar words or logos by sight (e.g., “stop” on a sign). By around 4 years (secure skills): • Recognises own name and other familiar words in different contexts. • Understands print organisation in English (left to right, top to bottom). • Uses developing phonological awareness to play with alliteration and sound patterns. • Anticipates words or phrases in predictable texts and joins in. • Shows awareness of word boundaries in print (spaces separate words). • Connects spoken words to print with adult support, showing readiness for phonics in Reception.
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Writing Intent: <i>Develop ability to express ideas, thoughts, and experiences through mark-making and early writing-experiment with marks, symbols, and letter-like forms, beginning to use some recognisable letters in an age/stage appropriate way.</i>	At around 3 years (emerging skills): • Holds crayons, chalks, or chunky pencils in a palmar (whole-hand) grasp, moving the tool mainly with the whole arm. • Makes purposeful marks, lines, and shapes to represent people, objects, or ideas. • Gives meaning to marks and drawings when asked (“this says mummy”). • Experiments with letter-like shapes and symbols. • Signs work with a mark, squiggle, or initial-like letter. • Shows interest in print, sometimes copying random letters seen in the environment. By mid-range (around 3½ years, developing skills): • Shifts towards a digital pronate grasp (fist around tool, but with thumb pointing down) or an immature tripod grasp (three fingers holding tool but with less stability). • Uses some recognisable letters in early writing, often from own name. • Writes left to right across the page, imitating print directionality. • Draws and paints with clearer intention, beginning to add labels or captions with marks or letters. • Talks about their marks and explains what they represent. • Copies letters and familiar words with support. • Begins to sequence marks or symbols to represent ideas/events in order (e.g., “first we went to the park, then we had ice cream”). By around 4 years (secure skills): • Develops a more refined tripod grasp (thumb and two fingers with increased control), though still not fully efficient for all children. • Writes own name, often with correct letter formation. • Uses a growing range of recognisable letters, some in sequence, to represent words. • Understands that writing carries meaning and writes for different purposes (lists, cards, labels, signs). • Copies words and short captions with control, beginning to attempt independent spelling of familiar words with adult support. • Sequences ideas into simple written form, linking to story structure (beginning, middle, end). • Creates labels, captions, or letter strings to accompany pictures and drawings.
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EYFS Curriculum Goals	By the end of my pre-school experience, in Mathematics , I can/will be able to/know:
Number Intent: <i>Develop early number sense, including recognising numerals, counting with one-to-one correspondence, comparing quantities, and beginning to understand how numbers are used in everyday life; Use numbers in play and routines, in an age/stage appropriate way.</i>	At around 3 years (emerging skills): • Joins in with number rhymes, songs, and chants. • Recognises small quantities without counting (subitises to 2 or 3). • Begins to recite numbers in order to 5, sometimes missing or repeating numbers. • Uses fingers, objects, or marks to represent numbers. • Notices when there is “more” or “less” in simple, obvious situations (e.g., more apples than bananas). By mid-range (around 3½ years, developing skills): • Recites numbers beyond 5, sometimes to 10, though not always in the correct sequence. • Counts objects to 5 with one-to-one correspondence (each object counted once). • Begins to match numerals to small quantities (e.g., “3” with three blocks). • Uses number language in play (e.g., “two cars,” “I need one more”). • Begins to compare groups of objects, identifying which has more or fewer. • Understands that the last number counted represents the total in a set (cardinality, up to 5). By around 4 years (secure skills): • Counts objects reliably to 10, sometimes beyond, using one-to-one correspondence. • Recognises numerals 1–5, sometimes beyond, and matches them to sets. • Understands and uses the concept of “more than,” “fewer than,” and “the same as.” • Begins to solve practical problems using numbers in play (e.g., sharing snacks, “we need 4 cups, one for each person”). • Uses fingers, marks, and objects to represent numbers and simple addition/subtraction stories (e.g., “two teddies went away”). • Subitises (recognises amounts without counting) up to 3 confidently, sometimes up to 5. • Shows awareness of the order and relative size of numbers (e.g., knowing that 4 comes after 3).

	Shape, space, and measure Intent: <i>Develop children's understanding of shape, space, and measure through hands-on exploration; begin to recognise and name common shapes, describe position and movement, and compare size, length, weight, and capacity; use mathematical language to talk about what they see and do, building the foundations for problem-solving and reasoning in an age/stage appropriate way.</i>	At around 3 years (emerging skills): • Explores and handles shapes in play (stacking blocks, fitting puzzles, sorting by colour or size). • Uses everyday language to talk about size (big/small) and quantity (lots/few). • Begins to fill and empty containers, noticing differences in capacity ("full/empty"). • Copies simple patterns or arrangements (e.g., lining up cars). • Begins to understand and use positional language in play (in, on, under). By mid-range (around 3½ years, developing skills): • Names and recognises some 2D shapes (circle, square, triangle). • Describes shapes by features (e.g., round, pointy, has corners). • Uses size language more accurately (bigger, smaller, longer). • Compares weight informally (heavy/light) by holding and lifting objects. • Begins to copy and create repeating patterns (ABAB). • Uses more positional language in play (next to, behind, in front). • Explores capacity by pouring and filling containers, sometimes comparing ("this one has more"). By around 4 years (secure skills): • Names and describes 2D shapes with increasing accuracy, noticing similarities and differences. • Begins to explore 3D shapes in play (cube, sphere, cone), describing them by features (e.g., "it rolls," "it has flat sides"). • Orders and compares objects by size and length (shorter/longer, taller/shorter). • Uses mathematical language to compare weight and capacity (heavier/lighter, more/less, full/empty, half full). • Creates and continues more complex patterns (ABC, AAB). • Understands and follows positional instructions in games and routines. • Begins to use shapes and positional language purposefully in play (e.g., "the triangle roof goes on top of the square house").
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EYFS Curriculum Goals	By the end of my pre-school experience, in Understanding the World:
Past and Present Intent: <i>Develop awareness of time, change, and personal history; begin to talk about self in the past and present, recall significant events in their own lives, and make simple comparisons between past and present experiences; listen to and share stories about the past, building the foundations for historical thinking in an age/stage appropriate way.</i>	At around 3 years (emerging skills): Personal History and Awareness of Change • Talks about recent experiences (“I went to the park yesterday”). • Enjoys looking at photos of themselves and family members, recognising familiar people. • Notices changes in themselves (“I’m bigger now,” “I can run faster than when I was little”). • Shows interest when adults share stories about their childhood or the past. By mid-range (around 3½ years, developing skills): Early Time Concepts and Sequencing • Talks about simple sequences of daily events (“we have snack after tidy-up”). • Begins to use time-related words (yesterday, today, tomorrow), though not always accurately. • Recognises that birthdays, celebrations, and routines happen regularly. • Retells simple family or personal stories. • Begins to understand simple timelines (daily events, seasonal changes). By around 4 years (secure skills): Historical Change and Comparisons • Uses vocabulary of time with greater accuracy (before, after, next, yesterday, tomorrow). • Talks about their own past experiences in more detail, sequencing events clearly. • Recognises similarities and differences between the past and now (e.g., “they had horses instead of cars,” “clothes were different”). • Talks about how things change over time using artefacts, photos, books, or role play. • Understands that people’s lives were different in the past through stories and discussions. • Begins to show curiosity about history through imaginative play or conversations (e.g., pretending to be a knight, asking questions about “when you were little”).

	People, culture, and communities Intent: Develop awareness of themselves and others as part of families, communities, and wider society; begin to notice similarities and differences between people, show curiosity about different roles and occupations, and start to recognise cultural practices and celebrations; build respect, tolerance, and appreciation of diversity through play, stories, and real-life experiences in an age/stage appropriate way.	At around 3 years (emerging skills): • Talks about their own family and familiar people in their lives. • Recognises familiar places in their immediate environment (home, nursery, park). • Shows awareness of differences between themselves and others (e.g., noticing hair colour, clothing, languages). • Enjoys listening to simple stories about different people, families, or communities. • Begins to notice and join in with familiar cultural practices or celebrations (e.g., birthdays, Christmas, Eid). By mid-range (around 3½ years, developing skills): • Talks about family routines, traditions, or celebrations. • Shows curiosity about the jobs and roles of people around them (e.g., postman, shopkeeper, teacher). • Begins to notice that people live differently in other places, with different customs. • Recognises that friends may have different preferences or routines (e.g., “she has different food in her lunchbox”). • Takes part in celebrations from other cultures and faiths with growing interest. • Begins to notice and talk about places of worship and their purpose. • Asks simple questions about others’ lives and experiences (e.g., asking visitors or care home residents “what did you play with when you were little?”). By around 4 years (secure skills): • Talks confidently about their own community, traditions, and family experiences. • Shows understanding that people have different beliefs, practices, and ways of life. • Knows about different occupations and community helpers, beginning to role play these with purpose. • Makes simple comparisons between their own life and others’ experiences (e.g., “we go to the park, they go to the beach near their house”). • Demonstrates inclusive behaviours, showing interest and respect for similarities and differences. • Recognises that people belong to different faiths and may visit different places of worship. • Begins to understand that they themselves belong to more than one community (home, nursery, neighbourhood).
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Natural world Intent: <i>Develop curiosity, respect, and understanding of the natural world; explore using the senses, notice changes in weather and seasons, and begin to recognise different animals, plants, and environments. Understand simple cause and effect (e.g. growth, change, and decay), develop early awareness of how people care for and impact the environment, and build foundations for scientific thinking.</i>	At around 3 years (emerging skills): Exploration and Sensory Observation • Uses senses to explore natural materials (e.g., leaves, shells, sand, soil). • Shows interest in daily weather and seasonal changes. • Notices animals or plants in their immediate environment. • Talks simply about different environments they experience (e.g., “beach,” “garden”). By mid-range (around 3½ years, developing skills): Cause and Effect and Environmental Awareness • Makes simple predictions (e.g., “if we water it, it will grow”). • Observes plant growth and life cycles with adult support. • Begins to understand that animals have needs and live in different habitats. • Shows care for living things, talking about recycling, litter, and why caring for the environment matters. • Starts to compare familiar environments in simple ways (e.g., “the park has trees, the beach has sand”). By around 4 years (secure skills): Recognising Diversity and Global Awareness; Scientific Thinking and Respect for Nature • Identifies similarities and differences between self and others respectfully, linked to where people live. • Talks about where they live and compares it with contrasting environments (city, jungle, desert). • Begins to understand the concept of travel and distance, and uses simple maps or globes with support. • Understands basic natural processes such as melting, freezing, floating, and sinking. • Compares and contrasts natural environments (woodland, pond, sea). • Uses simple tools to explore natural phenomena (magnets, magnifying lenses, containers). • Shows awareness of the impact of human activity on nature (e.g., “leaving rubbish in the park can harm animals”). • Demonstrates growing respect and responsibility for the natural world through play, routines, and conversation.
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<i>Make comparisons, ask questions, and use simple tools, to grow knowledge of their local world and begin to connect it with wider global environments in an age/stage appropriate way.</i> Technology and Digital Literacy Intent: <i>Develop awareness of technology in everyday life. Notice and explore digital devices around them, understanding their purpose and functions. Experiment with cause-and-effect technology in play,</i>	At around 3 years (emerging skills): Exploration and Awareness • Notices technology in the home, nursery, and community (e.g. tills, phones, scanners, cameras). • Plays with cause-and-effect toys and devices (e.g. pressing a button to make lights or sounds). • Observes adults using digital devices and shows curiosity about what they are doing. • Begins to use simple words linked to technology (e.g. “phone,” “TV,” “button”). By mid-range (around 3½ years, developing skills): Function and Purpose • Begins to understand that technology has specific purposes (e.g. tills for shopping, phones for talking, remotes for changing channels). • Anticipates what will happen when using simple devices (e.g. “if I press this button, it will make a noise”). • With adult support, uses simple digital tools (e.g. taking a photo, pressing record/play). • Expands vocabulary around technology (e.g. “tap,” “click,” “scan,” “charge”). • Starts to copy adults’ actions with devices in role play (e.g. using a toy laptop, pretending to take photos). By around 4 years (secure skills): Use and Early Digital Responsibility • Uses buttons, screens, or remotes with growing confidence to achieve a simple outcome.
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<i>begin to use simple digital tools with adult support, and develop the language to describe their experiences. Start to understand that technology can be used for communication, work, and entertainment, and begin to learn the basics of safe and responsible use in an age/stage appropriate way.</i>	• Operates basic digital tools with adult support (e.g. taking photos, using an audio recorder, simple tablet games). • Talks about how technology is used by adults for work, play, or communication. • Compares different kinds of technology and what they do (e.g. “the scanner in the shop tells you how much it costs”). • Understands and uses a wider vocabulary connected to technology. • Shows early awareness of e-safety (e.g. “We only use the tablet with a grown-up,” “Don’t press without asking”).
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EYFS Curriculum Goals	By the end of my pre-school experience, in Expressive Arts and Design :
Creating with materials Intent: <i>Develop creativity through exploring, experimenting with, and combining different media, tools, and materials. Make choices about colours, textures, and resources, use tools with increasing control, and begin to construct and design with purpose. Start to represent own ideas through art, model-making, and design, laying the foundations for creative problem-solving in an age/stage appropriate way.</i>	At around 3 years (emerging skills): Exploration and Play • Explores paint, chalk, crayons, and collage materials freely. • Notices and talks about colours, textures, and shapes in what they create. • Joins in with simple junk-modelling, stacking, or sticking pieces together. • Uses tools such as glue sticks, brushes, or rollers with growing confidence. • Chooses from available materials with adult support. • Enjoys sensory exploration (e.g. paint mixing, playdough, clay). By mid-range (around 3½ years, developing skills): Combining and Experimenting • Selects materials and tools for a purpose with some independence. • Begins to combine and join materials in different ways (glue, tape, split pins). • Experiments with mixing colours, noticing changes. • Uses simple shapes and materials to construct objects (e.g. a house, a vehicle). • Talks about what they are making and adapts it during the process. • Begins to plan what they want to create before starting. By around 4 years (secure skills): Designing and Representing Ideas • Uses a range of materials and techniques with control and purpose. • Constructs with stability, making simple enclosures, joining and stacking resources effectively. • Represents real or imagined objects in their creations (e.g. “this is a rocket to the moon”). • Creates more complex pictures, models, or patterns, showing intention in design. • Begins to evaluate their work and make changes (“it needs more windows”). • Uses tools safely and with increasing accuracy (scissors, paintbrushes, glue spreaders). • Shows independence in selecting and using materials, choosing resources that match their ideas.

Being Imaginative & Expressive <i>Intent: Develop imagination and creativity through role play, music, movement, and storytelling. Begin to invent their own ideas, stories, and characters, exploring feelings and experiences through pretend play. Use movement and music to express themselves, join in with songs and rhymes, and experiment with rhythm, sound, and dramatic play. Build confidence in expressing ideas and emotions, laying the foundations for</i>	At around 3 years (emerging skills): Exploring and Imitating • Joins in with familiar songs, rhymes, and action games. • Imitates everyday actions and routines in role play (e.g. cooking, feeding a doll). • Moves in response to music and rhythm, copying simple actions. • Uses available resources to represent props in pretend play (e.g. a block as a phone). • Begins to act out simple roles or characters with adult support. By mid-range (around 3½ years, developing skills): Inventing and Expressing • Begins to adapt songs and rhymes by changing words or actions. • Creates short, simple narratives in role play with peers (e.g. going to the shop, visiting the doctor). • Uses movement and music to express feelings (e.g. dancing fast when excited). • Uses voices, sounds, and instruments to represent characters, events, or moods. • Starts to sustain pretend play without adult direction, introducing new ideas. By around 4 years (secure skills): Creating and Performing • Sings a wide repertoire of songs, sometimes from memory. • Invents new characters, storylines, or scenarios in role play, often collaborating with others. • Combines props, costumes, and resources imaginatively to support play. • Creates longer storylines in pretend play, linking events in sequence. • Expresses ideas confidently through movement, dance, music, or drama. • Performs familiar songs, rhymes, or role play for others with growing confidence. • Uses imagination creatively across areas of learning (e.g. making up a song about building a tower).
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	<i>creative communication in an age/stage appropriate way.</i>	
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Foxes Curriculum 2-3 years



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.

EYFS Curriculum Goals	By the end of my Foxes Room experience, in Communication and Language :
Listening and Attention Intent: <i>Develop ability to listen with growing attention to sounds, speech, and stories. Begin to shift focus from one sound or activity to another, sustain attention for short periods, and respond to familiar words, songs, and auditory cues. Learn that listening is an important part of communication, helping them join in with songs, stories, and conversations in an age/stage appropriate way.</i>	Around 2 years (emerging skills): • Responds to own name and to familiar words in context (e.g. “milk,” “coat,” “Mammy”). • Stops what they are doing, looks at an adult, and listens when their name is called. • Enjoys listening to simple songs, rhymes, and action games, joining in with short refrains. • Listens to short stories when the adult uses noises, actions, or different voices. • Focuses on an adult’s face, objects, or pictures in small groups of 2–5 children. • Recognises sounds by finding or going to the related object/place (e.g. bell, dog). • Shows awareness of environmental sounds (e.g. dogs barking, car horns, birds). • Looks at people who are talking and shows interest in the sound of their voice. • Listens to others talk if it is interesting, but still gets easily distracted. • Can focus attention for short bursts during 1:1 or small group play. By mid-range (around 2½ years): • Shows sustained attention during very short group times (e.g. story time, singing circle). • Anticipates key events in familiar songs, rhymes, and routines (e.g. pausing before a familiar line). • Joins in with repeated refrains or actions in songs and stories. • Begins to discriminate between different sounds (e.g. drum vs. bell, “s” vs. “sh”). • Identifies actions or objects when named (“Show me jumping,” “Where’s the ball?”). • Begins to sustain attention for longer in favourite activities. • Uses visual or auditory prompts (e.g. tidy-up song, “now and next” board) to help maintain focus. By around 3 years (secure skills): • Listens with interest to short stories and songs, showing anticipation and enjoyment. • Discriminates between sounds even when similar (e.g. “go” vs. “goat”). • Responds to start/stop cues in games and activities. • Begins to listen and choose who to attend to when several people are speaking. • Maintains attention for increasing periods during activities, with occasional adult reminders.

Understanding Intent: <i>Develop ability to understand spoken language in everyday routines, play, and interactions. Learn to follow simple instructions, respond to questions, and begin to understand concepts such as actions, objects, and position. Connect words with meaning in context, recall key events from stories, and use language understanding to support their play and social communication in an age/stage appropriate way.</i>	At around 2 years (emerging skills): • Understands and follows simple, familiar one- or two-step instructions with support (“Get your coat and line up”). • Responds to simple “what” and “who” questions about familiar people, objects, or routines (“What’s that?”, “Who’s this?”). • Identifies familiar objects or people when named (“Show me Daddy”). • Beginning to understand simple positional words (in/on/under). • Points or gestures to show understanding of everyday actions and words (e.g., waves when someone says “bye”). • Benefits from extra processing time (up to 10 seconds) to respond to spoken words. By mid-range (around 2½ years): • Follows longer instructions or questions with three key words (“Can you wash the doll’s face?”). • Shows understanding of action/doing words when asked (“Who’s jumping?” “Who’s sleeping?”). • Understands “who,” “what,” and “where” questions in short exchanges, especially with visual support. • Points to the right picture or object to show understanding of describing words (e.g., “big,” “small”). • Beginning to understand simple storylines, especially with the help of pictures or wordless books. • Vocabulary comprehension widens rapidly, typically understanding 200–500 words. By around 3 years (secure skills): • Follows simple two-part instructions consistently without visual cues. • Understands longer phrases in familiar contexts (e.g., “Put the teddy under the blanket”). • Answers “who,” “what,” and “where” questions more independently. • Beginning to understand “why” questions with adult support, though not yet consistent. • Recalls and responds to key events in stories with adult prompts. • Understands time-related words in routines (now, later, tomorrow) though may confuse them. • Expands comprehension of positional and descriptive language (next to, behind, hot/cold, more/less).
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Speaking Intent: <i>Develop ability to use words, sentences, and gestures to communicate needs, interests, and ideas. Expand vocabulary, begin to link words into simple sentences, and experiment with grammar such as plurals, pronouns, and prepositions. Use language for a range of purposes, including asking questions, describing, commenting, and talking about experiences. Build foundations for confident expression and conversational skills</i>	At around 2 years (emerging skills): • Uses around 50 clear words, including nouns, key verbs, and familiar names, often alongside gestures. • Communicates wants and interests with a mixture of words and gestures. • Uses multi-syllabic words (e.g., “banana,” “computer”) with support. • Begins to link 2–3 words into simple phrases (“more juice,” “go park”). • Talks about immediate wants or actions, often using objects or gestures to support meaning. • Names familiar people and objects in play and routines. By mid-range (around 2½ years): • Uses 200–300 words, across a wider range of categories (toys, food, actions, people). • Speaks in 3–4 word sentences confidently (“I want more juice,” “Look at big truck!”). • Begins to use personal pronouns and plurals, though not always correctly (“me do it,” “my shoes,” “dogs”). • Asks simple “what,” “where,” and “who” questions in play and story-sharing. • Beginning to use word endings such as “-ing” (“I am jumping”) and plurals (“babies”). • Uses prepositions such as “in” and “on” with growing accuracy. • Talks about past experiences in simple terms (“went park,” “saw dog”). • Uses language for a range of purposes: requesting, describing, commenting. By around 3 years (secure skills): • Uses up to 300+ words, putting up to 5 words together in sentences. • Talks about what they are doing, what they like, and what they have done. • Begins to use more complex grammar, though may still make errors (“I goed,” “she runned”). • Expands use of pronouns (me, him, she, they) and prepositions (in, on, under, next to). • Retells simple events or experiences with increasing detail. • Uses talk to share ideas, explain needs, and sustain short conversations.
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	<i>in an age/stage appropriate way.</i>	• Adjusts speech to be understood more clearly, repeating or rephrasing when needed. • Plays with language, beginning to adapt songs, rhymes, or familiar phrases.
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EYFS Curriculum Goals	By the end of my Foxes Room experience, in Physical Development :
Moving and handling Intent: <i>To build confidence, balance, and coordination progressing to more varied and controlled movements. Develop strength and stability through running, climbing, squatting, and negotiating space. Practise early ball skills such as throwing and kicking, experiment with wheeled toys, and explore large-scale movements like spinning, rolling, and jumping. Refine control and spatial awareness -all in an age/stage appropriate way.</i>	Gross Motor At around 2 years (emerging skills): • Runs with growing coordination but may still bump into things or trip. • Squats down on knees to play and rises without using hands. • Climbs onto low furniture or a small slide/sofa with support. • Climbs up steps placing two feet per step, often needing a handrail or adult support. • Makes large whole-body movements such as spinning, rolling, or turning in circles. • Throws a large ball with an overarm action, without aiming accurately. • Kicks a large ball forward, without accuracy. By mid-range (around 2½ years): • Runs more confidently, avoiding simple obstacles. • Walks up steps with one foot per step, holding a rail or adult hand. • Climbs a nursery ladder or small climbing frame more independently. • Jumps with both feet together from a low surface. • Begins to move through, under, and over simple obstacle courses. • Throws a large ball with more controlled arm movement, beginning to aim. • Kicks a large ball with growing accuracy. • Enjoys riding scooters or beginning to pedal a tricycle with support. By around 3 years (secure skills): • Runs safely, showing spatial awareness and avoiding collisions. • Climbs stairs confidently, alternating feet while holding a rail. • Balances more steadily when climbing on low play structures. • Jumps forwards with two feet and lands with balance. • Balances briefly on one foot when shown. • Catches a large ball against their chest using both arms. • Begins to coordinate multiple movements in sequence (e.g., climbing then sliding, running then jumping). • Uses wheeled toys such as scooters or tricycles with greater independence and control.

Fine Motor Intent: <i>Strengthen and coordinate the small muscles of the hands and fingers through purposeful play and everyday routines. Explore grasping, posting, stacking, and mark-making, developing control through pouring, threading, and early scissor use. Begin to use a preferred hand more often and progress from whole-hand grasps to pincer and tripod grips, laying the foundation for confident tool use and early writing in an age/stage appropriate way.</i>	Fine Motor At around 2 years (emerging skills): • Holds crayons, pens, or paintbrushes with a palmar grasp (whole hand). • Makes early purposeful marks, experimenting with lines and circles. • Turns pages in a book, though may turn several at a time. • Builds a tower of 5–6 blocks. • Picks up small objects using thumb and finger (developing pincer grip). • Enjoys posting, filling, emptying, and stacking activities. • Begins to hold and tip a small jug to pour. • Threads large beads or cotton reels with support. By mid-range (around 2½ years): • Begins to show a preference for using one hand more than the other. • Scribbles with more control, imitating shapes such as lines and circles. • Holds chunky mark-making tools more securely, starting to refine control. • Makes snips into paper with scissors using two hands for stability. • Threads large beads or reels more independently. • Starts to pour drinks or transfer materials with better coordination. • Manipulates dough, blocks, and small toys with increasing precision. • By around 3 years (secure skills): • Uses a developing pincer grip to pick up small objects with more control. • Builds taller and more complex block towers with intention. • Holds crayons, pencils, or brushes with more refined grasp (starting to move from palmar to early tripod). • Produces more directed scribbles, beginning to form shapes and simple patterns. • Cuts paper with scissors in a more controlled way (snipping along an edge). • Threads beads or shapes onto laces with growing accuracy. • Pours liquids or dry materials with steadier control. • Shows consistency in preferred hand for some tasks.
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Health and self care Intent: <i>Develop independence, awareness, and control in care routines, eating, toileting, dressing, and risk management. Learn to feed and drink with growing control, recognise and communicate physical needs, and participate in routines such as handwashing and toileting. Begin to manage simple dressing tasks and show awareness of personal safety, laying the foundation for confident self-care in an age/stage appropriate way.</i>	Around 2 years (emerging skills): • Eats with fingers and begins to use spoon with support. • Starts to use fork or spoon independently, though may spill. • Drinks from an open cup with some spilling. • Expresses needs such as hunger, tiredness, or toileting (“wee,” “drink”). • Begins to cooperate in dressing (holding out arms, lifting feet). • Shows awareness of personal safety (e.g., waiting for adult help on stairs or climbing equipment). By mid-range (around 2½ years): • Eats independently with spoon and fork, beginning to use a knife with support. • Drinks confidently from a cup without a lid, with fewer spills. • Tells adults when they need the potty or toilet, sometimes too late. • Beginning to sit on potty or toilet with support, sometimes independently. • Begins to wash and dry hands with help; enjoys joining in hygiene routines. • Attempts to put on or remove simple garments (hat, shoes, coat with support). • Begins to unzip coat or take off unfastened clothing independently. • Can use steps to access sink or toilet with supervision. By around 3 years (secure skills): • Eats meals with increasing control, using spoon and fork confidently, beginning to use knife. • Drinks from an open cup without spilling. • Uses potty or toilet more independently, with reminders. • Washes and dries hands with less support, beginning to use soap correctly. • Attempts to manage own clothing, e.g., pulling up trousers, putting on hat, shoes, or coat. • Unzips coat and removes simple clothing independently. • Communicates when help is needed, showing awareness of own limits (e.g., climbing, using stairs). • Begins to make independent choices about personal care routines (“I need a wee,” “I want my hat”).
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EYFS Curriculum Goals	By the end of my Foxes Room experience, in Personal, Social and Emotional development:
Making relationships Intent: <i>To develop children's ability to engage with others, forming warm attachments with familiar adults and beginning to play alongside and with other children. Take part in simple turn-taking or cooperative play with support. Begin to use words and gestures to negotiate, show empathy, and respond to others' feelings, building the foundations for positive friendships and group play – in an age/stage appropriate way.</i>	Around 2 years (emerging skills): • Goes to familiar adults for comfort, a cuddle, or to share excitement. • Shows attachment to familiar adults and begins to imitate their behaviour in play (e.g., pretending to make tea). • Plays alongside other children (parallel play), beginning to show awareness of their presence. • Watches what other children are doing with interest. • Smiles, responds, or vocalises positively when approached by peers. • Begins to notice and sometimes show concern if another child is upset. • Is beginning to make friends but is not yet able to share or take turns. By mid-range (around 2½ years): • Watches other children's play and begins to join in by imitating their actions. • Plays alongside and sometimes with other children, showing early cooperative play. • Begins to initiate play with familiar peers ("come play," "cars"). • Uses more words than actions to communicate needs in play. • Starts to take turns with adult support and prompting. • Shows empathy by offering a toy or copying another's emotions. By around 3 years (secure skills): • Joins in with group play, sharing ideas with peers. • Begins to form early friendships, showing preference for certain children. • Initiates conversations during play, inviting others to join in. • Is aware that play sometimes has rules, but still needs adult support to manage conflicts. • Tries simple solutions when disagreements arise (e.g., swapping toys, suggesting turns). • Demonstrates empathy and care by acknowledging others' feelings and responding appropriately.

Self confidence and self awareness Intent: <i>Develop a growing sense of themselves, their preferences, and their abilities. Begin to express choices, show pride in their achievements, and use trusted adults as secure bases to explore new situations. Separate more confidently (with some support) from their caregivers, engage in new experiences, laying the foundation for independence and resilience in an age/stage appropriate way.</i>	At around 2 years (emerging skills): • Relies on a familiar adult for reassurance in new situations. • Uses gestures, pointing, or single words to show what they want to play with, eat, or wear. • Begins to show pride in doing things for themselves (“me do it”). • Looks to familiar adults for encouragement and praise. • Starts to separate from their caregiver with reassurance, especially when joining a trusted adult (e.g., key worker). By mid-range (around 2½ years): • Says “goodbye” to caregiver when going to a familiar adult, showing growing confidence in short separations. • Chooses toys or activities, expressing clear preferences. • Explores new environments when a familiar, trusted adult is nearby (using them as a secure base). • Begins to show confidence in trying new activities when supported by an adult. • Enjoys responsibility for small tasks (e.g., carrying something, tidying up with help). • Uses simple words to talk about themselves (“I big,” “my shoes”). By around 3 years (secure skills): • Separates from main caregiver with more confidence, managing transitions when supported by adults. • Shows independence in choosing activities and resources, and expresses opinions about what they like. • Explores the local neighbourhood or new settings with increasing confidence when accompanied by familiar adults. • Begins to share achievements with others, e.g., “Look, I did it.” • Tries new activities willingly, often without reassurance. • Uses familiar adults as a secure base but moves away for longer periods during play.
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Managing feelings and behaviour Intent: <i>Recognise and begin to manage own feelings and behaviour, with the help of familiar adults. Seek comfort when upset, start to label simple emotions, and begin to show empathy for others. Follow simple routines and rules, develop effortful control, and manage impulses with adult guidance. Develop self-regulation, cooperative play, and understanding how their actions affect others – in an age/stage appropriate way.</i>	At around 2 years (emerging skills – “early 2s”): • Goes to a familiar adult when feeling sad, scared, or worried. • Seeks comfort and reassurance when experiencing strong emotions, often through cuddles. • May have tantrums or meltdowns when frustrated, showing a strong desire for independence (“me do it”). • Shows awareness of basic emotions in self, using words like “happy” or “sad.” • Begins to respond when others are upset (e.g., giving a toy or hug). • Follows very simple routines with adult support (e.g., tidying up, washing hands). By mid-range (around 2½ years – “later 2s”): • Looks to adults for help with social conflicts (e.g., when a toy is taken). • Begins to play cooperatively with peers in short bursts (taking turns, copying play). • Shows concern for others (e.g., offering a toy, patting a crying child). • Begins to stop themselves from doing something they know is wrong (developing effortful control). • Uses simple strategies to manage feelings (e.g., choosing a favourite toy when upset). • Responds more positively when adults phrase guidance as what <i>to do</i> rather than “no.” • Starts to talk about and label their own feelings more clearly (e.g., “I sad,” “I mad”). By around 3 years (secure skills within this band): • Shows growing understanding that their actions affect others (“If I take the toy, my friend gets sad”). • Expresses empathy through comforting behaviours (e.g., giving a hug, telling an adult). • Uses familiar adults as secure bases to explore new environments, returning for reassurance when needed. • Manages some transitions and routines more independently with adult reminders. • Demonstrates increased effortful control, sometimes stopping themselves before acting impulsively. • Begins to adapt behaviour when guided by adults, though still needs frequent support. • Shows awareness of group expectations (e.g., waiting briefly, sitting for a short group activity).
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EYFS Curriculum Goals	By the end of my Foxes Room experience, in Literacy :
Comprehension Intent: <i>Understand and respond to stories, talk, and shared experiences. Begin to show understanding by pointing to familiar pictures, anticipating events, joining in with repeated refrains, and responding with gestures, words, or expressions. With support, recall familiar parts of stories, engage in simple discussions, and link talk to their own experiences, laying the foundation for confident communication in an age/stage appropriate way.</i>	At around 2 years (emerging skills – “early 2s”): • Points to familiar pictures when named by an adult. • Engages with books by lifting flaps, turning pages (sometimes several at once). • Shows recognition of familiar characters or objects in stories. • Copies gestures or facial expressions from a story (e.g., surprised face, clapping). • Begins to join in with actions or single repeated words in rhymes and stories. By mid-range (around 2½ years – “later 2s”): • Repeats or finishes phrases from well-known stories or rhymes. • Laughs or reacts appropriately to funny or dramatic parts in stories. • Begins to anticipate key events in familiar books (“doggy gone!”). • Responds to simple “what” and “where” questions about pictures or story events. • Imitates story language in play (e.g., “run, run, as fast as you can”). By around 3 years (secure skills within this band): • Engages in simple discussions about story events (“Where’s the dog gone?”). • Recalls and retells parts of a familiar story with adult support. • Talks about characters or events in relation to their own experience (“Doggy like mine”). • Anticipates and predicts what might happen next in a very familiar story. • Joins in repeated refrains, rhymes, and actions throughout a story. • Shows sustained interest in favourite books, choosing them repeatedly.

Word Reading Intent: <i>Develop early awareness of print, recognising familiar signs, symbols, and names, and to enjoy joining in with rhymes, songs, and playful sound-making. Show curiosity about the words and symbols in the everyday environment.</i>	At around 2 years (emerging skills): • Handles books with interest, turning pages (sometimes several at once). • Points out familiar logos and symbols in the environment (e.g., food labels, supermarkets). • Joins in with actions and single repeated words in rhymes and songs when prompted by images in a book. By mid-range (around 2½ years): • Begins to recognise their own name on belongings or name cards, through repetition and familiarity (not yet decoding). • Pretends to “read” familiar books, recalling short phrases or refrains. By around 3 years (secure skills within this band): • Recognises familiar signs, symbols, and logos in everyday contexts (e.g., shop fronts, packaging). • Demonstrates curiosity about print, pointing to words or letters and asking questions (e.g., “what’s that say?”). • Links spoken words to familiar print with adult support (e.g., own name card, captions on displays).
Writing Intent: <i>Explore mark-making as a way of expressing ideas and representing meaning. Experiment with different tools, develop control</i>	At around 2 years (emerging skills): • Grasps writing tools using whole hand (palmar grip) or early pincer. • Makes spontaneous marks on paper, walls, or surfaces. • Scribbles in a controlled area (e.g., inside a shape). • Uses marks consistently for the same ‘word’ (e.g., own name). • Describes what marks represent (“That says cat”). • Attempts to draw basic shapes or patterns (e.g., lines, circles). • Shows pride in mark-making, often seeking adult validation. By mid-range (around 2½ years): • Begins to show a preference for one hand.

over early grips, and begin to show hand preference. Make purposeful marks, imitate shapes and patterns, and sometimes ascribe meaning to their marks – all in an age/stage appropriate way.

- Picks up writing tools with increasing control.
- Holds crayon with thumb-and-two-finger or emerging three-finger grasp.
- Imitates writing patterns (zig-zags, curves, spirals).
- Begins to trace simple shapes or letters with adult support.
- Sits with appropriate posture for short drawing/writing tasks.

By around 3 years (secure skills):

- Uses a more consistent three-finger (tripod) grip, though not yet fully refined.
- Creates marks with increasing control, including enclosed shapes and crosses.
- Produces recognisable drawings (e.g., person, house) with some features.
- Uses marks and symbols to represent meaning, sometimes telling an accompanying story.
- Chooses to engage in mark-making activities independently.
- Begins to copy or trace familiar letters, such as those from their name, with adult support.

EYFS Curriculum Goals	By the end of my Foxes Room experience, in Mathematics :
Number <i>Intent: Develop an early sense of number by exploring counting, quantity, comparison, and the beginnings of adding and taking away through songs, play, and everyday routines. Begin to say number words in sequence, count small sets of objects, recognise when groups are the same or different, and experiment with “more” and “less,” laying foundations for later understanding of mathematical concepts in an</i>	At around 2 years (emerging skills): • Joins in with number rhymes and finger plays. • Begins to say some number words in order (“one, two, three”). • Points to objects or pictures as they attempt to count. • Notices when something is “all gone.” • Shows awareness of amounts, saying “one” or “two” for small sets. • Notices differences in quantity (“more” or “gone”). By mid-range (around 2½ years): • Counts up to 3 objects with adult help, beginning to say the final number. • Begins to understand that the last number said in counting tells “how many” there are, with small sets (up to 3) and adult support. • Finds 1 or 2 objects when asked (“find two spoons”). • Matches small numbers of objects with fingers (e.g., showing 2 fingers for 2 cars). • May begin to recognise very small quantities (1 or 2) without counting, especially in everyday routines (emerging subitising) • Begins to compare small groups, noticing when one set has more or less. • Sorts objects into simple groups (e.g., all cars, all blocks). By around 3 years (secure skills): • Counts up to 5 objects with support, beginning to match each object to a number word (1:1 correspondence). • Shows growing understanding of cardinality by saying “how many” for very small sets (up to 3) with less adult support. • Joins in role play or songs that involve adding and taking away (“Five Little Ducks,” “Ten in the Bed”). • Uses words like “more,” “less,” “big,” “small” in everyday play. • Begins to match small quantities (up to 3) to spoken number words with adult support. • Acts out adding and taking away with toys (“one more block,” “all gone”). • Shows emerging awareness of subitising up to 3 in familiar contexts (e.g., noticing 3 biscuits without counting).

<i>age/stage appropriate way.</i> Shape, Space, and Measure Intent: <i>With support, explore and compare shapes, sizes, patterns, and positions through play and everyday routines. Begin to notice and name simple shapes, use words like “big” or “small,” explore how things fit together, and experiment with sorting and matching. Show awareness of simple patterns and use early positional language. At an age and stage appropriate way,</i>	• Shows curiosity about number problems in play (e.g., noticing when something is missing). At around 2 years (emerging skills – “early 2s”): • Notices differences in size (e.g., “big ball” vs “small ball”). • Begins to use simple comparative language (big/little, more/less). • Explores filling, emptying, and stacking containers. • Sorts objects by one feature (e.g., all cars, all animals). • Recognises and names very familiar shapes in play (circle, square). • Explores simple inset puzzles and shape sorters. By mid-range (around 2½ years): • Groups objects by basic characteristics (size, colour, shape). • Uses words to describe position with adult modelling (in, on, under). • Explores and builds with 3D blocks, noticing differences in shape and size. • Matches simple shapes in the environment (e.g., wheels = circles). • Begins to notice simple patterns (stripes, spots). • Starts to use size language with more accuracy (biggest/smallest). By around 3 years (secure skills): • Names and describes a small number of 2D shapes (circle, triangle, square) with support. • Uses positional language in play (on, in, under, next to). • Compares and orders two or more objects by size, length, or weight with support. • Recreates simple patterns in play (lining up cars, threading beads). • Sorts and matches by two criteria (e.g., colour and size).
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<i>develop mathematical reasoning.</i>	• Builds more complex constructions using spatial awareness (towers, bridges, enclosures). • Uses mathematical talk in everyday contexts (“big cup,” “little spoon,” “two blocks on top”).
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EYFS Curriculum Goals	By the end of my Foxes Room experience, in Understanding the World :
Past and Present Intent: <i>Gain early awareness of time by noticing changes in themselves, others, and the world around them. Begin to talk about events in their own lives, recognise routines and sequences, and show interest in how things were “before” compared to “now.” These early experiences build the foundation for historical thinking at an age/stage appropriate way.</i>	At around 2 years (emerging skills): • Uses gestures, single words, or short phrases to talk about recent experiences (“gone,” “mummy work”). • Begins to anticipate and predict familiar routines (“coat” before going outside). • Recognises themselves in photos or mirrors and may notice changes (e.g., “baby me”). • Shows awareness of immediate past and future in daily events (“all gone,” “Mammy comes later”). By mid-range (around 2½ years – “later 2s”): • Talks about things that happened “yesterday” or earlier using simple language (often mixing up time words). • Notices and comments on change in people, animals, or objects over time (e.g., a growing plant, a friend’s haircut). • Uses simple vocabulary of time in context (e.g., now, later, bedtime). • Begins to connect stories or books with real-life events (e.g., “That’s like my birthday cake”). • Recognises and names familiar people from photos, recalling past experiences with them. By around 3 years (secure skills within this band): • Retells simple personal experiences in sequence (“went park, saw dog, came home”). • Compares “before” and “now” in familiar contexts (e.g., “baby small, now big”). • Begins to understand simple cycles or routines across time (morning/afternoon, today/tomorrow). • Shows curiosity about past events in family or community (“When I was a baby,” “Grandma’s birthday”). • Uses objects, books, or photos as prompts to talk about past events. • Begins to notice differences between things from the past and now (e.g., old vs new toys, transport, clothes).

People, Culture and Communities Intent: <i>Build early awareness of themselves and others by exploring family, community, and cultural experiences in simple, meaningful ways. Begin to notice familiar people and places, show interest in similarities and differences, and participate in everyday routines, celebrations, and traditions within their nursery, home, and local community.</i>	At around 2 years (emerging skills): • Recognises and names familiar people (e.g., family members, key workers). • Shows awareness of belonging to their family (“my daddy,” “baby sister”). • Enjoys looking at family photos, pointing out themselves and others. • Notices familiar places in the local environment (e.g., nursery, shop, park). • Begins to copy adult actions in role play (e.g., pretending to cook, sweep, or care for a baby). By mid-range (around 2½ years): • Talks about family experiences with simple words or phrases (“go nana house,” “daddy work”). • Joins in with group routines and activities at nursery (snack time, tidy up). • Shows interest in celebrations and festivals when introduced through food, music, or decorations. • Begins to notice differences between people (hair, clothes, skin colour) with curiosity. • Recognises local community helpers (e.g., postman, doctor, bus driver). • Plays with small world or role-play resources that reflect familiar community experiences (shops, houses, transport). By around 3 years (secure skills): • Names members of their extended family and talks about visits or events. • Shows greater interest in similarities and differences between people, beginning to use respectful language when guided. • Talks about familiar community places and their purpose (park, library, shop). • Begins to join in simple cultural or community traditions (birthday celebrations, nursery events). • Asks simple questions about others’ lives or experiences with adult support. • Identifies roles of community helpers through play and discussion (e.g., “fireman put out fire”).
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The Natural World Intent: <i>Show curiosity about nature, exploring the outdoors, noticing natural materials and living things. Begin to talk about changes they observe. Develop sensory awareness of the environment, make simple connections between actions and outcomes, and begin to understand how to care for the world around them in an age/stage appropriate way.</i> Technology and Digital Literacy Intent: <i>Build awareness of everyday</i>	At around 2 years (emerging skills): • Explores natural materials using senses (touching leaves, smelling flowers, crunching sand). • Notices animals, birds, or insects in the environment and points to them. • Shows awareness of weather conditions (rain, sun, wind) and responds with simple words or gestures. • Enjoys sensory experiences with water, sand, mud, or soil. • Reacts to seasonal changes (e.g., noticing it's "cold" or "dark"). By mid-range (around 2½ years): • Names familiar animals and plants, often using simple descriptive language ("big tree," "little bird"). • Begins to predict outcomes in simple cause-and-effect situations (e.g., "if I splash, water goes everywhere"). • Notices and comments on changes in nature (flowers growing, leaves falling). • Imitates adult actions when caring for plants or animals (watering, feeding pets). • Enjoys looking at books or images about animals and natural environments. • Begins to sort and collect natural objects (stones, leaves, shells). By around 3 years (secure skills): • Talks about regular natural experiences (rain, sun, snow) and their effects ("wet," "hot," "cold"). • Observes growth and change over time (plants, pets, people). • Makes simple predictions ("plant needs water," "sun melts ice"). • Shows curiosity about different environments (park, beach, forest) and notices similarities/differences. • Begins to understand caring behaviours (not dropping litter, watering plants, gentle hands with animals). • Explores natural phenomena with simple tools and materials (e.g., scooping, pouring, magnifiers with support). • Shows curiosity about toys with buttons, flaps, or switches. • Enjoys cause-and-effect play with technology-based toys (e.g., pressing a button to hear a sound, opening a flap to see a picture). • Recognises that adults use phones or remotes for a purpose. • Points to or comments on familiar technology in the environment (TV, phone, lights, washing machine).
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<i>technology and its uses by encouraging them to explore cause-and-effect with simple toys and notice how digital tools are used at home, in nursery, and in the community. Begin to experiment with pressing buttons, turning dials, or tapping screens, and develop the language to talk about what technology does. With adult support, they start to use simple devices safely and with purpose. Prepare children for a digital world in an age/stage appropriate way.</i>	By mid-range (around 2½ years): • Uses simple technology with adult support (e.g., tapping a tablet screen, taking a photo, pressing a button on a CD player). • Begins to use simple words connected to technology (press, click, on/off). • Notices when something stops working and may try to “fix” it (e.g., pressing buttons again). • Shows interest in everyday technology in the community (e.g., tills, scanners, pedestrian crossing buttons). • Explores mechanical or digital toys independently, repeating actions to see the result. By around 3 years (secure skills within this band): • Knows that technology can be used for different purposes (taking photos, playing music, making a call). • Uses cause-and-effect toys and devices with more control (e.g., operating simple apps, pressing play/stop). • Talks about familiar technology in their environment (phone, tablet, washing machine, till). • Demonstrates understanding of simple e-safety messages (e.g., “I use the tablet with a grown-up”). • Shows growing independence in choosing and using simple digital tools during play.
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EYFS Curriculum Goals	By the end of my Foxes Room experience, in Expressive Arts and Design :
Creating with Materials Intent: <i>Explore a wide range of creative materials, tools, and techniques to express their ideas. Experiment with textures, colours, and shapes, using both their hands and simple tools. Begin to choose materials independently, combine them in playful ways, and take pride in what they create.</i>	At around 2 years (emerging skills – “early 2s”): • Enjoys exploring paint, glue, clay, and sensory media with whole-hand movements (patting, dabbing, squeezing). • Scribbles, dots, or makes random marks with thick crayons, pens, or brushes. • Uses hands to spread, squeeze, or smear materials. • Begins to notice and respond to textures (sticky, soft, rough, smooth). • Enjoys sticking or stacking objects, sometimes with no clear outcome. By mid-range (around 2½ years – “later 2s”): • Uses tools such as brushes, rollers, or spreaders with support. • Begins to make choices about which materials to use (e.g., choosing glitter, paint, or paper). • Combines media in playful ways (paint with sand, glue with sequins). • Begins to represent ideas through creative play (e.g., “this is mummy” when painting a shape). • Shows pride in creations, often telling an adult what they have made. • Seeks help from adults to adapt or extend what they are making. By around 3 years (secure skills within this band): • Uses a variety of tools and materials with increasing independence and control. • Builds simple models and pictures by arranging, sticking, or stacking materials with purpose. • Experiments with mixing colours and materials with interest. • Makes more intentional marks or shapes to represent people, objects, or ideas. • Talks about what they have created, even if it is not recognisable to others. • Chooses materials for effect (e.g., glitter for sparkle, rough card for strength). • Begins to notice differences in creative outcomes and can compare their own and others’ work positively.

Being Imaginative and Expressive Intent: Express self through movement, music, role play, and imaginative play. Begin to explore how own voice, body, and objects can be used to represent feelings, actions, and ideas, and take part in simple imaginative play with others, using toys and everyday objects to pretend, and joining in simple imaginative play with others. Enjoy singing and moving to music, building creativity, communication, emotional expression, and social development-	At around 2 years (emerging skills): • Joins in with parts of familiar songs, rhymes, or action games. • Copies movements or sounds they see in songs, rhymes, or stories. • Moves their body freely to music in their own way (jumping, spinning, clapping). • Pretends with familiar toys (feeding a doll, pushing a toy car). • Begins to use everyday objects symbolically (a block as a phone, a box as a car). • Makes simple sounds with instruments or household objects. By mid-range (around 2½ years): • Extends imaginative play by combining actions and props (doll goes to bed, car goes to shop). • Shows emotions or simple stories through actions, gestures, or facial expressions. • Uses their voice to experiment with different sounds or roles (“baby crying,” “I’m the doctor”). • Explores rhythm by clapping, banging, or shaking instruments in time with others. • Begins to join in pretend play alongside others (parallel imaginative play). By around 3 years (secure skills): • Joins in imaginative role play with other children (e.g., cooking, shopping, visiting the doctor). • Creates their own simple storylines in pretend play, using toys, props, or language. • Moves to music with increasing control and variety, sometimes copying patterns or sequences. • Sings familiar songs from memory and begins to make up their own songs or rhymes. • Uses instruments, sounds, or movements to represent feelings or events. • Combines imaginative play with peers, taking on roles and beginning to follow agreed ideas.
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in an age/stage
appropriate way.

Bunnies and Squirrels 0-2 years

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

<i>simple instructions and recognising familiar contexts in an age/stage appropriate way.</i> Speaking Intent: <i>To develop my ability to use sounds, gestures, and words to communicate needs, share interests, and begin expressing ideas in an age/stage appropriate way.</i>	8–20 months (approx.) • Understands familiar words in context (cup, ball, car, milk). • Follows simple gestures and instructions with contextual clues (e.g. “come to mummy” with arms open). • Responds to “no” or “stop” with awareness. • Points or goes to objects/people when named. • Shows understanding of simple everyday routines (fetches coat when it’s time to go outside). 16–26 months (approx.) • Understands simple questions (“where’s teddy?”) and directions without gesture support. • Responds appropriately to instructions with two key words (e.g. “get ball,” “sit chair”). • Shows understanding of more abstract phrases in context (e.g. “all gone,” “wait a minute”). • Recognises and responds to words for people, objects, and actions in stories or play. • Begins to understand simple positional words when paired with gesture (in, on, up). Birth–8 months (approx.) • Cries, coos, gurgles, and babbles to gain attention and express needs. • Uses eye contact, facial expressions, and body movements to communicate. • Responds to adult “conversations” by taking turns with sounds and gestures. • Begins to use different cries, squeals, or babbles for different needs. 8–20 months (approx.) • Uses sounds, babbling, and single words to communicate (“mama,” “ball,” “more”). • Copies sounds, noises, and words heard in the environment. • Combines sounds with gestures to make wants known (pointing and vocalising). • Begins to use simple words to name familiar people, objects, and actions. • Uses intonation and gesture as if “talking” in longer sentences. 16–26 months (approx.) • Puts two or more words together to make simple phrases (“more milk,” “mummy gone”).
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Writing Intent: <i>To develop the pre-requisite skills for writing by building core control, then limb control, and then hand and finger strength, so that I can explore, handle tools, and begin experimenting with making marks to express myself in an age/stage appropriate way.</i>	- Names a wider range of objects, people, and actions. - Begins to ask simple questions with words or intonation (“where car?”). - Uses language to share experiences (“me do it,” “big ball”). - Starts to use pronouns and possessives (me, mine, my). - Copies new words and phrases heard in conversations, songs, and stories. - By the time I am 2 years, I will be able to say 20 clear words and use adult like speech patterns. Birth–8 months (approx.) - Strengthens core control through tummy time, rolling, reaching, and sitting with support. - Develops limb control by swiping, banging, and waving arms. - Explores with hands and fingers — grasping, releasing, and patting surfaces. - Notices the marks and effects created through action (smearing food, splashing water). 8–20 months (approx.) - Shows stronger core and limb stability when sitting and using both hands together. - Improves limb control with purposeful arm movements (banging blocks, filling/emptying containers). - Develops hand and finger control with a palmar or fist grasp on tools (crayons, brushes). - Makes random marks through large movements, often enjoying sensory media (sand, paint, dough). - Repeats actions to create patterns of marks or effects. 16–26 months (approx.) - Maintains core control while sitting or standing to use tools. - Uses improved limb control to guide tools with greater accuracy (lines, dots, circular movements).
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		• Strengthens hand and finger control through developing pincer grip, twisting, turning, and squeezing. • Begins to make intentional marks and sometimes ascribes meaning (“mummy,” “car”). • Imitates adults’ writing behaviours (scribbling lists, drawing on paper, “writing” notes). • Experiments with varied tools, media, and surfaces to express ideas.
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EYFS Curriculum Goals	By the end of my Bunnies and Squirrels Room experience, in Physical Development
Moving and handling: Gross Motor Intent: <i>Intent: To develop core strength, balance, and coordination in order to sit, move, and travel around my environment in an age/stage appropriate way.</i> Fine Motor Intent: <i>Intent: To develop hand and finger strength, coordination, and</i>	Birth–8 months (approx.) • Builds core control through tummy time, rolling, and beginning to sit with support. • Strengthens neck and back muscles to hold head steady. • Explores limb control with random arm and leg movements, gradually becoming more purposeful (kicking, reaching). • Starts to pivot, shuffle, or push up on arms when lying on the floor. 8–20 months (approx.) • Gains stronger core stability to sit independently and reach for toys without toppling. • Uses limb control to move with intention — rolling, crawling, bottom-shuffling. • Begins to pull up to standing, using furniture or adults for support. • Cruises sideways along furniture and takes supported steps while holding hands. • Starts to clap, stamp, or move rhythmically in response to music. 16–26 months (approx.) • Maintains core control while standing, walking, and beginning to run. • Uses limb control to climb onto furniture, negotiate small steps, and change direction while moving. • Develops whole-body coordination by carrying objects while walking, kicking balls, and beginning to run with confidence. • Enjoys energetic play, using arms and legs together to push, pull, climb, or dance. • Experiments with balance and movement on different surfaces (grass, slopes, soft play). Birth–8 months (approx.) • Builds core stability that allows the arms and hands to be used with increasing control (e.g. holding toys while sitting supported). • Explores limb control through random reaching, swiping, and grabbing. • Grasps objects placed in hand, then gradually releases them. • Brings hands together at midline and begins to pass toys from one hand to the other.

<i>control so that I can explore, handle objects, and begin to use tools in an age/stage appropriate way.</i>	• Explores objects using whole hand (palmar grasp) and mouth. 8–20 months (approx.) • Sits independently, freeing both hands for play. • Improves limb and shoulder control, allowing more precise reaching and grasping. • Picks up small items using thumb and fingers (developing pincer grasp). • Bashes objects together, stacks blocks, or places objects into containers. • Begins self-feeding with fingers; attempts to hold spoon with fist grasp. • Enjoys filling, emptying, posting, and carrying objects. 16–26 months (approx.) • Uses hand and finger control to build towers, complete simple inset puzzles, and turn pages in books. • Develops stronger pincer grip (thumb and forefinger) for picking up small items. • Begins to make marks with crayons, chalks, or brushes using fist or whole-hand grasp. • Attempts to use simple tools with support (spoons, paintbrushes, playdough cutters). • Starts to show preference for one hand, though may swap frequently. • Enjoys threading large beads, stacking rings, or posting shapes, strengthening hand–eye coordination.
Health and self-care Intent: <i>To develop the skills, awareness, and independence I need to take part in feeding, drinking, and care routines in an age/stage appropriate way.</i>	Birth–8 months (approx.) • Opens mouth for spoon or bottle when hungry. • Sucks and swallows effectively for feeding. • Begins to hold bottle with support from an adult. • Shows awareness of care routines (calms during nappy change, kicks legs in anticipation of bath). • Settles into sleep/feeding patterns with adult support. 8–20 months (approx.) • Holds own bottle or lidded cup with both hands. • Picks up food with fingers to self-feed. • Attempts to use spoon (though food often spills).

		• Begins to cooperate in care routines (lying still for nappy change, lifting legs, helping with arms in sleeves). • Uses gestures, sounds, or facial expressions to indicate needs (e.g. signalling dirty nappy). • Starts to show awareness of hunger/thirst or tiredness cues. 16–26 months (approx.) • Drinks confidently from a cup, with or without lid. • Feeds self with spoon and may experiment with fork. • Shows growing independence and preference for “doing it myself” in feeding and care. • Helps more actively in dressing/undressing (offers arms/legs, tries to pull clothing on/off). • Begins to recognise when they are wet/dirty, sometimes communicating this to an adult. • Starts to anticipate care routines and participate willingly (washing hands, fetching cup, sitting on potty when introduced).
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EYFS Curriculum Goals		By the end of my Bunnies and Squirrels Room experience, in Personal, Social and Emotional development :
	Making relationships <i>Intention: To build secure and trusting relationships with familiar adults and begin to show interest in, and positive responses to, other children in an age/stage appropriate way.</i>	Birth–8 months (approx.) • Seeks comfort from familiar adults through crying, gaze, or movement. • Calms when held, rocked, or soothed by a familiar adult. • Watches faces closely and responds with smiles or sounds. • Enjoys being physically close (cuddles, snuggles). 8–20 months (approx.) • Forms strong attachments to key adults, showing preference for familiar people. • Is wary or anxious of unfamiliar adults until reassured. • Seeks help, comfort, or reassurance from a known adult when upset, tired, or in new situations. • Begins to notice and show interest in other children (e.g. watching them, smiling, moving closer). • Starts to take part in simple interactive games with adults (e.g. peekaboo, rolling a ball). 16–26 months (approx.) • Shows enjoyment in being with familiar children, sometimes playing alongside them. • Begins to copy others' actions, sounds, or play. • Brings toys or objects to share with a familiar adult. • Actively seeks out familiar adults and children for comfort, play, or company. • Starts to use simple strategies to join play (e.g. standing nearby, imitating). • Responds to the feelings of others (e.g. may become upset when another child cries).
	Self confidence and self awareness <i>Intention: To develop confidence in exploring and trying new things,</i>	Birth–8 months (approx.) • Shows curiosity by looking, reaching, and responding to people and objects. • Gains comfort and security from familiar adults. • Begins to anticipate familiar routines and responds with excitement (e.g. smiling at feeding time). • Starts to recognise their own hands, feet, and body in play.

	<i>while beginning to recognise myself as separate from others, show awareness of people, toys, and routines around me, and express my own choices and preferences in an age/stage appropriate way.</i> Managing feelings and behaviour <i>Intent: To express and communicate my feelings, seek comfort when needed, and begin to manage my</i>	8–20 months (approx.) • Begins to recognise themselves as separate from others (e.g. finding nose, eyes, tummy in games). • Enjoys being with others and watching what they do, but still needs familiar adults nearby for reassurance. • Tries new things with the support of a trusted adult. • Uses pointing, gestures, noises, or single words to express wants and needs. • Shows awareness of choices and preferences (e.g. turning head away from unwanted food, choosing a toy). • Begins to play simple turn-taking games with adults (e.g. rolling a ball). 16–26 months (approx.) • Explores freely within safe boundaries, returning to a familiar adult when needed. • Begins to show greater independence, wanting to “do it myself.” • Demonstrates clear likes and dislikes, asserting preferences for food, toys, activities, or routines. • Shows pride and pleasure when they achieve something (e.g. clapping for themselves). • Begins to imitate adult actions and behaviours in play (e.g. pretending to sweep, talking on toy phone). • Sometimes refuses help, using words like “no,” while trying to manage tasks independently (e.g. boots, feeding). Birth–8 months (approx.) • Expresses basic feelings (comfort, discomfort, hunger, tiredness) through crying, facial expression, and body movements. • Calms when held, rocked, or spoken to gently by a familiar adult. • Begins to show pleasure and excitement (e.g. smiling, waving arms, kicking legs). • Looks to familiar adults for comfort when distressed.
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	<i>behaviour with the support of familiar adults in an age/stage appropriate way.</i>	8–20 months (approx.) • Uses sounds, gestures, and facial expressions to show feelings (happy, sad, worried, excited). • Seeks comfort from familiar adults when upset, tired, or anxious. • Starts to show awareness of others' feelings (e.g. smiles when smiled at, may cry when another child cries). • Shows frustration when wants or needs are not met. • Beginning to cooperate with simple requests when supported by an adult. 16–26 months (approx.) • Expresses a wider range of feelings, sometimes with strong emotions (e.g. excitement, anger, pride). • Starts to use simple words to communicate feelings ("happy," "sad," "no"). • Accepts comfort and reassurance, and begins to settle more quickly with adult support. • Shows early attempts to manage behaviour with adult guidance (e.g. stopping when reminded, redirecting attention). • Sometimes resists help or direction, showing early independence ("me do it," "no"). • Beginning to understand simple rules, boundaries, and routines when supported by familiar adults.
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EYFS Curriculum Goals	By the end of my Bunnies and Squirrels Room experience, in Mathematics :
Number Intent: <i>To begin developing awareness of number by noticing changes in amount, exploring early counting through songs and play, and recognising that numbers relate to quantity in an age/stage appropriate way.</i> Numerical Patterns Intent: <i>To explore and make sense of shapes, movement, size, and patterns through handling objects, filling and emptying containers, building,</i>	0–12 Months • I can notice when one item is added or taken away. • I can respond to number songs (e.g. smile, clap for “1, 2, 3”). • I can explore groups of objects by touching or banging them. 12–24 Months • I can say some number words (e.g. “one, two, three!”). • I can give one object when asked (e.g. “Give me one block”). • I can join in simple counting songs with actions. Birth–8 months (approx.) • Notices changes in amount (e.g. looks for a missing toy or food that has been taken away). • Reacts differently if more or fewer objects are presented (e.g. excitement when more toys are given). • Shows anticipation in repeated games and songs (e.g. peekaboo, action rhymes), beginning to recognise simple sequences. • Engages with the rhythm and intonation of number songs, even before understanding the words.

<i>and moving through space in an age/stage appropriate way.</i> Shape, space, and measure Intent: <i>To explore and make sense of shapes, movement, size, and patterns through handling objects, filling and emptying containers, building, and moving through space in an age/stage appropriate way.</i>	Birth–8 months (approx.) • Explores objects through mouthing, reaching, grasping, and releasing — noticing differences in shape, size, and texture. • Tracks objects visually as they move (e.g. watches a toy roll away), beginning to understand position and movement in space. • Enjoys being moved through space in different ways (lifted, rocked, swung), experiencing early spatial awareness. • Responds to and anticipates repeated patterns in actions or routines (e.g. bouncing, clapping), showing awareness of rhythm and order. 8–20 months • Enjoys filling and emptying containers. • Stacks blocks/rings. • Explores fitting objects together (posting, banging). • Moves body through/around spaces (crawling under table, climbing) • Enjoys simple repeated patterns in play. 16–26 months • Uses shape sorters and simple puzzles. • Builds towers with blocks. • Shows awareness of “big/small,” “in/on/under.” • Notices simple routines and sequences. • Explores cause and effect through repeated actions (rolling cars down ramps).
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EYFS Curriculum Goals	By the end of my Bunnies and Squirrels Room experience, in Understanding the World:
People, Culture and Community <i>Intent: To begin developing a sense of belonging by recognising familiar people and places, experiencing everyday routines and celebrations that matter to my family and community, and starting to notice similarities and differences in the world around me, in an age/stage appropriate way.</i>	Birth–8 months (approx.) • Recognises familiar faces and voices in their immediate community (family, key person). • Responds with interest to the sounds, smells, and rhythms of their home/nursery environment (mealtime sounds, singing, greetings). • Begins to settle into familiar daily routines and shows awareness when these change. 8–20 months (approx.) • Responds with excitement to familiar community experiences (e.g. nursery song times, seeing a sibling arrive, regular group activities). • Shows recognition of familiar places they visit regularly (home, nursery room, garden). • Takes part in simple family or community experiences (e.g. smiling at birthday candles, clapping along with songs at gatherings). • Begins to notice familiar features in the environment that link to their community (e.g. the buggy park, the snack table, pets, or local park). 16–26 months (approx.) • Points to or names familiar people in photos, books, or displays. • Starts to join in shared cultural or community experiences (e.g. eating special foods, joining a song or dance, noticing decorations). • Notices and sometimes comments on similarities and differences between people (e.g. skin colour, clothes, languages, hair styles). • Shows curiosity about different ways of doing things (e.g. watches another family’s routine, notices food others eat). • Associates themselves with a familiar group or place (e.g. “my nursery,” “my family,” “my friends”).

The Natural World Intent: <i>To explore and notice the natural environment around me using my senses, showing curiosity about living things, objects, and natural materials in an age/stage appropriate way.</i>	Birth–8 months (approx.) • Gazes with interest at natural light, sky, trees, and movement in the environment (leaves rustling, shadows). • Turns head towards sounds in nature (birdsong, rustling leaves, flowing water). • Enjoys the sensory feel of natural elements — fresh air, sunlight, breeze, warm water. • Reaches out or tracks movement of animals, people, or natural objects in the environment. 8–20 months (approx.) • Explores natural materials with senses — touching, mouthing, banging, shaking (water, sand, stones, leaves, mud). • Reacts with excitement or curiosity to animals, insects, and plants (pointing, vocalising, reaching). • Notices and responds to natural changes (rain starts, puddles appear, wind blows hat off). • Begins to make simple connections between actions and natural effects (e.g. splashes in water, sand falls through sieve). • Enjoys repeated sensory exploration — filling and emptying containers with natural materials, stomping in puddles, rolling in grass. 16–26 months (approx.) • Begins to use single words or gestures for natural things (“dog,” “tree,” “flower,” “rain”). • Shows sustained curiosity about animals and natural events (watching snails, looking for birds, listening to thunder). • Starts to imitate caring actions with living things (stroking pets gently, watering plants). • Recognises and anticipates environmental routines (boots/coats for outdoors, watering plants each day). • Explores cause and effect in the natural world (noticing footprints in mud, pushing toy car through sand, watching ice melt). • Begins to sort and collect natural objects (picks up pebbles, leaves, sticks).
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Past and Present Intent: <i>To build awareness of time by experiencing familiar routines, anticipating what comes next, and beginning to notice simple changes in myself and the world around me in an age/stage appropriate way.</i>	Birth–8 months (approx.) • Anticipates familiar routines with excitement or calm (settles when lullaby begins, smiles when bottle appears). • Shows awareness of “before and after” in care routines (relaxing after feeding, alert before nap). • Recognises familiar voices and faces from repeated experience. • Begins to show memory of enjoyable events (smiling when lifted into bath, looking at a toy they’ve enjoyed before). 8–20 months (approx.) • Looks for familiar people when they are not present (glances at the door for a parent, looks for sibling in another room). • Shows awareness when something is “different” from usual (another adult does the routine, a new buggy or room). • Enjoys looking at photos of themselves, family, or recent events. • Uses gestures or vocalisations to request repeated play experiences (“again!”). • Begins to anticipate what comes next in familiar daily sequences (washing hands before snack, putting on shoes before going outside). 16–26 months (approx.) • Engages in pretend play based on familiar routines (feeding doll, putting teddy to bed). • Starts to talk about or gesture towards “what happened” (points to empty plate and says “all gone”; shows toy they dropped). • Notices and comments on simple changes over time (day/night, growing plants, wet/dry clothes, haircuts). • Begins to recognise their own growing independence — attempts to dress/feed themselves and remembers tasks they want to try. • Recognises themselves and others in photos, mirrors, and displays, linking past and present (“baby me,” “mummy”).
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Technology and Digital Literacy

Intent: *Develop curiosity about how things work and noticing everyday technology in the environment; explore cause-and-effect through interactive toys, to make something happen, and begin to recognise that familiar devices (phones, lights, TV remotes) have a purpose.*

At around 6–12 months (emerging skills – “early 1s”):

- Shows interest in screens, lights, or sounds from digital devices.
- Presses buttons on simple electronic toys to make sounds or lights.
- Repeats actions with toys or devices to recreate effects (e.g., pressing again to hear a sound).

By around 12–18 months (developing skills):

- Anticipates effects when using simple technology (e.g. presses a button and looks for the light/sound).
- Points to, or vocalises about, familiar household technology (TV remote, phone, light switch).
- Uses simple electronic toys with adult support (e.g., pressing play on a toy radio, tapping a tablet screen).

By around 18–24 months (secure skills within this band):

- Uses simple digital toys and devices independently (e.g., pressing buttons on musical toys, turning knobs on electronic toys).
- Imitates adults using technology in play (pretend phone calls, pressing “buttons”).
- Begins to use simple words linked to technology (e.g., “on,” “off,” “beep”).
- Recognises that different devices have different purposes (e.g., phones for talking, TV for watching).
- Shows awareness of needing an adult’s help to use certain devices safely (e.g., tablet, phone).

EYFS Curriculum Goals	By the end of my Bunnies and Squirrels Room experience, in Expressive Arts and Design :
Creating with Materials <i>Intent: To explore and experiment with a range of materials, sounds, colours, textures, and tools, showing curiosity and beginning to use them to express myself in an age/stage appropriate way.</i>	Birth–8 months (approx.) • Gazes with interest at high-contrast colours, lights, and moving patterns. • Responds to sounds (shakes rattle, turns head to music, quietens to lullaby). • Explores objects and materials using senses — mouthing, banging, reaching, and grasping. • Reacts with excitement to sensory experiences (water play, bubbles, textured fabrics). 8–20 months (approx.) • Bangs, shakes, and drops objects to explore sounds and effects. • Explores paint, sand, water, and other messy play using whole-hand movements. • Begins to make marks with chunky crayons, chalks, or paintbrushes. • Fills and empties containers with different materials (sand, water, pasta). • Notices bright colours, patterns, and textures and may show preference for favourites. • Joins in with simple action songs and responds to instruments with movement. 16–26 months (approx.) • Chooses and combines materials in play (builds with blocks, adds bricks to tower, uses playdough tools). • Begins to use tools with intention (scribbling with crayon, painting with brush, patting or rolling dough). • Starts to give meaning to marks, movements, or models (e.g. “car,” “mummy”). • Enjoys exploring and experimenting with mixing colours, textures, and sounds. • Shows growing independence in choosing resources and experimenting with them.

Being Imaginative and Expressive <i>Intent: To enjoy sounds, movement, stories, and pretend play, and to begin expressing my ideas, feelings, and experiences in imaginative ways in an age/stage appropriate way.</i>	Birth–8 months (approx.) • Reacts to music and voices with movement, smiles, and sounds. • Calms or becomes excited in response to different sounds, songs, or tones of voice. • Enjoys simple interactive songs and rhymes with actions (peekaboo, pat-a-cake). • Expresses enjoyment through cooing, babbling, or kicking when engaged in playful interactions. 8–20 months (approx.) • Joins in with simple action songs, clapping, stamping, or moving body rhythmically. • Explores musical instruments or everyday objects to create sounds. • Begins to imitate adults and older children in play (pretends to stir, talk on toy phone, feed a doll). • Responds to sensory and dramatic play experiences with excitement (bubbles, puppets, scarves). • Uses early sounds, gestures, or words alongside actions in pretend play. 16–26 months (approx.) • Enjoys moving to music, showing preferences for favourite songs or dances. • Starts to use toys and objects symbolically in play (a block becomes a car, a spoon a microphone). • Re-enacts familiar routines and experiences in pretend play (feeding doll, sweeping floor, driving car). • Combines movement, sound, and words for expression (dancing while singing, using gestures in play). • Begins to role-play with peers or adults in simple scenarios.
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