

Ronald Openshaw Nursery Education Centre



Quality of Education Policy

Reviewed on:

Approved by Governors

Agreed by:

Chair of Governors:

Date:

Minute ref:

Head Teacher:

Date:

Why do we need a quality of Education policy? (Intention)

The rationale behind this policy is linked with the mission of RONEC which is: **Play Your Way to Success**. This means providing opportunities for every child to learn through play

We aim to do this by:

- Building on the expertise of families and engaging them to support us in our role because working together will have a positive impact on outcomes for their child. We provide opportunities for discussing progress, engaging in homework, participating in workshops and being involved in all aspects of nursery school life to enable better relationships to develop between staff and families.
- Providing a qualified and experienced staff team to deliver the early years foundation stage curriculum in a child-centred and child-led way ensuring that all learning is matched by expert teaching.
- Enabling all children to be confident, independent learners by providing quality teaching through hands-on experiences, supporting language development, self-selection and sustained shared thinking, for children to be successful learners in the early years foundation stage.
- Providing a fun, warm and welcoming environment for children and their families and others who visit the setting because we want children to love coming to school!
- Providing a safe and secure place to learn because this is where children learn best and families will feel confident that their child is safe even when they are learning to take risks. Time and space is given to all children to develop at their own pace.
- Maintaining an inclusive environment because every child has the right to go to school and learn in a safe secure environment! So we provide the appropriate and support to make this happen, irrespective of disability, sex, sexual orientation, gender, /gender reassignment, race, and religion/belief. We believe diversity enriches the environment so we respect and celebrate different cultures and languages. We carefully differentiate what we do so all children can challenge themselves and succeed.
- Learning from and sharing quality practice across the Early Years sector because we are passionate about the importance of quality teaching in the Early Years to benefit ALL children in Newham. We are always keen to seize opportunities that allow us to develop professionally and share what has worked well for us with other professionals across the sector.

WHAT DO WE WANT FROM OUR POLICY?

This policy will provide information and guidance about:

1. EYFS Curriculum, Moment 2 Moment learning, 2 year old provision, the calendar and topics, cultural capital, Forest School , SEND
2. Assessment and tracking data
 - 2a Observations
3. Staff reflection Meetings
 - Yearly reflection
4. What will the impact of the curriculum be on the children?
5. Curriculum appendices

How do we put this into practice? (Implementation)

1. EYFS Curriculum

We use the EYFS curriculum as the overarching guide to ensure coverage across the curriculum. Ensuring the children are fully assessed in the Prime areas and Specific areas. At RONEC we understand that prime areas of the EYFS are the backbone of all children's learning.

Prime Areas

- **Personal Social and Emotional Development.** This area subdivides into 3 subsections which are; Making Relationships, Self confidence and Self Awareness and Managing feelings and behaviour. (See Appendix 1)
- **Physical Development.** This area subdivides into 2 subsections which are; Moving and handling, health and self care. (see Appendix 2)
- **Communication and Language.** This area subdivides into 3 subsections which are Listening and attention, Understanding and Speaking. (See appendix 3a and 3b)

Specific Areas

- **Literacy.** This area subdivides into 2 subsections which are; reading and writing. (See appendix 4a and 4b)
- **Mathematics.** This area subdivides into 2 subsections which are; Number and Shape Space and Measure (See appendix 5)
- **Understanding the World.** This area subdivides into 3 subsections which are; People and Communities, The World and Technology (See appendix 6)
- **Expressive art and Designs.** This area subdivides into 2 subsections which are; Media and Materials, Being Imaginative (See appendix 7)

1.1. Moment 2 Moment teaching and learning

At RONEC we prepare all children for the next moment in their learning, based on what children are interested in and what they know. Using continuous provision the adults interact with the child to consolidate their learning and help build their knowledge and skills to ensure progression. Adults judge when it is appropriate and sensitively teach something new or introduce an extendable moment or create a level of challenge as appropriate. -

1.2. Two year old provision:

All two year olds have a two year progress check. This is a statutory requirement, which was introduced to check on the progress in the prime areas of the Early Years Foundation Stage. The progress check was introduced to enable earlier identification of development needs so that additional support can be put into place if required.

At RONEC our two year old room is set out to best support the children at the beginning of their journey at nursery. The children have access to continuous provision in a slightly different way to the children in the larger nursery. There are a number of opportunities for children to lead their own learning but there are, however, a number of instances when the adults will use both the continuous provision and the enhancements to demonstrate to the children, which activities are available. This support and guidance helps during the children's transition into the larger nursery.

1.3. Forest School

At RONEC we embrace the ethos of Forest School as an opportunity for child-led learning through play, with a focus on the development of the whole child (physically, socially, emotionally, intellectually and spiritually).

Physically

Regular trips to the forest provide a vast and interesting space to run, climb and jump (especially into dry leaves to hear the 'scrunch'!), to push the boundaries and take risks, to cut wood with real tools and manipulate clips to build tents. When back at nursery wood can be used to make a real camp fire to cook snacks! The senses can be used to explore mud and manipulate tools, string and sticks for example tying knots, making mud pies and back in the nursery there is a whole mud kitchen to extend this exploration.

Socially

Regular trips to the forest are great to share with friends, working co-operatively and collaborating to solve problems. These skills can be brought back to nursery and put to excellent use when participating in turn taking, sharing knowledge and experiences and being aware of the needs of others.

Emotionally

Regular trips to the forest encourage children to welcome new experiences with confidence. They allow children to build up a familiarity with one site and let them voice our fears (all those trees can be a bit scary at first). They provide opportunities to show how much children care for their friends by the way they help them and work together. When back at nursery these are really important skills.

Intellectually

Regular trips to the forest

- give children time and space to explore on a much larger scale than in the nursery
- encourage children to be creative and develop critical thinking which they will bring back and apply to new situations
- encourage active learning through hands-on experience in the natural world- something which is echoed in our choice of natural resources in the nursery.
- allow children to create imaginative stories that can be built on each time they visit the site and bring these tales back to share at nursery
- encourage collections of sticks that can be used to create lots of things such as small shelters, making a special spot for each person, making trails to follow, creating 'transient' art. We can bring back resources to continue this at nursery.
- are a perfect time to create bird feeders using twigs and 'cheerios' and we can hang some of these in the nursery garden to help our birdwatching skills
- are a great place to hunt for minibeasts as there are so many more than in the nursery garden
- create opportunities for evaluations; this encourages children to talk about what they have learnt and is a lifelong skill

Spiritually

Regular trips to the forest help children understand about sharing the earth with other creatures and why we have a duty to take care of it. The vast scale and wide range of natural features inspires genuine 'awe and wonder' and children can hug a tree and share their thoughts in privacy.

1.4. The Calendar and Topics

Although we use a 'Moment to Moment' approach to ensure that children are exposed to a broad range of experiences there will still be occasional topic work. At the start of each academic year the Middle Management Team (MMT) will meet to discuss key events for the year. This can include topics, religious and cultural events and national celebration days such as National Family Day etc. Staff will be allocated a responsibility and will make a plan for the event which is shared with all staff.

1.5 Reading and Developing a Love of Books/ core books

At RONEC we are deeply committed to ensuring that our children are well equipped with the skills they need ready for the next stage of their education. We believe that children's language and imaginative skills are greatly developed through their knowledge of nursery rhymes and high quality reading books. We have a wide range of books available in all areas of the school for the children to enjoy. Additionally, we use a 'core book' approach. Core books are chosen carefully for their quality of text and illustrations, cover several areas of the curriculum and are focused on for a term. Children learn through repetition and the books are read several times each week both during session times and story time.

We have chosen books that are repetitive, predictable and often feature rhyme. This makes it easier for children to join in with so that the experience of reading becomes interactive and the children begin to learn the story as they are read to. We have also selected books that foster the children's interests and help them to gain knowledge of the world around them. Children are quick to have their favourite books and soon become confident early readers able to recite stories word for word.

1.6. Cultural capital at RONEC

Cultural capital is the essential knowledge that children need to prepare for their future success.

All children come to the nursery with different experiences.

Children are provided with other experiences that enhance their understanding of the world around them

These include;

- Having a specialist music teacher and a developmental movement and dance teacher. A strong emphasis on music helps to develop communication skills for SEND children.
- Looking after and interacting with nursery pets
- Swimming
- Walks in the local area
- Visit to local parks
- Farm visits
- Shops
- Museums
- Cinemas
- Theatres
- Places of worship
- We teach children about sustainable living by growing vegetables and recycling (We are replacing most plastic toys with more natural resources in the nursery)

1.6a The Ethnic Minority Achievement (EMA) role is very important at RONEC, children from different backgrounds are supported to ensure they progress at the same rate as their peers. Special activities are set up by the EMA lead to support parents and their children. The activities include; family days, out and about groups and coffee mornings

1.7. SEND

At RONEC we believe that every child has the right to excellent play based education which is carefully planned to meet their own abilities/disabilities, so that each child can achieve the best of their potential.

Children with SEND are identified in different ways; they include parental concerns, staff concerns, outside agencies and through our assessment tracking system.

When a Keyworker has concerns about a child's development or other welfare needs they are brought to the half termly Forum and Provision Mapping meeting. Their needs can be discussed with all of the

adults in the setting who come into contact with the child and appropriate next steps can be actioned. This may take the form of allocating the child a space in one of our intervention groups or referring to an outside agency.

Children will be carefully assessed by the SENDCo, Class Teacher and Key Worker to decide how much support is needed. Parents are part of this decision making through Support Plan meetings, where their views are valued and recorded. As a child's primary educator, information parents and carers hold is essential to their child reaching their full potential. When a parent requests it, an 'Education, Health and Care Plan' (EHCP) is applied for to formalise the level of support a child will receive at nursery.

Continuous provision and topic activities are carefully planned to be accessible to all learners and staff are trained to adapt them to meet the child's needs.

2. Assessment and Tracking Data

Assessment information is used formatively to ensure children's proficiency and progress. Through the use of 'Moment to Moment' teaching and learning we are continually observing and assessing each child, this is done termly through their special weeks as well as on going practitioner lead knowledge.

The assessment process is made up of:

- Home visits where information is collected from the parent/s about the child's interests, likes and dislikes and key areas of development.
- Initial assessment, completed after the first ten sessions in nursery in all seven areas of the EYFS curriculum for the children in their last year of nursery (N2) and the prime areas for the children who will return the following year (N0-N1).
- Special books, where observations and work samples aim to demonstrate progress over time and draws out the deeper learning taking place.
- Conferencing, with the child around the contents of the Special Book, encouraging self-reflection (metacognition and self-regulation).
- Special Week reviews, where the key worker meets formally-with the parent/carers for dialogue about the child's learning and wellbeing and where they will both agree on the child's next steps.

At the end of each term, the key person will make summative assessments based on all the information they have collected throughout the term, as well as the professional's judgements. This will be recorded on the insight tracking system.

At each stage of summative assessment, the information is moderated to ensure quality, consistency and accuracy. This comprises of both in-school moderation and inter-school moderation. (See assessment policy for more details). On transition a report is written which details a child's attainment.

At the end of the school year a final analysis of assessment information is used for summative and evaluative purposes:

- We consider what judgements can we make about the quality of the curriculum, and of teaching, based on outcomes for children
- This information informs the Self Evaluation Form (SEF) for the school year identifying areas of challenge. This informs the School Improvement Plan (SIP) by identifying areas for development.

2a. Observations

Observations remain a key part of assessing a child's learning and development. At RONEC we take photos and write on observation stickers which are then recorded in the child's special book by their key worker and support samples of work. These significant moments of learning are linked to the EYFS curriculum areas and/or the characteristics of effective learning. Observations are taken respectfully

without interrupting the child's concentration or substitute for quality interaction between the adult and the child.

- All teachable moments will be recorded on individual observations for the child's special book. Key teachable moments for different areas will be recorded on the daily reflections sheets. All 'teachable and extendable moments' are highlighted in yellow.
- The Child's Special Book provides the Key Workers with the opportunity to cross reference judgements they make on each child's learning with observations and notes. Each record has the 'Characteristics of Effective Learning' as well as all curriculum areas of learning, allowing the key worker to date when the child has confidently achieved this and is now working towards the next developmental stage. This whole process helps the key worker to determine the expected progress of the child which is then recorded onto our assessment and progress tracking tool (INSIGHT).

3. Reflections:

3a. Daily reflections: *Short Term*

At the end of each day staff feed-back as a team and share key points and teachable moments from each area of the nursery.

3b. Term reflections – *Mid Term*

At the end of each term, all the reflection sheets will be collected and reviewed by the assessment lead. Reflections must be completed by all practitioners in the nursery. They should be concise, informative and based on the teaching and learning that has taken place. Staff write their names next to their reflections and annotate with the curriculum areas of learning. Any issues arising from a term's learning experiences will be raised at the earliest MMT meeting or with individual Class Teachers

3c. Yearly Reflection - *Long Term*

Each term's reflection sheets will then be placed in the M2M reflection folder (located in the PPA room lockable cupboard). At the end of the school year, teams will evaluate together, drawing out areas which have been covered and have that the data shows progress will be reflected in the School Evaluation Form (SEF). With the areas which may have scored low when looking at the children's data. Plans can then be made for the next academic year based on this information and this will be reflected in the School Improvement Plan (SIP).

4. What will the impact of the curriculum be on the children?

Attainment and progress

Children are monitored from their baseline to ensure progress across the curriculum.

At the end of their time at Ronald Openshaw each child, depending on their ability or background, will have developed detailed knowledge and skills across the EYFS curriculum and as a result will be working at expected level or above. This will be reflected in the collected data. Our children will be equipped with the skills to be resilient, emotionally developed, independent learners and have positive attitudes towards learning, which will take them into the next stage of education successfully.

4. Evaluate and Review the Policy

The policy will be available on the school website. Staff, Governors, students and volunteers will be provided with a copy of the policy on their induction. It is the responsibility of the post holder for 'The Quality of Education' to review this policy every three years. Curriculum appendices may be reviewed annually.

Appendix 1: Curriculum area	Personal Social and Emotional Development
<p>Background: Children are encouraged to be independent learners. The nursery is set up for ‘continuous provision’ so that children become familiar and confident with the available resources. The open-plan design ensures that children can access activities across the whole nursery, indoors and outdoors at any time during the session. Staff observe and interact with children acknowledging when it is time to move their learning on by enhancing opportunities.</p> <p>Children are encouraged to interact positively with their peers and staff model key vocabulary essential for this, running through every activity and opportunity. Maybe – The nursery has some key behavioural expectations which are encapsulated into our ‘Golden Rules’. Which are;</p> <ul style="list-style-type: none"> • Use your words • Listening ears • Walking feet • Put it away • Be a good friend • Kind hands • Wait for your turn • Have fun <p>Developing positive relationships: between keyworkers and family, between keyworker and child, between peers.</p> <p>By modeling key vocabulary and supporting positive interactions and developing good listening skills to ensure children feel valued and confident.</p> <p>Providing a range of activities through continuous provision that;</p> <ul style="list-style-type: none"> - challenge children’s learning - encourage them to try new activities - allow for sensitive adult interaction: when to intervene, how to ‘scaffold’ and when to withdraw. - encourage parents to get involved in their children’s learning 	
<p>Continuous provision opportunities</p> <ul style="list-style-type: none"> • role play/home corner • turn taking opportunities • trips out of nursery 	<p>Group time opportunities</p> <ul style="list-style-type: none"> • Circle time turn taking games e.g. roll a ball to a friend, pass the teddy etc. • SEAL: Every session starts with a run through the ‘rules’ which are; <ul style="list-style-type: none"> - Eyes are for looking - Ears are for listening - Mouth is for speaking (when it is your turn) - Brain is for thinking and - Hand on lap to concentrate.
<p>Targeted opportunities: Forest school and other trips out the nursery</p>	

Appendix 2: Curriculum area	Physical Development
<p>Background: Children have a great desire to express themselves through their bodies. It is important that children’s physical development is supported so they can develop control over their bodies, physical skill and confidence. There must be a physical environment that encouraged children to explore and have confidence to take risks whilst developing an understanding of how to have regard for their own and other’s safety. We aim to offer a wide range of challenging experiences building on what children already enjoy, know and can do. By providing opportunities for children to develop their coordination, control and movement, children can understand the importance of physical activity.</p> <p>Children’s safety is of paramount importance and staff are aware of safety issues particularly when children are using tools and accessing climbing equipment. Staff must complete and update risk assessments regularly.</p> <p>Staff are mindful of inclusive practice and ensure the availability of appropriate activities, both indoors and outdoors, to meet the needs of all learners.</p>	
<p>Continuous provision opportunities:</p> <ul style="list-style-type: none"> • High climbing structures both fixed and mobile ones that can be set up with the help of children. The mobile climbing can be set up at different heights to create a level of challenge. • Many specific manipulative/ fine motor skill resources e.g. scissor block, messy play, and <i>core fine motor activities e.g. dough, threading, tools</i> <p>The nursery also has a selection of specific resources to support different physical needs. Examples include:</p> <ul style="list-style-type: none"> • Chunky pencils/chalk (to suit developing grips) • Lego, duplo and large lego construction (developing fine motor skills) • Chunky threading buttons (developing fine motor skills and eye/hand coordination) • Light and sound toys (visual/aural discrimination) • Swings to support sensory development indoors and outdoors. • Indoor sensory integration room to develop proprioception and vestibular senses. • Use of the wood work bench (real tools) <p>Health and self-care:</p> <ul style="list-style-type: none"> - staff encourage children to pull up/down clothes when using the toilet or changing. - Staff should encourage children to put own coats on/off - Provide healthy snacks 	
<p>Group time opportunities</p> <ul style="list-style-type: none"> • Reading stories where children are encouraged to move and participate • Movement sessions • Singing rhymes that encourage big movement and small movement 	

Appendix 3: Curriculum area	Communication and language: speaking and listening
<p>Background: communication and language- conversation is at the very heart of the curriculum oral language development is particularly important for interactions, social relationships and friendships and building a sense of belonging. We aim to develop children’s language skills by directly interacting with them and indirectly by creating an environment which is rich in learning stimuli.</p> <p>Background: speaking and listening-It is important to give children the choice of whether to speak or not to speak. While encouraging them to communicate verbally we must also give value to other forms of non-verbal communication such as body language, symbols or sign language, e.g. Signalong. This will empower those who are not ready to, or cannot speak yet. It is also important to give time for children to respond, as they may need a considerable pause in which to formulate their ideas of the words with which to respond.</p> <p>Adults have a vital role to play as models for speaking and listening</p> <ul style="list-style-type: none"> • “Attending”, whereby the adult gives commentary on the actions, is a useful tool for encouraging speech. • Grammatical errors should not be openly corrected but repeated in an alternative form by the adult model. • Adults listen to children and ask questions appropriate to the situation and individual, open-ended questions give children the scope to think and respond based on their own ideas whereas closed questions allow for yes/no responses. • Sign –a- long is the preferred signing system for Newham schools. It is used along with the spoken word. Staff have access to relevant training. • Language is portrayed as fun through the use of rhymes, repeating sounds and visual resources as well as through language games. 	
<p>Continuous provision opportunities: We ensure that children have access to communication and language at all times by providing:</p> <ul style="list-style-type: none"> • Staff modelling • Language rich environment rich (<i>See appendix 4.</i>) • Ensuring the language a child brings from home is valued by encouraging children to use home language in nursery where possible, parent can are a very good resource and can be used to support the children. Staff can further support this by learning words/phrases/songs in children’s home languages to share with all children. 	
<p>Group time opportunities</p> <ul style="list-style-type: none"> • sharing experience during group time e.g. what we did at the weekend • talking about what we have done during the session • taking turns to share our likes and dislikes • making up our own stories using props • singing songs and rhymes 	
<p>Target opportunities</p> <ul style="list-style-type: none"> • Opportunities to practice turn taking in conversations and games are provided • Recording equipment can be used to support language development and confidence. • Communication can be augmented by the use of a Big Mack Communicator, photo cards or Board maker, objects of reference, TAP PAC, music interaction and developmental movement 	

sessions

- Support groups are available for children identified with additional needs.
- Specialist interventions for small group work and 1:1 e.g. music interaction, Box Clever, Bright Sparks and Forest School.
- The time, resources and support necessary for children with English as an Additional Language (EAL) or SEND to ensure they have equality of access and opportunities. For example Elmer is used as one of our home loans

Background: Reading consists of two dimensions word reading and comprehension (both listening and attention). It is important to develop both aspects. Good language comprehension, necessary for both reading and writing, draws from linguistic knowledge and knowledge of the world. By listening and talking about stories, rhymes, poems, and non-fiction books children develop the knowledge of themselves and the world in which they live.

Writing involves articulating ideas and structuring them in speech and writing.

Continuous provision opportunities for reading

- The nursery displays, resources and books provide many examples of illustrations and print from a variety of cultures and in a variety of languages including labels, leaflets, or other forms of environmental print.
- Children have opportunities to recognize their names through name card, on their coat pegs etc. including their second name where appropriate, drawing and attention to the initial sounds of their names.
- Children must have daily opportunities to look at books, listen to and join in with stories, books in groups and independently, verbally or recorded.
- Core books have been selected to support familiarity through high quality cross curricular stories. The books are shared across the nursery at the same time and are embedded in the provision. Copies of core books can be found in each book box. Story packs, including props are available to extend these experiences and parents are informed of these choices.
- There is a book box in every room containing a variety of fact, fiction and poetry books for children to access independently
- Books are available in the garden
- All children have the opportunity to take home a book each week from the home library to share with their family members who are supported through an information sheet.

Continuous provision opportunities for writing:

Children have access

- to activities that require fine motor control and eye-hand coordination such as sewing, threading, throwing, catching, manipulating tactile materials etc.
- Opportunities for mark making such as painting, printing, drawing, writing, marking tactile materials, including large and small scale work both indoors and outdoors. There is a graphics area in each room as well as sufficient examples of writing-handwriting, print. Children should be encouraged to write their names on their work as appropriate.
- Opportunities provided must suit the children's development levels, taking into account the physical needs of each child e.g. appropriate seating and surfaces to work on to allow maximum comfort (chair, floor, standing, easel, flat surface, vertical surface, sloping boards and clipboards). Appropriate tools and equipment are provided (different sided pencils, pens, and paint brushes) to help develop grasps.
- Children's attempts to mark making and emergent writing should be praised and valued.
- Children require opportunities to explore mark making, line and mid-line, emergent

writing (giving meaning to marks), letter formation, writing their own names.

- When learning to write all children require a consistent approach with a focus on lower case letter formation (upper case for initial letter in names)

Group time opportunities

- Children handle books and develop skills associated with reading: turning pages, front to back, using pictures for clues, providing narrative, identifying features with text.
- Adults read stories and encourage child participation
- Adults initiate singing rhymes and songs

Targeted opportunities

- There are big books, stories with props, board books, noisy books and tactile books (to support a sensory approach: feel, touch, smell), which may need to be used under adult supervision.

Appendix 5: Curriculum area	Mathematics
<p>Background:</p> <p>Mathematics is in all areas of learning throughout the nursery both inside and outside. Mathematical experiences are available through hands on experiences to develop maths through play because it is vital for children to explore and handle maths related equipment. By the time they finish at nursery most children should be able to; use some numbers names spontaneously, recite numbers 1-10 in order, represent numbers identify how many objects are in a set, begin to match numeral to quantity, compare 2 groups of objects, show an interest in number problems, show an interest in representing numbers, recognize numbers 1-5.</p> <p>Mathematically, the areas of shape and space are about developing visualising skills and understanding relationships, such as the effects of movement and combining shapes together, rather than just knowing vocabulary. Spatial skills are important for understanding other areas of maths and children need structured experiences to ensure they develop these. It is important to focus is on actively exploring spatial relations and the properties of shapes, in order to develop mathematical thinking. This section is concerned with developing the two aspects of spatial awareness and shape awareness, with some progression identified within each. By the time they finish at nursery most children should be able to: use mathematical names for flat 2D shapes and some solid 3D shapes, use positional language e.g. up, over, behind, besides, talk about shapes of everyday objects, play with shapes and make arrangements with objects, including patterns, begin to order 2 or 3 items by length or height.</p>	
<p>Continuous provision opportunities:</p> <p>Staff can help develop spatial awareness skills by providing opportunities for children</p> <ul style="list-style-type: none"> • To fit things together and take them apart • By rearranging and reshaping objects and retaining features through the transformation • Using inset boards, jigsaw puzzles and construction kit • Block play and shapes • Playing with sand and water, where children can fill, empty, shift, enclose and post on which to base conceptual thinking and introduce maths language. • Observational skills are very essential and children can be taught how to 'look'. By developing close attention to detail children become aware of the differences and similarities. • Staff teach classification sills through providing opportunities for children to sort and match. This can help children to understand the concept of 'same' and 'different'. Staff encourage consolidation of this skill by providing opportunities for children to group categories independently. • Staff teach seriating skills (ordering) by providing opportunities for children to order items in a logical order e.g. by height, weight and age. Children need to make comparisons when the play with materials. In addition they will need to match one ordered set of objects to another; therefore staff have to make these opportunities available. • Number skills are developed through the enjoyment of action rhymes and songs, by counting objects (chanting), by providing opportunities for 1:1 correspondence and y comparing amounts. Children should be encouraged to create symbols and marks to represent number. • Children are provided with opportunities to add and subtract items from a group. 	
<p>Group time opportunities</p> <ul style="list-style-type: none"> • Playing counting games e.g. guess the shape/number, find the shape/number etc. • Singing number and shape songs 	

Appendix 6: Curriculum area	Understanding the World
<p>Background: Understanding the world provides opportunities for children to become independent thinkers. It is very important for children to explore their immediate environment, make connections and extend their knowledge and understanding of the wider world. It involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p> <p>The nursery ensures that children have access to a wide range of curriculum related resources to build on what they already know, can do and have experienced. We want an environment that inspires children to show curiosity, awe and wonder, enables them to explore using all their senses and provides opportunities to work alone, alongside and with others.</p> <p>The nursery ensures that children have adults who are sensitive to individual needs allowing independent exploration, observing and responding to them when they would benefit from support, providing time, space, skills and resources to complete projects successfully.</p>	
<p>Continuous provision opportunities:</p> <ul style="list-style-type: none"> • mud kitchen • home corner • family fun days • visits to the local community • wet weather wardrobe • pets • exploration area • forest school • swimming • ICT- torches, talking buttons • dough making • growing area etc. • celebration festivals such as Diwali, Chinese New Year, Christmas, Easter, Black History Month • visits to places of worship such as the Temple and church • visit the farm • use of real tools • forest school 	
<p>Group time opportunities</p> <ul style="list-style-type: none"> • reading stories • Opportunities to talk about different occupations and celebrations • Talking about the weather 	

Appendix 7: Curriculum area	Expressive Arts and Design
<p>Background: Culture, society and time are reflected in creative activities and it enables children to begin to understand the world in which they live and can help them feel part of a community. Creativity can be found in all areas of learning and included art, music, dance, imaginative play, role play, drama and stories. Children need to have easy access to a wide range of creative media and materials throughout the nursery in order to carry out independent projects or choosing to work with others for example music and dance opportunities, free flow play, work bench, painting area, small world, role play, graphics area, relevant singing books, staff training and for some children access to specialist music and dance teachers. We ensure that children are encouraged to think and work creatively in a supportive environment through adult interactions which promote quality explorations and learning at individually appropriate level, teaching skills and techniques where relevant. We want children to be eager to explore using all their senses and responding and communicating with imagination. We ensure that adults are sensitive to the children’s needs, allowing independent exploration, observing and responding to them when they would benefit most.</p>	
<p>Continuous provision opportunities:</p> <ul style="list-style-type: none"> • Painting • home corner/role play • dough making • puppets • cutting and sticking • mud kitchen • sand and water play • building blocks • junk modelling • small world play 	
<p>Group time opportunities</p> <ul style="list-style-type: none"> • use of musical instruments as a group • singing rhymes and dancing • making imaginative stories using props • sensory stories • listening to stories 	