

General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.



Organisation

Curriculum and assessment policy

(To be used in conjunction with Spiritual, Moral, Social and Cultural Development Policy, Incorporating Personal, Social & Emotional Development)

Policy Statement

Hollyfield Preschool Nursery provides a welcoming, stimulating and secure environment where children and families from all backgrounds and cultures are valued. We respect children's rights, listening to children and putting their needs at the heart of our work. Our inclusive nursery community works together to promote equality, encouraging and supporting each child to develop their potential and sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners. We are committed to safeguarding and promoting the well-being of all children and expect our practitioners and volunteers to share this commitment.

"In early years settings, the starting point must be the needs and characteristics of the child; the educator must assess these through observation and by collaborating with parents. The wide range of development stages and needs of very young children puts a great responsibility on educators to provide a curriculum which can consider the similarities and differences within any group of under-fives and provide continuity with what went before and progression to what will follow." (Rumbold Report, 1990)

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1. Child development 1.2 Inclusive	2.1 Respecting each other 2.2 Parents as	3.1 Observation, assessment and planning	4.1 Play and exploration 4.2 Active learning

practice 1.3 Keeping safe 1.4 Health and well-being	partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3 The learning environment 3.4 The wider context	4.3 Creativity and critical thinking 4.4 Areas of learning and development
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Our Nursery Values 'SPARKLE'

S – We provide **Security** which enables **Self-belief**. This in turn makes each child feel **Special** which gives **Strength** of character.

P – **Practitioners** teach with **Passion** and support children in being **Playful, Persistent** and **Proud** learners

A – We help children to successfully **Adapt** to new environments and routines. This means children feel secure to **Actively Achieve** their goals.

R – Practitioners strive to have positive and open **Relationships** with all families who come to nursery. We support our children to be **Responsible** and **Resilient** learners

K – Our children are **Keen** learners who show **Kindness** to all around them with support from our positive behaviour systems. Children are **Knowledgeable** about their rights and help each other to stay safe as well as express their feelings.

L – Our **Leadership** is robust and fosters a **Loving** environment both for practitioners and children to have a **Love** for **Learning**

E – We ensure **Equality** which supports **Empowerment** in taking steps in our own learning. Children and staff are **Enthusiastic** and **Eager** to keep learning.

The UN Convention on the Rights of the child

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

UNIVERSAL – Rights are for all children all over the world

INHERENT – All children are born with these rights

INALIENABLE – Rights cannot be taken away

UNCONDITIONAL – Rights do not have to be earned

INDIVISIBLE – All rights are equally important

Article 3: Best interests of the child

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Respect for the views of the child

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13: Freedom of expression

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14: Freedom of thought, belief and religion

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 19: Protection from violence, abuse and neglect

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23: Children with a disability

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28: Right to education

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in nursery's must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29: Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30: Culture

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31: Leisure, play and culture

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Introduction

Teaching should not be taken to imply a 'top down' way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, and providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structures and routines of the day that establish expectations. Teaching & Play in the early years – A balancing act (Ofsted 2015)

We believe that children learn best by actively pursuing their interests and ideas through exploratory play, supported by practitioners who extend their learning, facilitating the child's process of creating and developing theories about the world. Children learn by exploring, investigating, discovering, creating, practicing, repeating, revising and consolidating their developing knowledge, skills and understanding through playful learning. They develop confidence, a sense of agency and a 'can do' approach by having time and opportunities to choose their play and learning. We believe in lifelong learning and that both practitioners and children are learning every day. All practitioners reflect on their strengths and weaknesses and plan their professional development needs accordingly.

A curriculum for the future

At Hollyfield Preschool Nursery, we recognise the challenges and opportunities our diverse range of children might face and experience as they grow to be responsible adults within their communities. We believe it to be our mission to equip all children with the academic and character skills they need to excel in a world that is constantly changing. It is therefore imperative that we offer children a curriculum, which is rich in knowledge, understanding (including vocabulary) and transferable skills to be the best they can be. We believe that to be effective, the curriculum must be purposeful, engaging, active and connected.

The curriculum must:

- Have a starting point, which builds upon what children already know, understand or are able to do.
- Enable children to know more than they did before, giving them opportunities to make connections.
- Enable our children to use their growing knowledge and skills to 'SPARKLE': (see above)
- Inspire and motivate children to take an active part in their learning.
- Enable all children to achieve, taking every possible step to overcome barriers to learning.

Our curriculum is carefully designed to ensure that learning is sequential and progressive. Key persons ensure that activities within the room are engaging, exciting and interesting, building upon children's previous knowledge. These activities are delivered using a variety of approaches and resources, reflecting the needs of our children and the nature of the activity.

Where appropriate, learning will be supported by experiences available in the local area. This enables children to know more and remember more, whilst making connections to previous learning and enabling them to make future connections when they develop new knowledge.

We follow the Early Years Foundation Stage Curriculum with our children and develop their knowledge, skills and understanding through a combination of both play-based learning and more focused led sessions. Children learn to share, work independently and play with others.

At Hollyfield Preschool Nursery, we are keen to embrace diversity, celebrate differences and promote respect for all. Our curriculum includes themed days to celebrate different cultures and religious celebration days such as Eid, Diwali and Christmas to reflect the context of the nursery and our local community. In addition to this, we celebrate World Book day, World Science week and Healthy Lifestyles Week.

Through our teaching, learning and behavioural expectations, we give children the knowledge and understanding of how discriminative and prejudiced behaviour is dealt with, including the prevention of bullying. At Hollyfield Preschool Nursery, we celebrate anti bullying week, stand up to bullying day and Black history month.

We aim to provide our children with the cultural capital they need to succeed in life. This capital is introduced through visits e.g. to local libraries, Ash End Farm, visit to a Chinese supermarket and much more. Special events such as, sports day and visits from people who help us, singing and dancing sessions and visits to the theatre to further enhance our curriculum.

Monitoring, evaluation and formative assessment is used to ensure that our children are making good progress. Any identified gaps are addressed to ensure that children make rapid progress to catch up with their peers. Through our monitoring, we check that children know more, remember more and are applying their skills and knowledge to a range of different contexts, including other areas of the curriculum.

We believe our curriculum will inspire children to find out more about the world around them. Our curriculum aims to prepare children for their primary education and learning for their future. We are always seeking to innovate, maintain high standards and provide the best in nursery practice.

Curriculum drivers

At Hollyfield Preschool Nursery, we aim to ensure that our children receive a nursery curriculum that is designed to broaden their horizons and extend the boundaries of their lives. We aim to equip children with the knowledge and cultural capital they need to succeed in life. We have worked to ensure the curriculum we offer is enriched and personalised to our children and that it prioritises the things we want our children to experience during their time with us.

Intent

We endeavour to provide first-hand experiences which makes our curriculum purposeful and relevant. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. Children are encouraged to be independent in their learning, with adults facilitating as required.

Throughout nursery, children will have opportunities to develop their social skills and form positive relationships with peers and adults alike. They develop skills in turn-taking & sharing and are given opportunities to practise these skills in a safe and nurturing environment. We encourage positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Every child is recognised as a unique individual; we celebrate and welcome differences within our nursery community with the children's well-being at the forefront of our intentions. We

provide children with the opportunity to consolidate their new learning; to use and apply it to make connections to previous learning to help them develop a broad and deep understanding of their world. We ensure our children are exceptionally well-prepared for their next phase of learning. They leave us at the end of nursery with the knowledge and skills they need to make a successful start to their school journey.

Implementation

We follow the Early Years Statutory Framework for the Early Years Foundation Stage. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily/weekly basis. Continuous provision practice and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

During the nursery day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. We provide enhanced opportunities to engage learners and link to previous knowledge. We regularly talk to the children about what they would like to learn about and any questions they may have, planning activities and real-life learning experiences accordingly.

Practitioners create a range of mind maps, floor book and learning walls to support children's interests and needs. We have high expectations of children and ask for parents to do the same, supporting their children in making the best choices.

We encourage children to be independent in the continuous provision with adults scaffolding and challenging them to move their learning forward. We support children to be intrinsically motivated to complete challenges and therefore take ownership of their own learning. As well as

learning through the continuous provision, children also access adult directed activities in which adults teach children particular skills, with objectives taken from Birth to Five Matters and the EYFS Framework.

Children also take part in daily phonics sessions, which follow the Letters and Sounds scheme and daily shared reading sessions, linked to their phonic knowledge. Our sessions are fun and exciting and children learn basic literacy skills through songs, rhymes, games, mark making and repetition.

Children are taught to be able to hear sounds in words, at first by clapping out syllables to words like their names and objects such as coat and shoes. We move on dependant of individual development, so some children may continue at this stage for a long time. Others may move quickly through the programme, going onto hearing the initial sound of children's names, to recognising their name on their badge. We look at recognising other sounds in words until they can be segmented then blended back together.

Core story books as well as topical books are shared with children on a daily basis and we explore the characters/people, how we know about them and what tells us what they are. For example, we know it is called a caterpillar because it is long, it wiggles, it has lots of little stumps for legs, it has a squishy body and it eats leaves. We explore the meaning of words and what other words we could use in its place.

We have a self-registration system in place where children begin the day by finding their photograph with their name printed underneath and they stick it to the door to show that they are at nursery today. Children begin to move along the scheme at their own pace and will start to make marks under their photo, having a go at drawing lines and circles from left to right of the card and then to drawing a basic stick person using lines and circles until eventually being able to draw fine details like fingers, hair and eyelashes etc. Eventually, some children may begin to have a go at copying their name and even writing it independently.

Whatever stage of development our children are at, they are encouraged to transfer the skills they learn in phonics sessions into their independent reading and writing in the continuous provision.

Children learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our learning environments, both inside and outside are adapted to meet the different and developing needs of our children. We are passionate

advocates for ensuring all children can share how they feel, and practitioners work with them to support any worries or concerns they may have as we fully believe that “Happy children learn.” Our outdoor area is used all year round and in most weather conditions. We ensure provision supports the Characteristics of Effective Learning to ensure learning takes place.

These are:

- Playing and Exploring – children investigate and experience things, and have a go;
- Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Practitioners at Hollyfield Preschool Nursery implement these areas of learning by providing a safe, stimulating environment that allows children to discover, be challenged, consolidate and achieve their very best whilst developing their resilience and independence. There is a combination of adult-led, teacher taught whole group times and individual support. To give the children the skills that they will continue to draw upon throughout their development, it is vital that we get to know our families and children well and use their interests and knowledge to support and inspire our children’s knowledge and understanding of themselves, our local community and beyond.

Impact

The impact of our provision can be seen through the feedback received by our parents, which is used to support other new parents who may be considering joining our nursery family. The impact of our curriculum is also seen in the excellent progression that children make whilst with us on their nursery journey. We are very proud of all children’s achievements and enjoy celebrating these with them. We observe children and work with them ‘in the moment’ throughout each week in order to see first hand the things that they are interested in and motivated by. This means we do not always follow long topics (unless the children are thriving by doing so) and that our focus theme can change week by week. We track children on an individual basis, planning individual next steps in their learning. The impact of our curriculum will also be demonstrated by how effectively it helps our children develop into well- rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. It is a privilege to be part of such an important stage in our children’s development and our dedicated staff work tirelessly to

deliver the best possible outcomes for our children. Feedback from Reception teachers is always valued, and we work together where possible.

We endeavour for children to have our core values embedded by the time they leave us: Please see SPARKLE above in our nursery values.

When children leave Nursery, not only are they school ready, but they are well-rounded individuals with positive attitudes towards learning. Throughout their time, the children develop a sense of belonging to our nursery community, ready to transition to school. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

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Hollyfield Preschool Nursery Curriculum Plan

Our Vision	Hollyfield Preschool Nursery's goal is to provide a happy, safe, secure and stimulating indoor and outdoor environment where everybody's ideas, experiences and individualities are valued. Together we will share the excitement of learning through exploring, communicating and meeting new challenges that are relevant and have interest to us. We educate the 'whole child' and embrace a 'can do' ethos. We want to enable the children to grow as self-confident, well-balanced people of the world.						
Our Aims	<ul style="list-style-type: none"> • Provide a welcoming, calm and purposeful environment where children, families and staff feel valued and respected • Value children's increasing capacity to show self-control and to take responsibility for their own actions • Help children develop a positive disposition to learn, developing empathy and positive behaviour towards others. • Understand that problems in behaviour are usually a product of a complex interaction between the child, setting and home experience • Deal quickly, clearly and sensitively with bullying 						
Our Nursery Values Our children will 'SPARKLE'	S - We provide Security which enables Self-belief . This in turn makes each child feel Special which gives Strength of character.	P - Practitioners teach with Passion and support children in being Playful , Persistent and Proud learners	A - We help children to successfully Adapt to new environments and routines. This means children feel secure to Actively Achieve their goals.	R - Practitioners strive to have positive and open Relationships with all families who come to nursery. We support our children to be Responsible and Resilient learners	K - Our children are Keen learners who show Kindness to all around them with support from our positive behaviour systems. Children are Knowledgeable about their rights and help each other to stay safe as well as express their feelings.	L - Our Leadership is robust and fosters a Loving environment both for practitioners and children to have a Love for Learning	E - We ensure Equality which supports Empowerment in taking steps in our own learning. Children and staff are Enthusiastic and Eager to keep learning.
Rights	Article 12: Respect for the views of the child	Article 23: Children with a disability	Article 28: Right to education	Article 29: Goals of education	Article 30: Culture	Article 31: Leisure, play and culture	
Every child	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times.	A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.	Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in nursery's must respect children's dignity and their rights.	Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.	Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities	

<p>Principles of the EYFS</p>	<p>A unique Child- Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured (EYFS Statutory Framework) At Hollyfield Preschool Nursery - we Observe, Assess and Plan (OAP) to ensure we understand each individual child's development and learning and plan for and act on their own next steps.</p>		<p>Positive Relationships - children learn to be strong and independent through positive relationships (EYFS Statutory Framework) At Hollyfield Preschool Nursery - we provide warm and loving and foster a sense of belonging built on key worker relationships.</p>	<p>Enabling Environments - Children learn and develop well in enabling environments with support from adults, who respond to their individual interests and needs and help them to build their learning over time (EYFS Statutory Framework) At Hollyfield Preschool Nursery - we offer a stimulating environment with rich learning opportunities through play and playful teaching, we support children to take risks and explore.</p>	<p>Learning and Development - Recognise the importance of learning and development. Children develop and learn at different rates (EYFS Statutory Framework) At Hollyfield Preschool Nursery - Key Worker and additional support staff teach children by ensuring challenging, playful opportunities across the prime and specific areas and development and learning.</p>
<p>Our Curriculum Intent (plan)</p>	<p>General Principles - our curriculum will give children the opportunity to: - a safe and secure environment for to be able to explore independently - experience the challenge and enjoyment of learning - develop new skills through variety of interesting contexts - develop and demonstrate their creativity - begin to see clear links between different aspects of learning - explore the breadth and depth on EYFS Statutory framework.</p>	<p>Well-being - our curriculum will give children the opportunity to: - learn in a peaceful and supportive environment - develop self esteem and confidence in their abilities. - follow their own interests and be themselves - learn how to respect themselves and others - build respectful relationships - be exceptionally well-prepared for their next phase of learning.</p>	<p>Pupil Voice - our curriculum will give children the opportunity to: - to say what they like and what they would like to see in their learning. - make choices about things that are important to them - express their opinions on arrange of different topics. - to take responsibility for their own learning, to be involved, as far as possible, in reviewing the way they learn, what helps them learn and what makes it difficult for them to learn.</p>	<p>Pedagogy - Our curriculum will be taught through a pedagogy that: -stimulates, engages, excites, promotes and sustains children's interests -enables and fosters children's natural curiosity -promotes problem solving, creativity and communication - enables children to reflect on and evaluate their learning. - provides children with the opportunity to consolidate their new learning; to use and apply it to make connections to previous learning to help them develop a broad and deep understanding of their world.</p>	<p>Entitlement and Enrichment - we will enrich our curriculum by: - offering opportunities daily for children to learn outdoors -welcoming parents and carers to take part in children's learning and experiences - using quality resources in and out of the classroom - -developing partnerships with our external providers to extend children's opportunities for learning</p>
<p>Our Curriculum Implementation (Do)</p>	<p>Prime areas: - Personal Social and Emotional Development - Communication and Language Development - Physical Development</p>	<p>Specific areas: - Literacy - Mathematics - Understanding the world - Expressive arts and design</p>	<p>We aim to develop the characteristics of effective learning through our teaching: - Finding out and exploring - Using what they know in their play - Being willing to have a go - Being involved and concentrating - Keeping on trying - Enjoying achieving what they set out to do - Having their own ideas - Making links - Choosing ways to do things</p>	<p>UNICEF Rights Respecting: We are in the initial stages of becoming a UNICEF Rights Respecting Nursery, teaching children about their rights and the rights of others which is threaded through our work. It helps develop children's acceptance of difference and diversity and supports the development of a strong moral compass. It is evident in interactions between staff and children, where staff listen to children and children show respect for each other and for adults.</p>	<p>Supporting children achieve positive behaviour: We recognise that children have conflicts over space, materials, and friendships. Learning how to find solutions that work for everyone is an important learning experience for young children. We encourage positive behaviour through setting clear expectations, appropriate to each child's stage of development. This includes keeping each other safe through socially distancing. Staff model positive behaviour and promote sharing, negotiation and cooperation through a Conflict Resolution approach.</p>

					<p>We set boundaries that are few and involve parents and carers in reinforcing these boundaries. We encourage children to reflect on how their behaviour affects those around them, and use a conflict resolution approach to give children the skills to resolve their conflicts, building a positive and safe learning environment for all.</p>
<p>How British Values are embedded within our curriculum</p>	<p>Democracy</p> <ul style="list-style-type: none"> - Creating 'Charters' together with children to help them understand how their rights are met and how they can help others to access their rights. - Voting for the venue of our summer trip - Sharing ideas & experiences - Decision making and planning of activities - Children & families become part of the Hollyfield Preschool Nursery community 	<p>The Rule of Law</p> <ul style="list-style-type: none"> - Learning routines at nursery - Reminding children of agreed 'Charters' to help them understand how their rights are met and how they can help others to access their rights. They include charters for Behaviour; Block Play; Forest School; Group Time; Keeping Safe; Leadership; Lunchtime; Mark Making; Outdoor Play; Painting; Putting on our Coats; Reading; Snack Time; Using the Toilet; Water Play. We also have a Parents Charter, which sets out some of the rights and how staff and parents as duty bearers uphold these rights. - Gaining an understanding of and adhering to expectations and boundaries 	<p>Individual Liberty</p> <ul style="list-style-type: none"> - Children have the choice to choose any activities or resources in the indoor and outdoor environments - Open-ended resources mean that children can shape their development through their own interests - Celebrating the uniqueness of all children through 'Why my friends like me and what I am good at' group time sessions, celebrating each child's personality and talents.' 	<p>Mutual Respect and tolerance</p> <ul style="list-style-type: none"> - We teach children about the UN Convention on the Rights of the Child, and are a Rights Respecting Nursery - Using a conflict resolution approach to managing conflict between children - Listening to each others' ideas and experiences - Learning to take turns - Learning to share and play cooperatively - Using 'kind hands' and 'kind words' - Understanding that all children have individual needs - Using positive images reflecting the cultural diversity of Great Britain - Using resources reflecting multicultural/multi-faith Britain - Celebrating our similarities and differences - Celebrating special days and festivals 	
<p>Our Curriculum Impact(Review)</p> <p>Bold words represent our nursery values 'SPARKLE')</p>	<p>We SPARKLE because we provide a learning environment where children feel safe and secure. We value every opportunity to work in partnership to build positive relationships with our families, schools and other agencies to ensure EVERY CHILD SUCCEEDS. We SPARKLE because we have a staff team that works well together, sharing and using individual expertise who are committed, eager and enthusiastic to developing their own professional development.</p>	<p>We SPARKLE because children are keen, knowledgeable and independent learners who are inspired to be curious, enthusiastic and ambitious, knowing they all have the right to actively achieve to the best of their ability. We SPARKLE because children make exceptional progress and are given opportunities to achieve to their full potential, building on their resilience becoming proud learners. This enables children to adapt to new routines, when children leave nursery, not only are they school ready, but they are well-rounded individuals with positive attitudes towards learning.</p>	<p>We SPARKLE because children develop positive relationships with both children and practitioners to feel valued. Children demonstrate a respect for others, the need for equality and celebrate diversity. Children have the moral courage to stand against all forms of discrimination on the grounds of ethnic origin, religion, sexual orientation, gender, disability or ability. We SPARKLE because we work together as professionals to develop these values and principles which guide our work in order for every child to SPARKLE and succeed in life</p>		
<p>Our Evidence</p>	<p>We regularly observe and assess children's learning which enables us to plan appropriate learning activities that challenge children's learning and ensure progress. We assess using the EYFS, Development Matters and Birth to Five Matters and each Key person knows their children's 'next steps'. Parents are invited to a new parents evening before their child starts and parent consultations throughout the year to talk about their child's progress, Parents can also talk to their child's key person each day. An end of year report is created for each child leaving the setting with a summary of their progress of their time at Hollyfield Preschool Nursery. This is shared with parents and carers and a copy sent to the child's primary school. It is a privilege to be part of such an important stage in our children's development and our dedicated staff work tirelessly to deliver the best possible outcomes for our children.</p>				

Hollyfield Preschool Nursery Core book and Celebration Overview

This is a working document (Please annotate any changes as you go along)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text No time limit per book, run with children's interest from each book. 	<ul style="list-style-type: none"> - Owl babies (+feelings books) - The little Red hen +Autumnal Stories/books	<ul style="list-style-type: none"> - Peace at last - Goldilocks and the 3 bears -We're going on a Elf Hunt + Christmas stories	<ul style="list-style-type: none"> -Rumble in the Jungle - The big pancake - The Gingerbread Man +Winter Stories	<ul style="list-style-type: none"> - The 3 little Pigs -The tiger who came to tea + Spring Stories/books	<ul style="list-style-type: none"> - The Very Hungry Caterpillar -Super Worm +Life Cycle books	<ul style="list-style-type: none"> -Handa's Surprise -We're Going on a Bear Hunt +Summer Stories
Key themes/questions	<ul style="list-style-type: none"> - Starting nursery and new routines -All about me and my family and my home -building new relationships - Harvest What do farmers do at this time of year? 	<ul style="list-style-type: none"> - talk about feelings - look at changing weather and seasons What have you noticed outside? what is happening to the trees	<ul style="list-style-type: none"> - All about my family and my home - how am I different/same as my friend? - talk about how appearance - similarities and differences What changes are happening with the weather 	<ul style="list-style-type: none"> - Stranger danger - Road safety danger - Farm animals and babies What changes are happening outside? Have you seen or heard and baby animals around?	<ul style="list-style-type: none"> - look at the life cycle of animals/insects What do living things need to grow? What do I need to grow? Why is it important for living things to grow?	<ul style="list-style-type: none"> - Talk about changes that happen to them, going to school , new baby, new pet... - people who help us How do you feel when things change? What's your next big adventure?
PSED links	<ul style="list-style-type: none"> - to separate from parent/carer - to establish nursery routines and rules - To explore the environment and learn to use the resources. - To build relationships 	<ul style="list-style-type: none"> - to share and play together -to talk about home and family special times (Diwali/Christmas...) 	<ul style="list-style-type: none"> - to express own feelings and be accepting of others - to begin to have an understanding of different cultures and beliefs - to look after ourselves 	<ul style="list-style-type: none"> - to develop confidence to speak in a familiar group - to develop own perseverance and concentration - to try new activities and experiences 	<ul style="list-style-type: none"> - to work independently and select own resources for particular tasks - to begin to solve problems for themselves 	<ul style="list-style-type: none"> - to understand change (transitions to school/pre school room) - to play co-operatively and take turns
Celebrations We look at books relating to celebrations, video clips on Cbeebies etc..., Craft and UW activities relating to celebrations, taste food from different cultures, plan visits etc. 	<ul style="list-style-type: none"> - Harvest https://www.youtube.com/watch?v=475FcEdBrzq - Black History Month (Oct) -Diwali (Read Rama and Sita) https://www.youtube.com/watch?v=pp59n0So-XE&v=en https://www.youtube.com/watch?v=mPwmXRws7FA https://www.youtube.com/watch?v=UQ-VIbZSKI0 -Bonfire Night 	<ul style="list-style-type: none"> - Remembrance Day https://www.youtube.com/watch?v=wOT5CDnYHEs https://www.youtube.com/watch?v=doalcouBKwc -Anti bullying week - Children In Need https://www.youtube.com/watch?v=_6Z6uCOku7k - Christmas https://www.youtube.com/watch?v=zl2HVhwqnMs 	<ul style="list-style-type: none"> - Chinese New Year https://www.youtube.com/watch?v=1cRMRp9-Z08 - Shrove Tuesday https://www.youtube.com/watch?v=mDQMr3hYCI0 - World Book Day - British science week - Comic Relief https://www.youtube.com/watch?v=oyy6kWOE4UA - Mothers Day - Easter https://www.youtube.com/watch?v=StlJqYF-Ki8 - LGBTq month 	<ul style="list-style-type: none"> - St George's Day https://www.youtube.com/watch?v=nr8b6jvC5I8 - Ramadan https://www.youtube.com/watch?v=s-zZvH_mXTw https://www.youtube.com/watch?v=-5ff0lqzUOs (Mubarak Eid celebration) 	<ul style="list-style-type: none"> - Fathers Day 	<ul style="list-style-type: none"> - Healthy life styles week - 14th to 18th June 2021 (changes every year, please check in Sept)
Role Play Ideas We use these as ideas and also follow the children's interests	<ul style="list-style-type: none"> - supermarket - sweet shop 	<ul style="list-style-type: none"> - fruit and veg shop - shoe shop 	<ul style="list-style-type: none"> - hairdressers -clothes shop 	<ul style="list-style-type: none"> -florist -garden centre 	<ul style="list-style-type: none"> -chip shop or other take away 	<ul style="list-style-type: none"> - opticians - dentist

