



St Monica's Nursery and Forest School Curriculum

Our Aim....

We aim to provide a safe, supportive and enabling environment for children to play, learn and develop to their full potential. Working in partnership with parents to provide an all-around holistic support system for our children. Enabling them to build the knowledge and skills they need, be resilient enough to fulfill their dreams, and live as confident, booming, and caring individuals.

Our Motto: If you believe it, you can achieve it!

Our 3 core values of Dream, Believe and Achieve drive our creative curriculum and underpin all we do.

Dream: Our children dare to dream, knowing no boundaries. Through the individual experiences our curriculum offers, our children's ambitions and aspirations are unlocked. These experiences allow them as individuals to develop their passions and interests and become invested in their learning, leading to a sense of drive and motivation which allows them to reach their potential and achieve their dreams.

Believe: Our children learn to believe in themselves and be proud of their local community. They understand the importance of their actions and their role in the diverse wider world. Through a strong self-belief leading to positive physical and mental well-being, our children are equipped to take risks and overcome any challenges they may face. Children will leave St Monica's Nursery as compassionate individuals who believe everyone should be valued and respected, preparing them for life in modern Britain.

Achieve: Through our personalised and tailored curriculum, children at St Monica's Nursery are taught to be responsible and resilient, to embrace challenges, and to feel their successes. Memorable learning experiences allow our children to retain knowledge, apply skills and develop links in their understanding. Children leave St Monica's Nursery as confident and independent little learners.

Curriculum Vision....

Providing our children with a hands-on, inspiring and engaging curriculum is vital as it creates memorable learning. All children should enjoy learning and be passionate about what they are doing. When learning, children will be fully immersed in what they are doing, caring, empathising, questioning, problem-solving, generating enterprise, being hands-on, and being inspired. Great value is placed in the broader curriculum; every subject is wrapped up in our three core values and beliefs. Our curriculum will allow children to feel a purpose for their actions. We will ensure that our curriculum remains current and relevant to reflect their interests and the ever-changing world. Through the delivery of an immersive curriculum, children can draw upon their wide range of prior knowledge to create a deeper understanding of their learning.

To make our nursery unique, we have amalgamated various approaches to suit our children's needs while allowing our staff to be creative and have autonomy.

Pedagogy - Our pedagogy allows children to experience various adult-directed activities, invitations to new experiences and learning while incorporating the children's current interests. This will enable children to experience and explore activities that stretch and challenge them. Our staff also uses 'planning in the moment', which allows children to take the lead in their learning journey, choosing what they want to learn and explore and how they want to do it. Staff are highly skilled at observing, stretching and challenging our children to enable them to develop to their full potential.

Environment - Our nursery is set up to allow children free access to a wide range of resources to explore and learn independently. We have been heavily influenced by the Reggio Emilia approach, providing a holistic approach to teaching and learning while using realistic and authentic resources where possible. We have also incorporated loose parts to promote creativity and imagination during play.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All about me	Families and celebrations	The world	Amazing animals	Growing/changing	People who help us
Celebrations	Harvest Festival Bonfire Night Birthdays	Remembrance Sunday Diwali Christmas-Nativity Birthdays	Chinese new year Pancake day Big Garden Birdwatch World Book Day Birthdays	Mothers Day Easter Birthdays	St Georges day Birthdays	Fathers day Sports day Birthdays Transition

Terrific texts	We will focus on these quality texts during our adult-directed activities each half-term. We will read them frequently, enabling the children to; know the story well, sequence it, talk about the characters, setting ect.					
	Colour Monster Happy to be me Brown Bear, Brown Bear Dear Zoo	The First Christmas Owl Babies Hats of Faith Baby goes to Market We're going on a bear hunt.	Handas Surprise On the farm Polar Bear Polar Bear What ever Next	Space Tortoise The very busy spider Panda Bear Panda Bear	The very Hungry Caterpillar Jasper's Beanstalk The growing story Titch	Emergency Police Fire Fighters Dig Dig Digging
Makaton Rhymes	Three/Five Little Ducks Three/Five Little Speckled Frogs Five little pumpkins If your happy and you know it What I am (singing hands)	Nativity songs Five currant buns Incy wincy spider	One, two three, four, five once I caught a fish alive Baa, baa black sheep 5 Little spacemen Why do Elephants ahve wrinkles	Dingle dangle scarecrow There's a worm at the bottom of the garden Old McDonald had	I can sing a rainbow Hey diddle diddle The wheels on the MMM MMm Frog	Down in the Jungle Five little monkeys Row, row your boat Miss Polly had a dolly
Trips and Visits	Parents Dentist Forest School	Parents Fire people Local walks (post box) Forest School	Parents Local walks (Dingle)	Parents Police/ dentist Trip to the local shop	Parents Petit Pois French Care Home Trip to the hairdressers	Parents Pocket Rockets Stockley Farm Trip

Characteristics of Effective Teaching & Learning - to be embedded through all areas of learning, creating powerful learners and thinkers.

Playing & Exploring -

- * Realise that their actions have an effect on the world, so they want to keep repeating them.
- * Plan and think ahead about how they will explore or play with objects.
- * Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next."
- * Make independent choices.
- * Do things independently that they have been previously taught.

- * Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- * Respond to new experiences that you bring to their attention.

Active Learning -

- * Participate in routines, such as going to their cot or mat when they want to sleep.
- * Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.
- * Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table.
- * Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.
- * Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.
- * Keep on trying when things are difficult.

Thinking and Creating Critically -

- * Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.
- * Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.
- * Review their progress as they try to achieve a goal.
- * Check how well they are doing.
- * Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.
- * Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- * Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Areas of learning - Children's learning and development shapes the activities and experiences that our nursery offers our children. The EYFS states that the educational programme offered must involve activities and experiences that cover 7 significant and interconnected areas of learning and development.

Prime Areas - Communication and Language, Physical development and Personal, Social and Emotional development.

Specific Areas - Literacy, Maths, Understanding of the world and Expressive Art and Design.

Structure of our Curriculum - : This framework has been designed with the individual child in mind. We place a high value on children developing at their own pace and have decided not to set specific termly outcomes for that reason. We have devised a range of outcomes for each area of learning that we expect all our children to achieve by the time they leave us ready to start Reception. However, we have split C&L into 3 termly targets to closely monitor this prime area, with the idea in mind that any barriers can be identified early so that intervention can take place. All activities are planned loosely through our topics and themes while incorporating the children's current interests.

To support the other prime areas of the curriculum we use high quality teaching packages to support our teaching and learning. For

math we follow 'Master the Curriculum' which sets out a clear progression of the skills needed to allow the children to grasp the basic concepts of math. For PSED we follow 'MY HAPPY MIND' which supports their sense of self, building relationships and self regulation.

Communication and Language - : The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, nonfiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from the adults, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

<p>Skills I will gain throughout the year</p>	<p><u>Autumn Term</u> Listening, Attention and Understanding * I can pay attention to one thing at a time * I can listen 1:1 to develop independence within my daily routine *I enjoy listening to stories and begin to remember much of what happens * I listen to short stories with illustrations / props / sounds * I can recall key events / name key characters * I am beginning to join in with text retelling the story - repeated refrains/ some actions * I can follow an instruction with one part * I understand simple questions about 'who', 'what' and 'where' * I am know about my friends, new learning space, daily routine, learning choices * I can recount events: own experiences and stories * I am beginning to understand some 'why' questions related to my own experiences Speaking</p>	<p><u>Spring Term</u> Listening, Attention and Understanding * I enjoy listening to stories & remember much of what happens *I can participate in small story group times * Through questioning I can recall key story events * I can join in with simple text retelling using actions / words * I am beginning to shift attention from one thing to another when needed and given a prompt * I am beginning to understand and follow a two-part instruction * I can understand some 'why' questions, within child-initiated learning, song / story time * I am beginning to show an understanding of some prepositions * I can follow some simple instructions - up / down * I am beginning to use language of prepositions - on / in *I am beginning to listen to others in a small group with support</p>	<p><u>Summer Term</u> Listening, Attention and Understanding * I enjoy listening to longer stories (with increased attention) and I can remember much of what happens * I can answer a range of questions (who, what, where and why) with relevant comments. * I can shift attention from one thing to another with prompt * I can understand and follow a two-part instruction across the daily routine with confidence and independence * I can understand and respond confidently to simple 'why' question within a range of contexts across the daily routine * I can show an understanding of prepositions within instructions - behind / in front of * I can use language of prepositions - up / down / next to * I can listen to others in a small group, turn take when using props e.g. talking when holding the teddy bear Speaking * I can use a wider range of vocabulary in a range of contexts, linked to: daily routine and themes * I can sing a large repertoire of songs, as part of a group / independently</p>
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	<ul style="list-style-type: none"> * I am beginning to use a wider range of vocabulary Linked to: daily routine, themes *I can learn new rhyme, to develop a repertoire of songs * I can join in with actions / props * I can fill in some missing words * I am beginning to talk about familiar books one-to-one * I can comment on an illustration , favourite characters / parts *I am beginning to use different tenses * I am beginning to use sentences of 3 to 4 words * I can start a conversation with an adult/ friend * I am beginning to use talk to organise selves/ play 	<p>Speaking</p> <ul style="list-style-type: none"> *I can use a wider range of vocabulary * I am developing my repertoire of songs * I can sing a range of rhymes/songs as part of a group * I can talk about a familiar book and begin to tell a simple story, Using illustrations / props, name main characters, sequence main events * I can use vocab; future and past tense (not always correctly) * I can use longer sentence of 4 to 5 words, begin to join sentences with 'and', start a conversation with an adult/ friend and begin to continue it with many turns * I can use my talk to organise myself/ play * I am beginning to retell a simple past event in correct order * I am beginning to express a point of view:likes/dislikes 	<ul style="list-style-type: none"> * I can talk about a familiar book and tell a longer story * I can talk about characters / main events / likes / dislikes * I am beginning to use a wider range of tenses (some correct) * I can use longer sentences of 5/ 6 words join sentences with 'and' / 'like' / 'because' * I can start a conversation and continue it, turn taking, being a good listener * I can use talk to: Retell past events in correct order, organise self * I can express a view point - likes/ dislikes
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Personal, Social & Emotional Development - Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

<p>Skills I will gain throughout the year</p>	<p>Sense of Self</p> <ul style="list-style-type: none"> * I am developing a sense of belonging through being involved in: key person group time, a range of daily activities, indoors and outdoors 	<p>Managing Relationships</p> <ul style="list-style-type: none"> * I am becoming more outgoing with unfamiliar people, in the safe context of the setting * I am developing appropriate ways 	<p>Self-Regulation</p> <ul style="list-style-type: none"> * I can talk about my feelings using vocabulary, happy, sad, angry, or worried * I understand the physical effects of my feelings on my body.
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	<ul style="list-style-type: none"> * I can show confidence and develop self-esteem through being outgoing towards familiar people and some new situations * I can take risks & try new things * I am developing confidence within different social situations. * I am able to express my own needs & asks adults for help * I can make healthy choices about food, drinks, activities & tooth brushing * I know some of the things that make me unique, and I can talk about some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> of being assertive * I can talk with others and help to solve conflicts * I am able to recognise the impact of my own choices and behaviours/actions on others and I knows that some actions and words can hurt others' feelings * I show interest in the lives of people who are familiar to me * I understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions * I can engage in Hand Massage activities * I am becoming increasingly independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing & drying hands 	<ul style="list-style-type: none"> * I understand how others may feel in some situations * I am developing a level of self control when excited or angry * With support I can remove myself from situations I find difficult. * I can take turns with others, understanding yours and mine * With support/ guidance I can use techniques such as breathing exercised when distressed.
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Physical Development - Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Skills I will gain throughout the year</p>	<p>Gymnastics and Dance</p> <ul style="list-style-type: none"> * I am able to use & remember simple sequences of movements which are related to music & rhythm * I can use large muscle movements to wave flags & streamers etc * I can run with spatial awareness & 	<p>Gross Motor and Fine Motor</p> <ul style="list-style-type: none"> * I can balance on one foot or in a squat momentarily, shifting body weight to improve stability * I can walks down steps or slopes, using alternate feet, maintaining balance & stability 	<p>Health and Self Care</p> <ul style="list-style-type: none"> * I am increasingly independent getting dressed & undressed * I can take care of the majority of my own care needs within daily routine * I am developing an awareness of risk * I can observe & describe in words or actions
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	negotiate space successfully, adjusting speed or direction to avoid obstacles * I am developing movement, balancing, riding (scooters, trikes & bikes) skills	* I can grasp & release with two hands to throw & catch a large ball, beanbag or object	the effects of physical activity on their bodies
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Literacy - It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Skills I will gain throughout the year	<p>Composition- See Communication & Language</p> <ul style="list-style-type: none"> * I can ascribe meaning to signs, symbols and words that I see in different places, including those I make themselves * I can distinguish between different marks made. * I can break my flow of speech into words, developing: oral rehearsal, memory, holding a word/ caption/ short sentence and then dictate to an adult what to write, write using marks/ symbols and known letters * I can give meaning to marks, label using a range of vocabulary, compose sentences using 6+ words and begin to use connectives *I can engage in a range of purposeful mark making/ early writing, beginning to understand audience, purpose and form e.g. shopping list/ telephone message/ label for model to be displayed * I can write my own name, from memory, with majority of letters correctly formed 	<p>Fine Motor</p> <ul style="list-style-type: none"> * I am developing fine motor / in hand manipulation (Manipulate a range of tools and equipment/one handed tools including paintbrushes, scissors, toothbrush, scarves/ ribbons) * I can engage in a variety of large multi-sensory mark making activities: drawing lines/ circles, name writing * I am developing correct pencil grip * I can draw lines and circles using smaller movements on paper * I can write name my name with some recognisable letters, majority correctly formed on paper * I am beginning to form additional recognisable letters linked to interest/ focus text. For example: friend/ family / main character names * I can hear the initial phoneme in my own name and I am beginning to hear some others * I am beginning to make letter type 	<p>Concepts about Print</p> <ul style="list-style-type: none"> * I know that print carries meaning * I can distinguish between picture / illustration and print / writing * I understand directionality of print * I know where to start writing: top to bottom, left to right * I can imitate adults' writing by making continuous lines and shapes and symbols from left to right and top to bottom * I use some print and letter knowledge in mark marking / early writing and ascribe meaning 	<p>Phonics</p> <ul style="list-style-type: none"> * I participate in foundational phonics activities * I can hear initial phoneme in own name and begin to hear some others *I am developing confidence and knowledge within phase 1 phonics * I am beginning to apply early phonic knowledge to write some initial phonemes in words when writing
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		shapes to represent the initial sound of other familiar words		
<p>Maths Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. To support our pedagogy we follow Master the Curriculum which is a tailored program with targeted learning activities and set outcomes.</p>				
<p>Skills I will gain throughout the year</p>	<p>Counting</p> <ul style="list-style-type: none"> * I can count verbally up to 20 * I can count up to 10 items, recognising that the last number said represents the total counted so far * I can use some number names and number language within my play, and show fascination with large numbers * Through play and exploration, I am beginning to learn that numbers are made up (composed) of smaller numbers * I am beginning to recognise that each counting number is one more than the one before <p>Representing Number</p> <ul style="list-style-type: none"> * I am beginning to recognise numerals 0 to 10 * I can subitise one, two and three objects (without counting) * I can link numerals with amounts up to 5 and maybe beyond * I can ascribe mathematical meaning to own marks 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> * I can respond to and uses language of position and direction * I can predict, move and rotate objects to fit the space or create the shape they would like <p>Shape</p> <ul style="list-style-type: none"> * I can choose items based on their shape which are appropriate for a purpose * I know 2D shapes names * I know some 3D shape names * I can have an awareness of shape similarities and differences between objects * I can use words such as round/ straight/ flat to describe shape characteristics. * I enjoy partitioning and combining shapes to make new shapes with 2D and 3D shapes * I can attempt to create arches and enclosures when building, using trial and improvement to select blocks <p>Patterns</p> <ul style="list-style-type: none"> * I can create my own spatial 		<p>Compare / Problem solving</p> <ul style="list-style-type: none"> * I can compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. * I am beginning to use understanding of number to solve practical problems in my play and meaningful activities * I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same <p>Measures</p> <ul style="list-style-type: none"> * In meaningful contexts, I can find the longer or shorter, heavier or lighter and more/less full of two items * I can recall a sequence of events in everyday life and stories * I can use time vocabulary for day/ night/ today/ tomorrow/ before/after that to describe when an event is happening * I can talk about and sequence the events within a school day

		<p>patterns showing some organisation or regularity</p> <ul style="list-style-type: none"> * I can explore and add to simple patterns of two or three repeating items, e.g., stick, leaf or stick, leaf, stone * I can join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	
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Understanding the world - Within these areas of learning children will also explore topics such as history, science and geography. Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

<p>Skills I will gain throughout the year</p>	<p>Past and Present</p> <ul style="list-style-type: none"> * I can retell past events in correct order * I can use talk to connect my ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences * I can remember & talk about significant dates or events for my family & friends * I am beginning to make sense of my own life story & family's history * I can comment and ask questions about aspects of the familiar world such as the place where I live or the natural world 	<p>People Cultures and Communities</p> <ul style="list-style-type: none"> * I am beginning to make sense of my own life story & family history * I know some of the things that make me unique, & I can talk about some of the similarities & differences in relations to friends & family * I show an interest in the lives of people who are familiar to them * I enjoy joining in with family customs & routines * I can talk about what they have experienced or seen in photos 	<p>The Natural World</p> <ul style="list-style-type: none"> * I can talk about some of the things I have observed in different places * I can comments & asks questions about aspects of my familiar world such as the place where I live or the natural world * I can make imaginative 'small worlds' with blocks & construction kits, such as a city with different buildings & a park * I know that there are different countries in the world & talk about the differences they have experienced or seen in photos * I observe and identify features in the place where I live and the natural world. * I can find out about my environment and talk about features I like and dislike. * I can identify seasonal patterns - focusing on
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			plants and animals. * I can explore different habitats outdoors and talk about observations e.g. scent, colour & shape of flowers attracting bees * I can observe growth & decay over time * I understand the key features of the life cycle of a butterfly * I understand the key features of the life cycle of some animals * I have an extended vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds * I can use all my senses in hands-on exploration
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Expressive Art and Design -The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Skills I will gain throughout the year	Creating with Materials * I am beginning to use a variety of drawing tools * I can draw with increasing complexity & detail, such as representing a face with a circle & including details * I can show different emotions in drawings * I can explore colour and colour mixing * I explore different materials freely, in order to develop ideas about how to use them & what to make * I can join different materials & explore different textures * I can use variety of construction materials * I can practise artist's techniques ie) Van Gogh * I can discuss likes & dislikes about artwork	Being Imaginative and Expressive * I can remember and sing familiar songs eg pop songs and rhymes. * I can sing songs while exploring different pitch * I can respond to what I have heard, expressing my thoughts and feelings. * I can explore & learn how sounds & movements can be changed e.g. louder, quieter * I notice what other children & adults do and then mirror what is observed, adding variations & doing it spontaneously * I engage in domestic role play - re-enacting every day events / celebrations Participate in role play linked to focus texts / themes * I can tap out simple repeated rhythms * I can create sounds to accompany stories * I can play instruments with increasing control to express their feelings & ideas * I am developing an understanding of how to create & use sounds intentionally * I can create my own songs, or improvise a song around one they know
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<p>Parent Partnership</p>	<p>How we work with our families/ parents and carers:</p> <ul style="list-style-type: none"> *ParentCarer partnership meetings (termly) *Parents reading children's favourite stories from home (from all about me meeting) * Family communication * Parents/carers helping with baking * Rupert the bear going home * Parent Notice Board * Helping on trips * Newsletter * Questionnaires * feedback forms 				
<p>Cultural Capital</p>	<p>When children start in an early years setting, they already have a variety of different experiences in learning and play. Cultural capital in EYFS is about building on these early experiences. It gives children other opportunities to be curious, explore, try new things, and experience awe and wonder. At St Monica's Nursery we get to know our children really well before they start with us through our parent parent partnership meetings and all about me questionnaires. This enables our staff to tailor learning experiences to the individual children in our care.</p> <table border="1" data-bbox="373 930 1900 1424"> <tr> <td data-bbox="373 930 871 1424"> <p>Autumn Caring for nursery pets (Tortoise/fish) Visit from Fire service, Bonfire night safety Trip to St Monica's Church for Christmas service Forest School Local walk - Dingle Library visit Links with Brampton Lodge care home - Christmas card exchange/ Carol concert. Walking to postbox to letters</p> </td> <td data-bbox="871 930 1316 1424"> <p>Spring Caring for nursery pets (snails/fish) Forest School Shopping trips to local shops for snack Dentist coming out to talk about oral health Library visit Easter visit to St Monica's Church Local walk to the Dingle - Looking at seasonal changes and new life Petit pois French sessions</p> </td> <td data-bbox="1316 930 1900 1424"> <p>Summer Caring for nursery pets (snails/fish) Forest School Shopping trips to local shops for snacks. Library visit Transition to Reception for older children. Family beach trip - Staff meet our families for a day of fun at the beach, exploring a new environment and playing games. Police visit - road safety Cinema/bowling trip following 'Nursery Movie Nights' Multi sports with Active future</p> </td> </tr> </table>		<p>Autumn Caring for nursery pets (Tortoise/fish) Visit from Fire service, Bonfire night safety Trip to St Monica's Church for Christmas service Forest School Local walk - Dingle Library visit Links with Brampton Lodge care home - Christmas card exchange/ Carol concert. Walking to postbox to letters</p>	<p>Spring Caring for nursery pets (snails/fish) Forest School Shopping trips to local shops for snack Dentist coming out to talk about oral health Library visit Easter visit to St Monica's Church Local walk to the Dingle - Looking at seasonal changes and new life Petit pois French sessions</p>	<p>Summer Caring for nursery pets (snails/fish) Forest School Shopping trips to local shops for snacks. Library visit Transition to Reception for older children. Family beach trip - Staff meet our families for a day of fun at the beach, exploring a new environment and playing games. Police visit - road safety Cinema/bowling trip following 'Nursery Movie Nights' Multi sports with Active future</p>
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	Autumn walk around the Dingle Phonics with Robot Reg		
British Values	<p>Rule of Law - Nursery boundaries and routines including carpet rules. Set with the children's input at the start of the year</p> <p>Individual Liberty - We can choose what we want to do during independent learning time. Promoted with the children during snack and learning times</p> <p>Tolerance of those that are different - We accept everyone no matter what they look like or believe in, embedded through discussions about similarities and differences, social stories and exploring people and communities..</p> <p>Mutual Respect - We work together as a team, valuing that everyone has the right to an opinion or idea even if it differs from our own. Not talking over a friend and listening to what they have to say.</p>		