

# EARLY YEARS INTENT / IMPLEMENTATION PROGRESSION DOCUMENT

Area of Learning	Nursery INTENT (INTENT / Actions)	Nursery Evidence (IMPLEMENTATION / Visibility)	Reception INTENT (INTENT / Actions)	Reception Evidence (IMPLEMENTATION / Visibility)
Communication and Language	<p>High priority is placed on the development of language within Nursery – it is key to planning and activities.</p> <p>Staff are trained and kept up to date with language development and strategies to support this. This has included I Can and Makaton training.</p> <p>Adults will take the time to listen to children and encourage sustained shared thinking skills.</p> <p>Adults use challenge within our daily activities; for example, altering questions to challenge those with higher understanding.</p> <p>Adults will support language with signing and visuals, the use of now and next boards etc.</p>	<p>Speech Therapist for Nursery for one morning a week supporting with interventions, plans and resources.</p> <p>Use of high level language from all adults. Adults will be modelling language, scaffolding language and using good quality questioning. They will be commenting on what children are doing and echoing back to the children with correct language where language is delayed.</p> <p>Vocabulary being taught through topics is evident around the room in a language rich environment.</p> <p>Powerful conversations happening with children as they engage with adults and each other both within playful learning as well as focus activities and snack time.</p> <p>Early Talk Boost intervention three times a week for identified children.</p> <p>A weekly home learning activity often based around language.</p> <p>Signs and symbols around the Nursery to support language.</p> <p>Rhymes and songs planned for weekly.</p> <p>Forest School – weekly session to develop language outside.</p>	<p>Language continues to be a high priority. Children new to our school will be identified for early speech therapy where needed. Early identification of need is essential.</p> <p>Children will be encouraged to use full sentences and a range of vocabulary within their talk.</p> <p>Adults will take the time to listen to children and encourage sustained shared thinking skills, having high expectations of responses to questioning.</p> <p>Children will be taught the importance of good listening in different situations and will be given longer instructions to follow in order to develop their working memory.</p> <p>Children will learn many new words within the Maestro Curriculum and be able to use the within a sentence.</p> <p>Children will develop their questioning skills</p> <p>Key adults will be trained in NELI in order to deliver this recognised intervention.</p>	<p>Use of high level language from all adults. Adults will be modelling language, scaffolding language and using good quality and more open ended questioning.</p> <p>Evidence of the current vocabulary being used is around the room. Adults will model and expect full sentences from the children so that they can hold a sentence in mind when they come to write one.</p> <p>Adults questioning will lead to the children using extended sentences, often linked with because – so that they can justify their thinking.</p> <p>Speech therapist in the school – children referred in to the school based service for early intervention help.</p> <p>A symbol for stop and listen (tambourine) with expectations that everyone will do this. Instructions will be given clearly and often with several parts to them.</p> <p>New vocabulary will be displayed and revisited regularly.</p> <p>Adults will model questions and expect children to be able to ask appropriate questions of adults and each other.</p> <p>Children will be able to articulate and connect their ideas with increasing detail.</p> <p>Talk Boost intervention three times a week for identified children.</p> <p>Nuffield Early Language Intervention for identified children.</p>

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Physical Development	<p>We offer lots of opportunities to develop both gross and fine motor skills inside and outside.</p> <p>Children are taught about the importance of good hygiene and healthy lifestyles, including a planned Healthy Living Week.</p> <p>Adults have been trained in areas of health such as hearing loss and sensory eating difficulties as well as in paediatric first aid.</p> <p>Specific interventions are offered according to Pen grips.</p> <p>We liaise with specialist support services for children who we are concerned about – OT, paediatrician, health visitors etc</p> <p>Promote healthy lifestyles with parents and signpost them to services that will help them.</p>	<p>Opportunities for large scale climbing and balancing available every day outside and within a weekly Forest School focus where children will learn to manage a certain amount of risk.</p> <p>Weekly sports lesson run by a specialist coach for Early Years. Opportunities in outdoor area to practice throwing and catching skills with large balls.</p> <p>Snuffle station and handwashing signs evident in room.</p> <p>Our 2 year old reports identify any health needs and targets early.</p> <p>Pen Grip assessments show progress.</p> <p>Weekly cooking focus is planned for to learn about foods and food preparation as well as healthy eating.</p> <p>Activities provided include painting with brushes, puzzles, art, loose parts, threading, funky fingers activities etc – opportunities to develop the pincer grip muscles.</p> <p>Activities using whole arm muscles (especially outside) include painting with brushes and water on walls and fences, using the monkey bars etc</p>	<p>Offer a varied and challenging PE curriculum using PE hub and coaches. To expose children to gym, games and dance experiences in order to develop the skills needed. To develop healthy lifestyle and fitness levels and encourage children to learn more about this. Plan opportunities to develop pen grip where children are still struggling to hold and use a pen with control.</p> <p>Plan activities that will develop use of fine motor and accurate use of small equipment.</p> <p>Children will be taught about good hygiene and the reasons for a healthy lifestyle including a planned Healthy Living week.</p> <p>Planning in specific time for Handwriting to ensure correct formation of letters.</p>	<p>There will be a PE lesson each week and sometimes with a specialist coach.</p> <p>Children will be able to use good core muscle strength to sit well at a table or on the floor.</p> <p>Children will revise and refine the fundamental movement skills within PE lessons as well as in the Outdoor area – these skills include running, jumping, hopping, skipping and climbing. Children will be using a variety of different size balls in PE and in the outside area to develop throwing, catching, kicking, passing, batting and aiming skills.</p> <p>Opportunities for large scale climbing and balancing available every day outside and within a half-termly Forest School focus where children will learn to manage a certain amount of risk.</p> <p>Snuffle station and handwashing signs evident in room. Children can talk about healthy lifestyles including screen time, toothbrushing, healthy eating and sleeping.</p> <p>Pen Grip assessments show progress and expected grip.</p> <p>Regular opportunities are planned for activities that use scissors, Pens, pencils, paintbrushes, knives and forks. The activities are suitably challenging and encourage independence and fine motor skills.</p> <p>Children will be learning to write well-formed letters using Read Write Inc rhyme for each letter. This will be taught in phonics as well as in a separate handwriting session.</p>

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Personal, Social and Emotional Development	<p>All our children feel happy and valued</p> <p>We communicate well with parents and show respect for the families of our children in order to support that transition from home to Nursery.</p> <p>We teach children about the importance of feelings and acknowledging those of others, within JIGSAW and topics.</p> <p>Staff have been trained in the importance of Wellbeing and the effects of adverse childhood experiences so that they understand the impact of family situations and can respond appropriately.</p> <p>Children know what's going to happen within their day and are well prepared.</p> <p>Children become resilient and independent learners.</p>	<p>Children enter Nursery happily and are able to leave parents quickly. Parents know what is happening through the use of a daily noticeboard.</p> <p>Children are independent in their self-initiated activities.</p> <p>Children understand and follow the Nursery rules and positive behaviour system.</p> <p>All adults are using the same reward system – beads in the jar which the children are filling up to receive a collective reward chosen by the children.</p> <p>Positive praise is used. Adults encourage children not to give up and to keep trying.</p> <p>Children will talk about themselves and their families.</p> <p>Children will talk about how they are feeling and show care and concern for others.</p> <p>Behaviour is good.</p> <p>Children are confident to talk to adults about their needs and will ask for help when needed.</p> <p>Visual timetables are in use.</p> <p>Nursery is a welcoming environment which is personal to the children. They are reflected in the wall displays and around the room.</p> <p>PALS intervention for children who are struggling with social skills.</p>	<p>Transition from Nursery to Reception is managed well.</p> <p>Communication with parents is good.</p> <p>Children will learn to accept their similarities and differences and feel valued as an individual.</p> <p>We teach children about the importance of feelings, how to express them and acknowledging the feelings of others, within JIGSAW and topics.</p>	<p>Handover of information from N to R</p> <p>Regular contact is made with parents at drop off and pick up times. Adults are available to talk at these times. Parents can contact at other times via phone or email and make appointments to see the class teacher.</p> <p>Children enter Reception confidently and are able to leave parents quickly and independently. Parents know what is happening through the use of a daily noticeboard/Google Classroom.</p> <p>Children understand and follow the Reception rules and positive behaviour system. They know that the bead jar is a collective reward to earn Golden time minutes on a Friday afternoon. They can explain this to others and encourage each other.</p> <p>Children will talk about themselves and their families and make comparisons.</p> <p>PSED is timetabled.</p> <p>Children show resilience and perseverance when challenged – they are keen to challenge themselves and the learning boards offer challenge in activities.</p> <p>Reception is a welcoming environment which is personal to the children. They are reflected in the wall displays around the room.</p>

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Literacy R/W	<p>Encourage the love of reading and expose children to good books.</p> <p>Model reading appropriately, talking about how to use a book and including non-fiction books.</p> <p>Model writing in lots of ways and develop recall skills through questioning and story re-telling.</p> <p>Introduce Read Write Inc Phonics scheme from the Spring Term (or earlier if the children are ready)</p> <p>Teach Letters and Sounds phase 1</p> <p>Develop muscles so that pen grips improve and more control with pens is evident.</p>	<p>Planning is based around good stories.</p> <p>Daily story times expose children to books and the love of reading.</p> <p>Children choose a book to borrow from the nursery library every day to take home.</p> <p>Big Write, Little Write is planned for according to pen grips..</p> <p>Writing area has a variety of mark making tools and equipment available for children to use.</p> <p>Messy play is planned for to develop fine motor skills – including dough.</p> <p>Motor Movers Programme is used daily.</p> <p>Read Write Inc phonic cards and frieze are up in the room all the time.</p> <p>Songs and rhymes are planned for.</p> <p>The alphabet is displayed.</p> <p>A book corner is inviting.</p>	<p>Encourage home reading as much as possible.</p> <p>Develop a love of books and stories through exposure to high quality texts.</p> <p>Modelling reading so that children know what to do and what strategies to use.</p> <p>Read Write Inc phonics scheme</p> <p>Separate Handwriting session to ensure letter formation is focussed on and a good pen grip is developed.</p> <p>Clear areas to access writing resources.</p> <p>Children are encouraged to hold a sentence before writing it.</p> <p>Talk for writing is strong – children are encouraged to use good sentences and vocabulary so that writing can reflect this.</p>	<p>Reading Garden display values and rewards children for home reading.</p> <p>Class story is voted for by the children.</p> <p>Daily stories are read and many topic lessons are introduced through books.</p> <p>Weekly shared reading session timetabled into Literacy planning.</p> <p>Phonics daily – children split according to ability to recognise and use sounds. Phonics being taught are evident in the rooms – cards are up and friezes are on the wall. Sound cards/mats support writing.</p> <p>Letter formation is showing progress in independent as well as focus work.</p> <p>Opportunities are planned for writing and reading in learning challenges on boards.</p> <p>The alphabet is displayed.</p> <p>A book corner is inviting in each room.</p> <p>Writing area is accessible and encourages independent writing.</p> <p>Children will use letters accurately in their independent and focussed activities – demonstrating what they have learned and using it accurately. Talk buttons are available to help children recall their sentences.</p> <p>Activities are provided that challenge the children to read and write.</p> <p>New words are displayed and added to in order to increase vocabulary.</p>

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Mathematics	<p>Teach children how to count accurately to 10</p> <p>Learn about patterning and be able to recognise/subitise a small number.</p> <p>Model the concept of 1 less and 1 more through number songs and rhymes.</p> <p>Adults will model counting in many ways – such as days of the week, how many children are here, how many objects are in the bag, snack time etc</p> <p>Use training provided by the NCETM - Maths Hubs Early Years which includes Numberblocks.</p> <p>Ensure we have a culture of having a go and not giving up as well as justifying our answers where possible. A positive 'can do' approach to Maths where Maths is enjoyed.</p> <p>Support parents with learning about Early Maths skills through home learning activities and parent workshops.</p>	<p>Modelling counting</p> <p>Planning lots of number / finger rhymes and activities</p> <p>Using manipulatives regularly including Numicon, unifix, shapes and Numberblocks.</p> <p>A clear area where Mathematics resources are stored.</p> <p>Construction activities using small and larger scale blocks – inside and outside.</p> <p>Games that involve a track board and a 1-3 dice.</p> <p>Numbers and number lines displayed around the room in different ways.</p> <p>Shapes displayed in the room.</p> <p>Show me, throw me, grow me a number.</p> <p>Positive attitudes are seen towards mathematical activities.</p> <p>Adults model mathematical language and encourage children to use it appropriately.</p> <p>Maths can be seen as part of the children's daily routine including visual timetable and days of the week song.</p>	<p>Teach children how to count beyond 10 and recognise patterns within numbers.</p> <p>Use of Power Maths and White Rose Maths to ensure good coverage of all elements of early maths.</p> <p>Focus on mathematical language.</p> <p>Focus on subitising to 6 or more.</p> <p>Continuation of Numberblocks – using episodes that include doubling and further number problems, beyond number recognition.</p> <p>Continuation of positive approach towards mathematics where children feel safe to have a go and try out their own ideas.</p> <p>Support parents with developing Early Maths skills through home learning activities and parent workshops.</p>	<p>Clear well-resourced Maths area in the classroom.</p> <p>Number lines and manipulatives are available to support mathematical learning. Manipulatives include Numicon, Multilink cubes, measuring tapes and dice.</p> <p>Displays/working walls reflect current learning and can be referred back to as learning is built upon.</p> <p>100 square is evident in outdoor area.</p> <p>Mathematical language is evident around the room.</p> <p>Games that involve a variety of tracks and a 1-6 dice. Leading onto using 2 dice.</p> <p>2D and 3D shapes available for construction and picture making.</p> <p>Show me, throw me, grow me a number and bunny ears.</p> <p>Positive attitudes are seen towards mathematical activities and children's ideas are challenged, so that they can talk about their learning and justify their ideas.</p> <p>Maths can be seen as part of the children's daily routine including visual timetable and rewarding Golden Time in minutes. Use of timers for behaviour and computing.</p>

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Understanding of the World	<p>Regular sessions at Forest School are planned into the timetable – weekly where possible.</p> <p>Termly trips planned within the locality.</p> <p>Celebration of festivals/special occasions planned throughout the year.</p> <p>Use of Maestro Curriculum</p> <p>Resources available for investigation and exploration.</p>	<p>Fridays – Nursery attend Forest School with a specific focus learning about the outdoor environment – discovering the seasons, bugs, how to make mud etc</p> <p>Working wall has photographic evidence of the experiences children are taking part in.</p> <p>Displays reflect the learning through Maestro as well as celebration of families and cultures.</p> <p>A reflection area is evident with children's prayers valued.</p> <p>Daily prayers are said and signed at lunchtime and the end of the day.</p> <p>There is an investigation area with resources available for children to explore the environment with and beetles to learn about life cycles.</p> <p>Messy play opportunities to encourage expressive language and exploration through the senses.</p> <p>Weekly cooking opportunities linked to topic and investigation and turn taking.</p> <p>Shared experience across EYFS – chicks hatching from eggs.</p>	<p>Termly block of sessions at Forest School.</p> <p>Termly trips planned within the locality that support and develop learning in Maestro topics.</p> <p>Celebration of festivals/special occasions planned throughout the year.</p> <p>Use of Maestro Curriculum topics</p> <p>Resources available for investigation and exploration.</p>	<p>Forest School each term on an afternoon.</p> <p>Displays reflect the learning through Maestro as well as celebration of families and cultures.</p> <p>A reflection area is evident</p> <p>RE learning is displayed and daily prayers are said at lunchtime and the end of the day.</p> <p>Displays reflect the learning through Maestro as well as celebration of families and cultures. Language/vocabulary is clear.</p> <p>Use of the outdoor area develops this area of learning and is evident through the activities provided.</p> <p>Weekly cooking opportunities linked to topic and investigation and using questioning to develop knowledge and understanding of cooking process and change.</p> <p>Shared experience across EYFS – chicks hatching from eggs leading to creative/diary writing experiences.</p>



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Expressive Arts and Design	<p>Offer opportunities to recreate familiar events for themselves.</p> <p>Engage in pretend play with children, modelling and extending this.</p> <p>Provide opportunities for using musical instruments and moving to music.</p> <p>Provide a variety of opportunities for art</p>	<p>Home corner in Nursery at all times.</p> <p>Small world resources to develop imaginative play. Modelling pretend play by adults. Adults take part in role play with children.</p> <p>Forest School – opportunities to develop pretend play including the mud kitchen.</p> <p>Music area available inside and outside.</p> <p>Songs and rhymes are planned into the day and includes Phase 1 L&amp;S aspects 2, 3 and 6.</p> <p>Children's art work is shown value and displayed within the Nursery.</p> <p>Large scale construction outside to develop creativity on a larger scale – different equipment to Reception.</p> <p>Art activities are planned for and use a variety of media including paint, dough and materials.</p>	<p>Offer opportunities to develop creativity.</p> <p>Create new role-play experiences within the environment.</p> <p>Encourage independent exploration of crafts resources so that children's work is not identical in production – valuing individual results.</p> <p>Songs and rhymes used within the day including phonics.</p> <p>Dance and drama opportunities are planned for.</p>	<p>Role-play reflects children's experiences and builds new experiences through indoor and outdoor role play opportunities.</p> <p>Clear labelled craft area to encourage independent creativity.</p> <p>Artwork is displayed as 'masterpieces' and some artists are studied.</p> <p>Small world resources, which can be added to by the children in order to develop their imaginative play.</p> <p>Forest School planning supports pretend play.</p> <p>Music is available for independent use.</p> <p>Large scale construction outside to develop creativity on a larger scale – different equipment to Nursery.</p>