

Stoneygate Nursery School

Intent, Implementation and Impact Statement

Intent

At Stoneygate Nursery we intend for our children to be:

C – Confident

H – Happy

I – Imaginative

L – Lifelong learners

D – Determined

R – Resilient

by the time they leave Nursery and move on to a Primary School.

Confident

- We want our children to leave Stoneygate Nursery School as confident little people who feel like they can take on any new experiences life throws at them.

Happy

- We want our children to be happy in themselves, with a self-belief that they can do anything they put their minds to.

Imaginative

- We want our children to be imaginative in their play, be able to create their own worlds and engage in pretend play by themselves and with others’.

Lifelong Learners

- We want our children to have a thirst for learning and be inquisitive about the world around them for the rest of their lives.

Determined

- We want our children to have the determination to achieve whatever it is they want to achieve in their life.

Resilient

- We want our children to keep trying no matter how difficult or challenging they find a task so that they know they can achieve anything they set out to do.

Excellent Communicators

- We want our children to be excellent communicators who have a firm grasp of the English language and can communicate their wants, needs and feelings to others’.

Nurturing

- We want our children to show care and concern for themselves, for others’ and the world around them.

Implementation

We will do this by providing a broad and balanced EYFS curriculum which is ambitious and challenging, based on developmental milestones as set out in the Development Matters document.

Below is our Long term overview for our 2-3 year old (Little Gems) provision and our 3-4 year old (Jewels) provision.

Long term Plan Little Gems 2021-2022

| | Autumn | Spring | Summer |
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| Key Texts | Owl Babies A Dark Dark Tale Dear Zoo We're Going on a Bearhunt | Meeow and the chairs Whatever next Walking through the jungle Brown bear Brown bear, what do you see? | The Very Hungry Caterpillar Meeow and the box Jasper’s Beanstalk The Very Busy Spider |
| Key Rhymes | Twinkle Twinkle little star Incey Wincey Spider Humpty Dumpty Baa baa black sheep | The Wheels on the bus Row, row, row your boat Two little dickie birds 1,2,3,4,5 once I caught a fish alive | 5 little firemen 5 little monkeys 5 little ducks 5 little speckled frogs |
| PSED | Learning to play on their own in the classroom. | Learning to talk about simple emotions and feelings e.g. happy and sad. | Learning to self regulate and express my emotions. Learning to develop friendships with other children. |

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| | Exploring and learning to be independent in the classroom. | Exploring play with other children. Learning to make decisions for myself e.g. what fruit I would like, where I would like to play. | |
| Physical – Gross Motor | Opportunities to use outdoor climbing equipment daily. Exploring different sized balls in the outdoor area. Opportunities to move in different ways i.e. walking, crawling, rolling, waving, kicking. Opportunities to take part in action songs and rhymes. Fully toilet trained in the day. Access to one handed tools. | Opportunities to use outdoor climbing equipment daily. Opportunities to move in different ways i.e. walking, crawling, rolling, waving, kicking. Learning how to kick balls. Learning to use bikes and trikes outdoors. Access to one handed tools. Access to a variety of construction resources. | Access to a variety of construction resources. Opportunities to use outdoor climbing equipment daily. Opportunities to move in different ways i.e. walking, crawling, rolling, waving, kicking. Learning how to throw and catch balls. Access to one handed tools. Go to the toilet independently and be able to pull up and pull down trousers/tights/underpants without help. |
| Physical- Fine Motor | Access to malleable materials daily. Drinking from a cup without a lid. Daily access to snack to be able to feed myself. Access to mark making tools indoors and outdoors. | Access to malleable materials daily. Learning how to zip/unzip coats. Learning to help with dressing/undressing. Daily access to snack to be able to feed myself. Access to mark making tools indoors and outdoors. | Access to malleable materials daily. Beginning to zip/unzip coat with some support. Self serving snack and milk. Access to mark making tools indoors and outdoors. |
| Communication and Language | Listening to Nursery rhymes, songs and simple stories. Hearing a wide range of vocabulary in the classroom. Daily opportunities to take part in group times. Show understanding of simple instructions. Put two words together to communicate. | Joining in with Nursery rhymes, songs and stories. Opportunities to listen and take part in conversations with adults and other children during group times and in continuous provision. Daily opportunities to take part in group times. Learning to use words associated with feelings e.g. happy and sad. | Opportunities to listen and take part in conversations with adults and other children during group times and in continuous provision. Daily opportunities to take part in group times. Put 3-4 words together to communicate. Understand and follow an instruction with 2 parts. |

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| Predictable Interests, Special Events and Celebrations | Autumn Halloween Diwali Bonfire Night Children in Need Remembrance Day Christmas | Chinese New Year Winter Pancake Day Easter Spring Mother's Day | Father's Day Eid Ramadan |
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Long term Plan Jewels 2021-2022

| | Autumn | Spring | Summer |
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| Key Texts | Owl Babies A Dark Dark Tale Brown Bear Brown Bear Polar Bear Polar Bear The Diwali Story Whatever Next How to catch a star The Nativity Story | The Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears The Three Billy Goats Gruff Jack and the Beanstalk The Enormous Turnip | Jasper's Beanstalk The Hungry Caterpillar Oliver's Vegetables Little Red Hen Monkey Puzzle Little Red Riding Hood Handa's Surprise |
| PSED | Learning and understanding the Golden Rules. Access resources independently. Building relationships with others. Being able to play well with others. Ring games during group times and outdoors. | Being able to talk about feelings. Being confident in new situations. Using words to handle conflicts. Being able to understand others' feelings. | Playing/working with other children to share ideas and resources. Developing resilience. Developing a sense of responsibility and being involved in my community. Becoming school ready. |
| Physical – Gross Motor | Playing outdoors using the climbing equipment. Using scooters and bikes in the outdoor area. Balancing on planks and other outdoor equipment. Making marks using chalk. Being independent in self help skills. Access to a variety of one handed tools. | Playing on the outdoor equipment and moving in different ways. Using large brooms, mops and paintbrushes outside. Sticky kids – moving in different ways. Access to a variety of one handed tools. | Playing on the outdoor equipment and moving in different ways. Ball/bean bag games – practising throwing, catching and kicking. Parachute games Access to a variety of one handed tools. |
| Physical- Fine Motor | Manipulating malleable materials. Access daily funky finger activities. Practising fastening zips and buttons on coats. | Access daily funky finger activities. Daily name writing practise as part of Nursery routine. | Access daily funky finger activities. Seeing correct letter formation for letters in names. |
| Communication and Language | Listening to different sounds in the environment. Listening and joining in with Nursery rhymes, songs and simple stories. | Learning new rhymes and songs. Listening, recalling and joining in with repeated refrains in chosen stories. | Being confident to speak to others'. Being able to tell a long story. |

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| | Hearing a wide range of vocabulary in the classroom. Speaking and listening focussed group times. | Opportunities to speak to others' during continuous provision and group times. | Being exposed to and learning about a wide range of vocabulary. |
| Literacy | Experiencing a range of print in the environment. Access to a variety of books including non-fiction books. Engaging in rhymes and rhythmic activities. Listening to a range of stories. Mark making opportunities available indoors and outdoors. Phonics Phase 1 Aspects 1,2 and 3 | Exploring books with adults and independently. Talking about the different parts of a story, the author and illustrator. Having opportunities to write in lots of different areas. Having opportunities to see writing modelled by adults. Having daily opportunities to practise names as part of the Nursery routine. Phonics Phase 1 Aspects 1,2,3,4,5 | Being able to recognise and suggest rhyming words. Being able to recognise words which begin with the same sound. Being able to talk about stories in detail. Being able to write letters in their own name. Phonics Phase 1 Aspects 6 and 7 |
| Mathematics | Number rhymes – 5 little speckled frogs 5 little ducks 5 currant buns 5 little monkeys 5 green bottles Working with numbers up to 5. Sorting objects in different ways. | Working with numbers up to 10. Exploring shape and size. Touch and move counting with 1-1 correspondence. Numeral recognition up to 10. Learning about patterns. Understanding the cardinal principle. Understanding and using positional language. | Ordering numerals. Matching numerals to quantities. Accessing number and maths books. Making own patterns. Being able to compare size, shapes, length and capacity. |
| Understanding the World | Learning and talking about me and my family. Learning about the different parts of my body. Access to a range of materials indoors and outdoors. | Learning about and exploring growth and life cycles. Talking about and asking questions about things they can see. Accessing Forest School sessions. | Talking about what they see and find. Talking about differences between them and others'. Exploring and talking about seasonal changes. |

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| | Exploring and talking about seasonal changes. Learning about and taking part in different celebrations and festivals. | Exploring and talking about seasonal changes. Learning about and taking part in different celebrations and festivals. Access to magnets, magnifying glasses and binoculars indoors and outdoors. | Learning about and taking part in different celebrations and festivals. |
| Expressive Arts and Design | Exploring musical instruments and noise makers indoors and outdoors. Access to drawing and painting resources. Accessing a range of construction materials. Accessing a range of small world resources. Practising using creative tools – rollers, sponges, creative scissors, paintbrushes. | Listening to and learning new songs and rhymes. Practising using tools- glue spreaders, scissors, hole punches, cutters, rollers. Exploring and talking about different textures. Using a variety of resources to make models. Using props to re-tell stories and songs. Exploring different colours. | Singing a variety of songs and rhymes from memory. Drawing and painting more detailed pictures. Mixing different colours and textures. Playing instruments with confidence. Making props and small worlds to tell a story. |
| Predictable Interests, Special Events and Celebrations | Autumn Halloween Diwali Bonfire Night Children in Need Remembrance Day Christmas | Chinese New Year Winter Pancake Day Easter Spring Mother's Day | Father's Day Eid Ramadan |

We have written skills progression documents for areas of learning. Staff can draw on these when children are not on track to achieve age expected goals.

Impact

Our curriculum overview ensures that the needs of all children met by planning a variety of learning opportunities in our high quality learning environment, both indoors and out, that supports children to make progress and achieve while at Stoneygate Nursery School. The majority of children leave Stoneygate school ready, with an enthusiasm to continue to learn and to further develop the skills they have learnt in nursery.

Adults use the observe, assess, plan, teach cycle to ensure they plan for the next steps in children's learning through a mixture of child-initiated play and adult led activities. Our partnership with parents and carers helps us to support children's progress and achievements and to develop our curriculum based on children's needs and interests, including delivering targeted interventions when necessary. We hold parent meetings in the Autumn Term and Spring Term to inform parents of children's progress and share next steps with them so that their targets can be worked on in nursery and at home. During the Summer Term parents receive a report from nursery explaining children's achievements in the different areas of learning and a copy of this is then sent to their primary school.

As a team, we regularly carry out internal moderation activities to ensure that the quality of our teaching is good and that children are continuing to make progress in nursery. This process helps us to check that judgements are accurate and consistent. Throughout the academic year we review our nursery provision, curriculum and learning opportunities to ensure that the needs of our children are met. This helps to ensure that throughout their time at Stoneygate, children experience a broad range of exciting learning opportunities that help them to become happy, confident individuals with a strong foundation of skills and knowledge that they will be able to build on in their next stage in education.

Our curriculum overview and sequences of learning are based on the learning needs and interests of our children and will be changed, adapted and developed in response to the cohort.