



St Michael's First School Nursery



Early Years Pedagogical Approach

At St Michaels C of E First School, we intend to provide motivating first-hand experiences, whilst encouraging our children to build a life-long love of learning. We aim to provide a knowledge rich curriculum, which builds on children's existing skills and knowledge, encouraging them to use what they already know to succeed and progress.

We recognise that all children are unique and we celebrate individual differences and skills, to enable all children to feel valued and have pride in their achievements. We also highly value child-led learning and will follow the interests and fascinations of the children in each cohort. The curriculum is rich in language and vocabulary, role-modelled by staff, to ensure children can communicate effectively.

Our children across Early Years have access to a wide range of learning through play and enjoy a mix of child initiated and adult led activities. Pupils have daily Maths, Literacy and phonics sessions and free flow access to our newly developed outdoor area.

We have developed our own bespoke curriculum, based on the context of our school. We explore the Wider World and the wonders it has to offer, through a progressive of learning; matched to the children's needs. Please see our curriculum intent model.

Topics are planned that follow the children's interests, capture their imagination and develop their learning in the following areas:

Communication and Language

Literacy

Physical Development

Mathematics

Understanding the World

Expressive Arts and Design

Personal, Social and Emotional Development

The children engage in a range of activities, that are based on first-hand experiences around these areas of learning. The children can access these in both the inside and outside classroom environment.



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We use Development Matters to support the curriculum. For each area of learning, we plan exciting and engaging opportunities to continuously move the children's learning and development forward. This includes following a topic or class theme, where we combine all areas of learning in a cross-curricular way, to develop a wide-ranging vocabulary which underpins the children's learning.

This also includes following the children's interests and making the most of those 'in the moment' teachable opportunities, where learning can be maximized if children are engrossed in an activity due to personal fascinations or interests.

Each year we will take into account the nature and needs of the class and create a blend of whole-class, guided, adult led and child led play, which suits our cohort. We follow the characteristics of effective learning and give opportunities to play and explore, be active and think critically and creatively.

Staff quickly identify children that need support in any area of learning and provide focused intervention. This is targeted and age-appropriate to support individuals to make expected progress.

We embed our values of Service, Respect, Perseverance, Kindness, Joyfulness and Courage in everything that we do.



Communication and Language Development at St Michael's First School

At St Michael's, we regard Communication and Language to be at the centre of everything we do. Communication develops through adult interactions, play opportunities, high quality books and experiences that the children can talk about from both school and home. We use Development Matters as a guide to ensure children are accessing developmentally appropriate opportunities and making progress in their learning. In development matters the statements for Communication and Language states that children should;

- Enjoy listening to longer stories and be able to remember much of what happens.
- Pay attention to more than one thing at a time, which can be challenging.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

By the end of Nursery at St Michael's First School we believe that;

- Children will listen attentively in a range of situations.
- Children will enjoy listening to longer stories and will be able to recall longer stories.
- Children use a wider range of vocabulary.
- Children are beginning to pay attention to more than one thing at a time.
- Children will understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".



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- Children are able to use tenses correctly? "I went to the shops."
- Children can confidently talk in sentences up to 4 words
- Children can express a point of view. " I like" "I don't like..."
- Children can start a conversation with an adult or a friend.
- Children will use talk to organise themselves and their play.

What opportunities do we create in daily provision to support the development of Communication and Language in Nursery?

- Children have the opportunity to share experiences at group times - snack, whole class carpet time.
- The Seesaw App allows parents to send in children's experiences, such as visits and outings. Children are encouraged to explain it to their friends and the adults.
- A variety of experiences that encourage children to use language and expression e.g out of school visits, forest school, going out in the rain and wind, discussing how it feels, looks and smells (use of all senses).
- Adults support children's independence by giving instructions and encouraging the children to listen and follow by doing things themselves, such as hanging up their coat, going to the toilet, washing hands, peeling a banana etc.
- Open ended provision to support child choice which in turn creates high levels of engagement, and use of language and speaking as part of this.
- Using various quality texts and picture books to develop vocabulary.
- Adults continuously modeling language; kind interactions and conversational skills to children to support children in using it themselves.
- Saying correct pronunciations and model words back to children if they say it incorrectly.
- Foundations for Phonics (Phase 1) in daily sessions to support good speaking, listening and attention skills, as well as pre-reading learning opportunities.
- Forest school weekly, widening vocabulary due to experiences and different environments.
- Small world and role play in daily provision to support language.
- Vocabulary discussed in books with a focus on talking about the meanings of words children may not have heard or come across.
- Speech and language support through Wellcomm, talking programs, games and external support where necessary.



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Personal, Social and emotional Development at St Michaels First School

At St Michael's in Nursery we use Trick Box and P4C to support our children in Personal Social and Emotional development. We support children to regulate their feelings and behaviors through zones of regulation and emotion coaching techniques. Our school values underpin everything and children learn about resilience, tolerance, perseverance, kindness, respect and service through stories, R.E lessons and worships. In Development Matters the statements for Personal, Social and emotional Development state that children should;

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.

Observation check point; Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles - being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?



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By the end of Nursery at St Michael's First School we believe that;

- Children can sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?
- Children can settle to some activities for a while?
- Children can play alongside others
- Children can take part in pretend play (for example, being 'mummy' or 'daddy'?)
- Children can generally negotiate solutions to conflicts in their play?
- Children will develop ways of being assertive.

What opportunities do we create in daily provision to support the development of PSED in Nursery?

- Adults model and role play scenarios to suit the needs of the cohort supporting social skills, e.g modeling 'Please can I have that when you have finished?'
- Games and turn taking resources are part of daily provision and adults support children when needed to develop independent team work and turn taking skills
- Adults skillfully suggest solutions to conflicts when they occur, which gives children the tools to do this independently over time
- Circle times take place to role play various emotions/situations and in the scenario the children are asked to collectively think of solutions to resolve the issues e.g. puppets snatching toys or refusing to share
- Daily separating from parents on arrival, supported by staff and independent over time
- Provision opportunities to allow children to play alongside each other and then progress into play collaboratively
- Self registration used to promote sense of self -use of names to support recognition of their own names
- Role play area - home corner, kitchen, café to encourage children to act out their own lived experiences
- Clear boundaries and expectations to ensure children understand rules and routines
- Open ended provision to allow children to make their own choices in learning through play
- Use of high quality texts to develop children's personal social emotional skills
- Trick Box programme that develops positive life habits to help deal with challenges in the here and now as well as building a repertoire of personal skills for the future, helping individuals to thrive.
- Focus on school values through RE gives children the tools to become happy, confident and caring learners
- P4C weekly activity encouraging children to have their own thoughts and ideas and to express them to each other



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Physical Development at St Michaels First School

At St Michael's C of E First School in Nursery we provide opportunities each and every day to promote both fine and gross motor. Our children have weekly PE sessions delivered by progressive sports and also have daily access to various physical development opportunities in both our outdoor and indoor provision. There is a lot of focus on independence at this stage in terms of self-care; the children are getting themselves dressed for forest school, toileting on their own and putting their own coats on. In Development Matters the statements for Physical development state that children should;

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start eating independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing

By the end of Nursery at St Michaels First School we believe that;

- Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large).
- Children can go up steps and stairs, or climb up apparatus, using alternate feet.



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- Children use large-muscle movements to wave flags and streamers, paint and make marks.
- Children match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank/ in a tunnel.
- Children can skip, hop, stand on one leg and hold a pose for a game like musical statues Children will use one-handed tools and equipment, for example, making snips in paper with scissors.
- Children will be eating independently and learning how to use a knife and fork.
- Children will use a comfortable grip with good control when holding a pencil.

What opportunities do we create in daily provision to support the development of Physical skills in Nursery?

- Use of various gross motor equipment daily-planks, crates, large building materials-open ended for use in different ways e.g. assault course, build a bridge, create a vehicle and many more opportunities.
- Access to trikes, bikes and scooters in large open area.
- Twice weekly PE sessions delivered. One by outside agency - Soccotots and one by nursery staff using Sports Explorers program.
- Daily Squiggle While you Wiggle sessions to support pre-writing skills through both gross and fine motor skills.
- Mark making opportunities in various ways-outdoors and indoors through our provision and enhancements.
- Children dressing themselves in various situations-dressing up, after toileting, coats and painting aprons-adult support and modeling with the expectation to do it independently after being supported.
- Use of tools inside and outside appropriate for individuals-hammers, trowels, scissors, spades, jugs, pencils, crayons, paint brushes, rolling pins, cutters.
- Staff supporting children to use cutlery at lunch time correctly by modeling and having high expectations.
- Children encouraged to independently use the toilet-staff work together with parents to support with this in school and at home.
- Take part in group or whole class movement activities to include patterns of movement to music and rhythm, some of which will be carried out during foundation phonics sessions.
- Daily fine motor activity-morning intervention and Dough Gym Station with in provision.
- Dough Gym intervention daily at the end of each day.
- Weekly Letter Join-starting with patterns and progressing to letter formation.



Literacy Development at St Michael's First School

At St Michael's C of E First School reading is at the heart of everything we do. Our priority is both the teaching of reading skills and developing the love of reading, to enable our children to become lifelong, confident readers. We believe that high-quality texts that engage and motivate our children are the key to instilling a love of literature. We support our Early Years children to have a varied and rich diet of reading opportunities. Each room has a reading area, which includes carefully selected books that are age appropriate and reflect the children's interests. The teaching of early reading skills begins in Nursery through daily story, rhyme and song time and phonics lessons. We use Twinkl phonics to deliver daily discrete phonics lessons in Nursery enabling children to tune into sounds. Adults read to the children daily in whole group, small group and 1:1 situations. We use whole class reading to teach key reading skills.

We support children to become writers by providing lots of opportunities to mark make and use writing for a purpose for example writing lists, drawing maps etc. We use squiggle whilst you wiggle, communication station and dough disco to develop early writing skills.

In Development Matters the statements for Literacy Development state that children in nursery should:

- Understand the five key concepts about print; print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing.
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.
- Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately



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By the end of Nursery at St Michael's First School we believe that;

- Children will continue to learn their letter sounds Phase 2 Phonics
- Children name the different parts of a book and know that we read text from left to right.
- Children use new vocabulary when discussing stories.
- Children will engage in writing based activities eg; writing a birthday card/list.
- Children can write their first name independently
- Children will sequence a story that they know well
- Children can write some letters accurately.
- Uses print and letter knowledge learnt independently in writing.
- Some children will be able to write simple cvc words.
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What opportunities do we create in daily provision to support the development of Literacy in Nursery?

- Promote a love of reading through accessing a wide range of texts, reading areas, library clubs, library use and visits to our local library.
- Library books sent home weekly to share at home with parents
- Carefully matched individual reading books sent home as they progress through the phonic scheme.
- Seesaw used to communicate with parents about weekly home learning activities such and weekly phonic sounds/ rhymes etc
- Squiggle whilst you wiggle program daily, supporting both gross and fine motor development.
- Daily phonic lessons to support all aspects of Level 1.
- Opportunities to act out stories in role play, with puppets, small world and role play areas that reflect texts used.
- Adults modelling writing for a purpose
- A wide range of opportunities to engage in mark making within provision - writing lists, drawing etc
- Dedicated story time each day where children can listen to a story of their choice
- Supporting children to recognise and write their name.
- A vocabulary rich environment where children can access independently letter sounds and vocabulary to support their learning through high quality working walls.



Mathematics at St Michaels First School

At St Michael's in Reception we follow the White Rose Maths scheme, but is enhanced by a range of resources. Staff use a variety of skills to support the children in their work, but use the CPA approach (concrete-pictorial-abstract) It explains concepts by using concrete resources such as counters to explain simple addition, using pictorial representations such as drawings of counters, and using abstract representations such as numbers which forms the basis of what we teach. We want our children to become confident in the composition of number and have a real deep understanding of number, rather than just be able to count and recognise numbers. We focus on numbers up to five, really embedding the children's concept of number. We want to end the year with children beginning to understand the composition of number, ready for the Reception Year. This then allows them to move onto numbers to 10 and apply the same deep knowledge and understanding. We do this in a very practical way using various texts and resources to support Maths learning. We deliver a daily maths adult led session and then the children go off into the provision and practice and apply the taught skills. We believe maths is everywhere and we provide opportunities to access Maths in all areas of learning both indoors and outdoors.

In Development Matters the statements for Mathematical Development states that children should:

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone - for example, "The bag is under the table," - with no pointing. Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.



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- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'.

By the end of Nursery at St Michael's First School we believe that;

- Uses some number names and number language within play.
- Children will enjoy counting verbally as far as they can go.
- Children will experiment with their own symbols and marks.
- Children will solve real world mathematical problems with numbers up to 5.
- Children will point or touch each item, saying one number for each item, using the stable order of 1,2,3,4,5
- Children will recognise up to 3 objects without having to count them individually.
- Children will talk about and explore 2D and 3D Shapes- building with shapes, using informal language and mathematical language. They will select shapes appropriate for tasks and combine shapes to make new ones. They will attempt to make arches and enclosures when building
- Children will compare objects relating to weight and capacity.
- Children will describe a sequence of events.

What opportunities do we create in daily provision to support the development of Mathematics in Nursery?

- Subitising opportunities in maths sessions and within provision-card games, items of up to 3 objects and adult point out how many and then begin to ask the children how many they can see.
- Construction including various shapes and sizes to allow for maths vocabulary to evolve. Questioning supporting mathematical thinking e.g why won't the round object stack on top of the tower - what will happen?
- Adults point out sequencing events - daily routine, stories, home routine etc
- Singing daily - number songs and rhymes. Reading story books to support maths learning as well as adult questioning supporting maths through stories
- Adults modeling language informally through play to describe the shape, position, size, weight, length, capacity pattern in something e.g 'your top has a stripy pattern' or 'that fish is much bigger than that one.' 'This box is really heavy but the ball is light to carry by myself'
- Counting items in provision - loose parts, small world, natural objects



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- Staff providing real-world problems e.g not enough fruit, too many chairs, missing pencils-how many more will we need
- Displays in classroom and outdoors to support numbers to 5-numerals, pictures, objects
- Staff drawing on positional language in various circumstances e.g where children's pegs are, where an item is, where something would need to be put away, the position of objects in construction play
- White Rose maths program used as adult input teaching
- Ten Town and Numberblocks programs used to support teaching in maths
- Yearly involvement in NSPCC Numbers Day where children have a day's focus on number through games and activities



Understanding of the World at St Michael's First School

At St Michael's First School we follow the children's interests, children are encouraged to ask questions, show curiosity and engage with the world around them. This is highly supported through our use of key texts which are diverse and let our children discuss and compare places to their own immediate environment and area. Our children have access to Forest Schools weekly where they can explore and learn about our natural world and understand concepts such as growth and change.

In Development Matters the statements for Understanding of the World Development state:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work. Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos



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By the end of Nursery at St Michael's First School we believe that;

- Children will explore how things work.
- Describe differences between materials and changes they notice. Talk about different forces they can feel.
- Continue to develop positive attitudes about the differences between people.
- Children know that there are different countries in the world and can talk about the differences they have experienced or seen in photos.
- Children will know how to operate simple electronic devices and show skills in making toys work.
- Children are familiar with their own life and family history. They are able to talk about different occupations and have a positive attitude about the differences between people. Children can talk about different countries and their experiences.
- Understand about natural materials and can talk about what they see. Children can explain growth, change and decay with natural materials and will have an understanding of the life cycle of a plant and an animal. They will show respect and care for the natural environment and all living things.

What opportunities do we create in daily provision to support the development of UW in Nursery?

- Continuous provision supporting children's learning with free-choice opportunities e.g. gardening area, water play and small world
- Various opportunities to plant and grow throughout the year
- Forest School sessions weekly throughout the year - children have the opportunity to immerse in the outdoors and learn about changes through seasons
- Learn about the lifecycle of plants and animals, with possible opportunities to see this first hand e.g. visit to the farm, hatching chicks, planting and harvesting
- Various texts to support understanding of the world learning such as non-fiction life cycle books, growing books, diverse books and books about families
- Outdoor opportunities taken by staff that allows children to be in nature and learn first hand about the outdoors such as experiencing extreme weather. This could be getting out and experiencing the rain, using a kite in the wind or sledging in the snow
- Local walks in the area to support understanding of seasons e.g. Autumn walks
- Visits to Church and RE topics that support and develop positive attitudes about the differences between people



Expressive Arts & Design at St Michaels First School

At St Michael's we create many opportunities for our children to be creative. We want our children to be able to express themselves and do this in a way that is open ended and exploratory. We want children to explore colour, texture and design and develop their own ideas. It is also the language they use to explain their work. Our provision allows children to be expressive through various mediums such as music, role play and construction. We value pretend play and we know it is closely linked with Literacy development, children are given lots of opportunities to role play and come up with their own ideas for stories. We provide various materials and both support and scaffold children by sharing ideas and allowing the children to come up with their own.

In Development Matters the statements for Expressive Arts and Design Development states:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings - happiness, sadness, fear etc. Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.



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- Play instruments with increasing control to express their feelings and ideas.

By the end of Nursery at St Michael's First School we believe that;

- Children will make more imaginative and complex small worlds building upon their theme of play.
- Children are able to add detail to their drawings representing their ideas.
- Children are able to control their singing voice using pitch and the melodic shape of familiar songs.
- Children are able to use a variety of materials in creating their ideas. They will know how to join different materials together.
- Children are able to play musical instruments with control.

What opportunities do we create in daily provision to support the development of EAD in Nursery?

- A mix of open ended art opportunities in provision as well as adult led activities to support children in making, painting and creating
- Role play area as well as construction and small world allowing for various types of small world
- Use of instruments in phase 1 phonics activities and in the provision to allow children to make music and express themselves through music
- Singing daily in various ways such as rhymes and number songs
- Drawing and mark making materials available in provision both indoor and outdoor e.g clipboards, large paper, chalks, water painting, easel
- Opportunity to create various textures junk modeling, collage materials, paint, glue, scissors-various media and materials
- Daily singing, rhymes, storytelling, story time opportunities
- Forest school weekly sessions-allows creativity to make/create/pretend using natural items and materials
- Adult guidance and support to draw in provision areas, modeling and encouraging children to draw following their interests
- Large and small construction materials readily available for children to be able to make and create various representations, models and role play
- Music making provision such as instruments
- Various texts to support understanding of emotions and adults supporting children how to creatively represent an emotion in provision based learning
- Class performances e.g. Christmas nativity
- Squiggle While you Wiggle using music and movement to create shapes while strengthening gross motor and fine motor skills