



Curriculum Policy

Curriculum Statement – The Aims of the Nursery Pre School Curriculum

To provide quality learning experiences for all the children. Learning which is structured, balanced, relevant to the child and related to the real world.

To provide a curriculum that takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. 'What the child can do' will be our starting point.

To ensure the children have positive experiences of success at their own levels now, in order to give them confidence and motivation for learning in the future.

To provide a curriculum based on the curricular guidance issued by CCEA in 2018, which outlines the range of opportunities children of Nursery age should have through play and other relevant experiences.

To create a partnership with parents to enhance and support the development of the children.

Aims of Knockbreda Nursery School:

The staff at Knockbreda Nursery School, in partnership with parents, aim to provide a caring and stimulating environment where each child will have the opportunity to develop fully in every aspect of his/her development. To this end it is the aim of the school that every child should be given opportunities to:

- Develop at his/her own rate through challenging, progressive play.
- Learn to share with others and play co-operatively.
- Appreciate and care for others and practise social skills.
- Deepen and lengthen concentration through his/her natural spontaneous curiosity and interest.
- Choose and explore a wide range of materials which allow him/her to express himself/herself appropriately and creatively.
- Become aware of his/her body's capabilities and limits in a safe environment.
- Communicate thoughts, ideas and feelings clearly to both adults and other children.
- Share the wonder and excitement created by books, stories, songs, rhymes, music and the natural environment.
- Grow in self-confidence, experience success and thus develop a good self-image.
- Enjoy the satisfaction of work well done and share with his/her parents.
- Recognise the importance of learning outdoors and to play purposefully in the many outdoor spaces available at Nursery.



Planning for the curriculum at Knockbreda Nursery School:

The curriculum at Knockbreda Nursery School is broad, balanced and carefully planned to ensure that each play activity meets the objectives underpinning the Pre-School curriculum guidance (CCEA; 2018). The Pre-School guidance sets out six areas of learning;

1. Personal, Social and Emotional Development
2. Language Development
3. Early Mathematical Experiences
4. The Arts
5. Physical Development and Movement
6. The World Around Us

These areas of learning are covered through thoughtfully planned play activities that emerge from children's interests or seasonal events.

The staff at Knockbreda Nursery School are committed to making full use of the space available for play both indoors and outdoors. The staff ensure that the six areas of the pre-school curriculum are available inside and also outside. In practice, this means ensuring that the wide variety of play stations inside and outside are all carefully planned to ensure that they meet the objectives of the Pre-school Curriculum Guidance. The staff meet regularly to plan and evaluate curriculum plans working with long-term, medium term and short-term planning documents. Planning evaluations take place regularly to ensure that all pupils are both fulfilled and motivated by the learning on offer.

Assessment:

It is the policy of Knockbreda Nursery School that assessment will be carried out through a mixture of informal observation, interaction with the child, the use of the information on observation sheets and discussion during regular staff meetings. The information gathered during the assessment process will then inform curriculum planning for individual needs.

This will also aid planning for future resource purchases. Initial discussions with parents and carers will provide a useful starting point and parents will be kept informed of their child's progress and any concerns which staff may have regarding the child as the year progresses, through regular meetings with the Class Teacher.

Parent/Carers as Partners:

It is the policy of Knockbreda Nursery School to encourage parents as partners in their child's education and to draw attention to the importance of their own role in helping them. Class teachers hold meetings with parents termly to review curriculum progress and highlight any areas for development. School will share a monthly newsletter with parents/carers outlining the learning taking place and any rhymes/ songs which can be enjoyed at home to help complement the classroom learning.



CURRICULUM POLICY FOR PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

It is the aim of this school to:

Promote and develop self-esteem and self-responsibility alongside interest, understanding and value for the child's own experiences and those of other people.

Our objectives are:

- To provide the children with opportunities to observe, interact and learn about the lives of others through a balanced programme of activities.
- To promote the development of independence, confidence and self-respect
- To promote the development of responsibility for their own learning, enable them to concentrate and persevere in their learning and seek help when necessary.
- To support the children in making decisions.
- To enable them to resolve conflict through negotiation .
- To help them form effective social relationships with other children and adults.
- To enable them to treat living things and their environment with care and concern .
- To help them to take turns and share.
- To help them express their feelings and explore their emotions.
- To provide opportunities for them to express their opinions and to consider and respect those of others.
- To help them develop an understanding of right and wrong.
- To promote the development of equal opportunities and respect for people of other cultures and beliefs.
- To enable them to succeed.
- To promote co-operation with both adults and peers.
- To enable them to develop good personal health and hygiene habits.

In fulfilling these objectives the adults in Knockbreda Nursery School will:

- Be aware of the role models that they themselves provide for the children .
- Value the home lifestyle, culture and circumstances pertaining to the individual child.
- Share an agreed view about the Nursery ethos.
- Encourage parents and other members of the community to share in the life of the Nursery.



Planning:

In order to achieve the aims and objectives of the school a programme of experiences based upon a mixture of general and topic based activities will be implemented. The children will have the opportunity to work as individuals and as part of a group and will have opportunities for both free play and adult led experiences. Circle Time small group sessions will be used to focus on specific personal and social pre-school skills.

It is the policy of this school that when planning –

- Knockbreda Nursery School will provide a wide range of opportunities and experiences through which personal, social and emotional skills can be developed and promoted.
- Time will be given for relationships to develop and account will be taken of the variety of personal and social skills, values and attitudes that the children bring from home.
- Opportunities will be created for the children to experience the therapeutic value of working with such materials as sand, water, clay and paint.
- Opportunities will be planned to allow the children to explore their emotions and come to terms with fears.
- Staff recognise that opportunities for Personal, Social and Emotional development permeates all areas of the curriculum.

The programme will include some or all of the following types of activity:

- Role play and dressing up
- One to one discussions
- Group discussions/ Circle Time
- Storytelling, rhymes, music and drama
- Puppets
- Games that involve – turn taking, equal turns for all children, and the following of rules
- Opportunities to care for plants, animals and to consider the needs of others.
- Activities which promote the good personal health and hygiene habits.

Evaluation:

Staff will consider the policy to be effective if the majority of the children are displaying the following characteristics and skills by the end of their Nursery year:

1. Show an awareness of personal worth.
2. Display increasing self-confidence, self-control and self-discipline.
3. Enjoy relationships with adults and other children and can work independently and as part of a group.



4. Share and take turns.
5. Follow and lead during activities.
6. Be increasingly sensitive to the needs and feelings of others.
7. Demonstrate consideration for others by caring for and helping one another.
8. Understand rules and routines.
9. Engage in acceptable behaviour.
10. Show some independence in dressing.
11. Show some independence in personal hygiene.
12. Eager to explore new learning.
13. Show an increasing awareness of the importance of healthy food.
14. Show an increasing awareness of the importance of hygienic habits.
15. Show an increasing awareness of the importance of exercise.
16. Show an increasing awareness of the importance of rest.
17. Persevere with tasks and seek help when needed.
18. Take pleasure in their achievements.
19. Treat living things and the environment with respect care and concern.

CURRICULUM POLICY FOR LANGUAGE DEVELOPMENT

It is the aim of this school to support the children at Knockbreda Nursery School to:

- focus their attention and listen (attention and listening);
- understand language (receptive language);
- use language to convey their own messages (expressive language);
- become aware of sounds (phonological awareness);
- remember what they hear and see (auditory and visual memory); and
- use language as they socialise (pragmatics).

Our objectives are:

- to listen to the children, providing simple descriptions of what the child is doing or experiencing and so enriching their vocabulary;
- to encourage the children to focus their attention;
- to model language, choosing comments and open-ended questions to encourage the children to process information;
- to understand how language typically develops;
- to value children's existing language skills;
- to identify common difficulties;
- to recognise individual learning needs;
- to know and use some simple strategies to support the child;



- to ensure that the learning environment contains exciting, attractive and stimulating resources which provoke discussion and encourage children to use and share language;
- to appreciate the link between language and gross and fine motor skills;
- to create scope for the development of language through learning experiences across the curriculum;
- to support children for whom English is an additional language
- to work in partnership with parents and other agencies to multiply benefits for each child.

Planning:

In order to achieve the aims and objectives of the school, a programme of experiences based upon a mixture of general and topic based activities will be implemented. The children will have the opportunity to work as individuals and as part of a group and will have opportunities for both free play and adult led experiences. Circle Time small group sessions will be used to promote language development and to focus on specific adult led skills.

It is the policy of this school that when planning –

- Knockbreda Nursery School will provide a wide range of opportunities and experiences through which talking and listening, early mark making and early reading skills can be developed.
- Time will be given for children to talk in partners, small groups and also in front of the whole class.
- Children will have the opportunity to enjoy books at home, through the school's Lending Library scheme.
- Opportunities will be created for the children to mark make both indoors and outdoors.

The programme will include some or all of the following types of activity:

- Role play and dressing up
- One-one discussions
- Group discussions/ Circle Time
- Storytelling, rhymes, music and drama
- Puppets
- Games and activities that involve – listening for sounds, identifying sounds, identifying initial letter sounds, listening for rhyming words



Evaluation:

Staff will consider the policy to be effective if the majority of the children are displaying the following characteristics and skills by the end of their Nursery year:

- Listen and engage in conversation.
- Respond to simple instructions and follow directions.
- Make an appropriate response or answer a question.
- Express thoughts, ideas and feelings with increasing confidence.
- Engage in role-play, using appropriate language to express their feelings.
- Demonstrate increasing phonological awareness, including an awareness of rhyme, syllable and sound.
- Share stories with adults and peers or enjoy them independently.
- Demonstrate appropriate book handling skills.
- Access and use books independently.
- Understand that pictures, symbols and words carry meaning.
- Mark make to convey meaning.

CURRICULUM POLICY FOR EARLY MATHEMATICAL EXPERIENCES

It is the aim of this school to

- Foster enthusiasm, confidence and the development of knowledge in exploring, using and applying a broad range of mathematical concepts.

Our objectives are:

- To provide all children with broad and varied experiences in which mathematical language, skills and concepts can be created supported and nurtured.
- To provide opportunities for children to observe peers and adults using and applying mathematical skills and concepts in everyday situations.
- To provide opportunities for the children to explore the properties of a wide range of materials in a range of contexts that will include much free play experience with and without adult input, and experience of 'real life' experiences such as cooking, shopping and sharing.
- To support confidence and enthusiasm through sensitive adult input which will provide for open-ended questioning and the development of mathematical thinking and language in an incidental manner.
- To provide time and activities that encourage the children to explore, investigate and question.
- To give the children confidence, encouragement and language to discuss their experiences and findings with adults and peers.



Planning:

In order to achieve the aims and objectives of the school the children need many experiences of sorting, matching and comparing a wide variety of objects and materials in order that they can begin to count systematically and understand the true meaning of number.

In planning these activities we are aware that each child is an individual and that not all children will grasp concepts and ideas at the same rate or level. It is important that the child is allowed to explore and experiment before being given more structured activities.

It is the policy of Knockbreda Nursery School that when planning –

- Staff seek to extend informally the mathematical experiences the children have already had in their home environment.
- Plan time and activities which encourage children to experiment with a wide range of materials
- Provide opportunities for the children to explore and investigate the properties of the materials
- Provide opportunities for the children to discuss their experiences and findings with adults and peers.
- The classroom layout be planned to include a specific area for mathematical development while at the same time ensuring that this area of development permeates all other areas of the curriculum.

The programme will include some or all of the following types of activities:

Money:

Playing with toy money – buying items from a role play shop, paying for meals, tickets etc.

Time:

- Talking about how our day is divided – playtime, story time, lunch time, home time.
- Talking about why and how we use watches, clocks and timers in our everyday life.
- Free play with clocks, watches and timers to help the child recognise the role of number in telling the time and dividing the day into times for doing certain activities.
- Discussion about days of the week, yesterday, tomorrow, last week, next week.
- Discussion about the seasons to help develop a sense of awareness about time and the passage of time.

Shape:

- Free play with a wide variety of natural objects – shells, leaves, stones etc.
- Free play with manmade objects – bricks, shapes etc.
- Model making using boxes and junk materials.
- Describing and identifying shapes using describing words such as fat, thin, long, short, spiky, smooth etc.



- Simple movement themes – long shapes (snakes) short shapes (tiny seed) a big elephant etc.
- Play with jigsaws.
- 2D patterns – printing, painting, paper cutting etc.
- Collage.
- Drawing around shapes.
- Finding shapes in the environment –traffic signs, food etc.
- Symmetry on a simple level – folding paper and printing (eg butterfly paintings).

Matching

- Matching at tidy up time, Putting toys back in correct places.
- Matching sequences – red bead, blue bead, red bead etc.
- Matching apron to peg number
- Making patterns and copying them –on paper and with a variety of objects.
- Matching by size, shape, texture, taste etc.

Ordering

- Looking and talking about pictures that contain varying amounts of objects.
- Sequencing events (eg cycle of a seed).

Pattern

- Looking for patterns in the environment – bricks, tiles, animal markings.
- Making patterns in painting, printing and collage activities.
- Making 3D patterns with bricks and beads.
- Copying or continuing patterns on paper and in 3D.

Conservation

- Activities of a simple and an incidental questioning nature e.g. I wonder whose bottle holds the most water?

Learning to count

- Reciting number rhymes.
- Reading counting books.
- Counting as participating in activities – baking, number of aprons, people in the house etc.

Numerals

- Looking at numbers in print – birthday cards, spoonfuls in recipes, books.
- Looking at prices for shop goods.

Sorting

- Sorting according to child's choice.
- Sorting by one attribute – let's find all the red ones.
- Sorting by two or more attributes find the blue cars from a collection of vehicles.



- Sorting more than one type by more than one attribute from a mixed collection – find the big red beads and the shiny black buttons.
- Cooking – sorting ingredients and equipment liquid, solid, hot, cold etc.
- Art – making pictures by selecting one colour from a mixed box of collage.
- Sand – sorting objects which have holes, handles are large or small etc.
- Water – sorting objects that float or sink, sorting the equipment by shape, size or colour.
- Construction toys – sorting by colour, shape, size, texture, etc.
- Stories /rhymes – choosing all the stories with pigs in them, all the songs with frogs.
- Imaginative play – sorting all the teaspoons from a collection of spoons, finding clothes according to colour, size.

Evaluation:

Staff will consider the policy to be effective if the majority of the children are displaying the following characteristics and skills by the end of their Nursery year:

1. Listen to and engage in number rhymes, jingles and songs.
2. Listen to and engage in stories that contain elements of mathematics.
3. Appreciate that objects are stored in particular boxes or areas.
4. Use some mathematical language –
big/small/little/full/empty/more/another/long/short/heavy/light
5. Talk about the steps involved in completing an activity.
6. Talk about being first/last/next when taking turns.
7. Talk about daily routines and seasonal events.
8. Sort, match, sequence and count in the course of their play.
9. Understand some prepositional words-in/on/at/above/below/under.
10. Recognise and talk about shapes in their environment.
11. Solve problems, question, predict and experiment.
12. Talk about photos of familiar objects taken from different angles-decide what objects they are.
13. Observe equipment from a variety of positions e.g. what can they see from top of the slide.
14. Talk about objects in the distance and those that are near.

CURRICULUM POLICY FOR PHYSICAL DEVELOPMENT AND MOVEMENT

It is the aim of Knockbreda Nursery School to:

- Promote enthusiasm, enjoyment and confidence in developing and using physical skills



Our objectives are:

- To provide a balanced programme of activities to support the physical development and well being of the children.
- To develop confidence, self –responsibility, enjoyment and enthusiasm through structured free play and adult directed activities with the emphasis on supporting individual progression.
- To provide opportunities for the children to manipulate large and small pieces of equipment in order to develop both fine and gross motor control and hand-eye co-ordination.
- To encourage the children to respond physically to verbal, auditory and visual stimuli such as music stories and pictures.
- To develop awareness of health and safety issues and to encourage the children to think about and discuss such aspects.
- To develop skills of co-operation, turn taking and team building throughout the curriculum with adult support provided where appropriate.

Planning:

In order to achieve the aims and objectives of the school programmes of work will be based on a mixture of general and topic activities. The child may participate in such activities as an individual or as part of a group and in free play or adult directed situations.

It is the policy of Knockbreda Nursery School that when planning –

- A wide variety of appropriate small and large equipment that meets safety regulations and standards is provided. This equipment will provide children with opportunities to extend their skills in for example running, hopping, jumping, climbing, balancing, throwing and catching. To develop these skills, staff will plan coverage of the Fundamental Movement Skills programme.
- That interest is sustained, challenge is offered and activities are balanced to provide for individual needs and abilities.
- There is sensitive adult participation and constant supervision .
- Equipment is positioned in such a way that space can be used imaginatively
- Indoor equipment is accommodated safely and located in order to minimise disruption to quieter play.

Other activities will be included which develop fine motor skills e.g. use of scissors, buttons on dolls clothes, screw on lids in shop play, table top activities such as construction play and jigsaws.

The programme will include some or all of the following types of activity:

Fine Motor Skills.

- Sand play.



- Water play.
- Modelling with playdough and clay.
- Painting and drawing.
- Peg games and jigsaws.
- Threading.
- Cutting with scissors.
- Dressing–up, buttoning clothes, doing up zips etc.
- Dressing of dolls.
- Use of small construction toys (duplo, stickle bricks etc).
- Reading books - page turning.
- Writing with pencils and crayons.
- Collage and other gluing activities.
- Use of the computer mouse.

Gross Motor Skills

- Outdoor play using a variety of equipment, e.g. slides, climbing frames.
- Group games involving running, jumping and hopping.
- Moving to music.
- Play with wheeled toys – scooters tricycles, cars , bus bicycles which require co-operation foot and arm propelled wheels.
- Balancing activities and games.
- Practising kicking, throwing, catching, rolling, aiming large and small balls. Batting small balls.

Evaluation:

Staff will consider the policy to be effective if the majority of the children are displaying the following characteristics and skills by the end of their Nursery year:

1. Demonstrate gross and fine motor skills.
2. Show awareness of space and of others, and begin to use space imaginatively.
3. Move confidently with control and co-ordination.
4. Use a wide range of large and small equipment with increasing confidence and skill.
5. Use tools and equipment appropriately and safely and understand simple rules.

CURRICULUM POLICY FOR THE ARTS

It is the aim of Knockbreda Nursery School:

- To enable the children to express their ideas and feelings and to promote the development of the imagination.



Our objectives are:

- To provide the children with opportunities to explore a wide range of materials and media which will enable them to begin to appreciate and understand the many different forms and purposes that creative activity covers.
- To provide the children with access to and the opportunity to handle equipment which covers a variety of techniques and interpretations.
- To encourage the children to explore freely by themselves, with peers and with sensitive adult input, in order to extend the knowledge and skills required to make informed choices and develop personal interpretation.
- To promote aesthetic awareness and self-expression through play activities.
- To encourage the development of manipulative skills through the use of a variety of materials.
- To encourage children to talk about their work and to see it displayed and valued by other children and adults.

Planning:

In order to achieve the aims and objectives of the school, programmes of work will be based on a mixture of general and topic activities. The child may participate in such activities as an individual or as part of a group and in free play or adult directed situations.

It is school policy that when planning –

- The Nursery will provide opportunities for the children to explore in an open-ended manner the properties of a wide range of materials/media.
- Staff will be aware that it is the process and not the end product, which aids creative development.
- The classroom layout will be planned to include specific areas for creative and aesthetic development that will ensure that a variety of mediums are constantly available to the children. These areas will be regularly reviewed to ensure that the children's interest is being sustained and that the materials on offer are challenging them.

The programme will include some or all of the following types of activity:

Malleable materials:

Concepts – shape, form, pattern, texture, size, symbolic representation

Skills – hand-eye co-ordination, visual awareness, concentration, social, language, creative, fine manipulative control

Activities – playdough, clay, fingerpainting, wet and dry sand, lentils

Collage materials

Concepts – design, pattern, texture, shape, size, colour, tone, symbolic representation



Skills – using technology, hand-eye co-ordination, concentration, working as part of a team, working as an individual, language development

Activities – collaged shapes, texture collage, paper collage, paper sculpture, paper bag puppets, paper plate faces, kites, hats, snakes, cardboard, natural materials, junk models

Threading

Concepts – colour, shape, line, form, size, texture, pattern

Skills – hand-eye co-ordination, fine manipulative control, concentration, creative language

Activities – weaving, threading objects, threading cards, threading shapes

Drawing:

Concepts – shade, line, tone, colour, shape, pattern, symbolic representation

Skills – fine manipulative control, hand-eye co-ordination, language, and use of equipment

Activities – chalk, charcoal, pastels, rubbings, felt tips, crayon and wax resist, aqua crayons.

Painting

Concepts – line, tone, pattern, texture, colour, shape, symmetry, symbolic representation, design

Skills – hand-eye co-ordination, fine manipulative control, language, visual awareness

Activities – bubble painting, squeeze bottle painting, block painting, butterfly pictures, brushes, twig painting, dabbers, rollers, rubber brushes, roller bottle painting, marbling, finger painting, cling film

Printing

Concepts – texture, pattern, line, shape, colour, tone, size, symbolic representation

Skills – creative language, hand-eye co-ordination, fine manipulative control, concentration

Activities - footprints, handprints, clay prints, fruit and vegetables, roller prints, card prints, ball prints, leaf prints, sponge prints, car rolling, shoe prints, string block prints.

Music

Individual free play with musical instruments, group free play with musical instruments, moving to music listening to recorded music discussion of feelings which result from different types of music singing

Imaginative and Role-play

Dressing up games - home corner role play eg. with shops, post office, doctor's surgery, hairdressers etc. Imaginative play with dolls and models

Evaluation:

Staff will consider the policy to be effective if the majority of the children are displaying the following characteristics and skills by the end of their Nursery year:



1. Explore a variety of materials, appreciating colour, shape, texture and sound.
2. Express their ideas, communicate their feelings, use their imagination and use a range of materials to make simple representations which will become more detailed as their concentration and observational skills increase.
3. Develop manipulative skills as they handle appropriate tools and instruments.
4. Begin to value their own and other children's work.
5. Express ideas and feelings during role-play and begin to assume different roles.
6. Learn songs, listen and respond to music.
7. Make own music by singing, clapping and playing percussion instruments.

CURRICULUM POLICY FOR THE WORLD AROUND US

It is the aim of Knockbreda Nursery School to:

- Develop and extend the child's natural curiosity about their environment and people around them enabling them to acquire more knowledge of the world around them and some understanding of it

Our objectives are:

- To provide a classroom atmosphere where children feel comfortable and at ease
- To help each child settle in, establish and develop relationships with adults and other children.
- To provide opportunities for children to talk to adults on a one-to-one basis and in group situations.
- Through daily routines, talking about special occasions and festivals and reading 'once upon a time' stories to help the children develop an awareness of time.
- To enable them to learn the names of materials and equipment and to observe how they behave.
- To talk about topics arising from the child's own experiences – holidays, birthdays.
- To provide opportunities for them to explore items of interest from their environment and to develop a sense of wonder about the world.
- To encourage them to observe the weather and the seasons.
- To develop a sense of history by talking about events in the past and their place in their family.
- To encourage the children to explore both their inside and outside environments through their senses.
- To promote an awareness about the local community and some of the people in it.
- To encourage a sense of responsibility towards themselves and their environment – through an awareness of road safety, litter etc.



Planning:

In order to achieve the aims and objectives, the school programmes of work will be based on a mixture of general and topic activities. The child may participate in such activities as an individual or as part of a group and in free play or adult directed situations.

It is the policy Knockbreda Nursery School that when planning –

- The children will have the opportunity to experiment with a wide variety of play materials.
- Time will be given for individual children to settle in to the Nursery setting.
- Opportunities will be provided throughout the day for children to talk to adults on a one to one basis and in group situations.
- Themes and displays will be regularly rotated and changed in order to sustain the children's interest. Child-led topics will be planned as appropriate.
- The classroom layout will be planned to include a specific area for knowledge and appreciation of the environment with items of interest from the natural world being supplemented by both fact and fiction books.

The programme will include some or all of the following types of activity:

The environment:

Exploration of the school grounds

Discussions about local shops, parks, etc.

Discussions and stories about journeys – home to Nursery, home to grandparents, home to holiday destination

Past and present

Oral history – personal experiences of Nursery staff, parents and grandparents when they were children

Stories relating to events in the past

Discussion and role play about special events such as weddings, births and festivals

Discussions about daily routines

Investigation of items from the past and comparison with present day equivalents – old/new toys lanterns/torches clothes

Guess who – pictures of the children as babies

The natural world

Individual and group discussions about the weather and changing seasons

Weather charts

Pictures and collages of natural scenes including animals, plants and trees

Observation of animals and plants both inside and outside the Nursery

The made world

Stories and pictures relating to life in other parts of the country/world

Discussions about different types of homes and different types of transport



Evaluation:

Staff will consider the policy to be effective if the majority of the children are displaying the following characteristics and skills by the end of their Nursery year.

1. Show interest in and care for their environment.
2. Care for and respect living things and handle them sensitively.
3. Talk about themselves, their families, their pre-school setting and the wider environment.
4. Recognise the role of some people who work within the setting and local community.
5. Show an awareness of time as they talk about seasonal and festive events and take part in daily routines.
6. Observe, explore, investigate and select materials and equipment in a range of situations.
7. Ask questions about why things happen and how things work.
8. Use skills such as cutting, sticking, folding, pouring and building as they work with a variety of materials.
9. Begin to name parts of the body.
10. Identify a variety of familiar sounds.
11. Talk about their observations and make simple predictions about things- for example what would happen if water was added to sand.
12. Show an awareness of some environmental and safety issues.

Monitoring and evaluation

This policy will be reviewed and monitored in line with the school's policy review schedule.