

Curriculum Impact

Children at Woodlands Park Nursery School become confident, independent learners who are well prepared for the transition to primary school. They communicate effectively, develop a strong vocabulary, persevere with challenges, build positive relationships, and show curiosity about the world around them.

Children make excellent progress from their starting points because learning is purposeful, engaging, and responsive to individual needs. They demonstrate high levels of involvement, apply learning in different contexts, and show the characteristics of effective learning.

Children develop strong personal and social skills, understanding kindness, respect, right and wrong, and the importance of caring for the world they live in as young global citizens.

Ongoing assessment ensures practitioners know each child well, celebrate progress, identify next steps, and work in partnership with families.

The impact of our curriculum is seen in happy, secure children who are eager to learn and well prepared for their next stage of education.

Woodlands Park Nursery School and Children's Centre

Curriculum Impact

At Woodlands Park Nursery School and Children's Centre we understand that children develop and learn at different rates. The impact of our curriculum ensures that children have learnt key skills, knowledge and dispositions at different points in their learning journey.

| Age/ stage | Area of Learning | Key skills, knowledge and disposition |
|---------------|---|--|
| 1 year old | Personal, Social & Emotional Development | <ul style="list-style-type: none"> • Demonstrates affection to familiars. • Can drink from a cup with help and can feed themselves with finger food using an effective grasp. • Uses familiar adult as a base from which to explore environment. • Likes to be in sight and hearing of familiar people. |
| | Communication & Language | <ul style="list-style-type: none"> • Will change focus of attention when hearing their name. • Smiles, looks and moves in response to interaction, songs and music. • Reacts in a physical way in response to physical interaction. • Makes links by pointing or looking towards named object or named person. • Babbles and laughs during play. Plays with vocal sounds and mouth movements. • Starting to use repetitive sounds such as da-da-da / ma-ma-ma. Beginning to understand familiar 'naming' words such as 'cup', 'mummy'. |
| | Physical Development | <ul style="list-style-type: none"> • Crawls or shuffles with some cross lateral movement. • Can grasp objects using fist or effective grasp. |
| | Literacy | <ul style="list-style-type: none"> • Beginning to show interest in visual images. • Experiments with rhythm and sound through babbling and actions with blocks/musical instruments. • Instigates a song or rhyme through an action with a familiar adult. • Becoming more aware of their physical impact on cause and effect. • Uses both hands to hold an object but may begin to show preference. |
| | Mathematics | <ul style="list-style-type: none"> • Shows enjoyment when number rhymes are sung to them by moving hands, head or feet. • Claps hands in response to interaction. • Watches rolling objects as they move in front of them and moves to reach them. • Holds two objects, one in each hand and taps them together. |
| | Understanding the World | <ul style="list-style-type: none"> • Showing interest by watching people and what is happening around them. • Shows through verbal and nonverbal interactions a widening awareness of key people in their lives. • Will give an adult a 'common' object on request e.g. spoon, cup, their actions show they understand how it can be used. • Will explore through natural curiosity the immediate (indoor and outdoor) environment. |
| | Expressive Arts & Design | <ul style="list-style-type: none"> • With encouragement and support of a familiar adult, children begin to explore the immediate environment, materials and new experiences on offer. • Listens and then repeats actions to elicit sounds from a sound making toy, musical instrument or device. |

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| 1 and a half years old | Personal, Social & Emotional Development | <ul style="list-style-type: none"> Emotionally still very dependent upon familiar adult, may need support in new/unfamiliar situations. Explores environment with increasing understanding but 'checks in' with familiar adults. Removes their own shoes or hat. Plays contentedly and can give and receive objects to another person. Will alternate between clinging and resistance. |
| | Communication & Language | <ul style="list-style-type: none"> Joins in with action rhymes and songs. Understands simple everyday words and phrases e.g. drink, shoes, coat on. Shows understanding of cause and effect by repeating an action and anticipating a response. Gives named familiar objects to a familiar adult. Initiates interactions with others through actions, gestures or vocals. Still babbles but can use up to 20 familiar words used in the home and education setting. Copies the words and gestures of adults. |
| | Physical Development | <ul style="list-style-type: none"> Walks well with feet apart, starts and stops safely. Can place objects with palmer or cylindrical grasp. |
| | Literacy | <ul style="list-style-type: none"> Beginning to recognise and discriminate between familiar objects, sounds and pictures and can express a preference. Engages with a story by patting pictures or pages. Turns pages in a cloth or board book. Picks up objects with either hand using a palmer or cylindrical grasp. Uses palmer grasp to pass an object from one hand to the other. |
| | Mathematics | <ul style="list-style-type: none"> Explores moving blocks, counters or small toys into small and larger groups. Actions show recognition of the rhythm of counting. Puts objects in and out of containers, repeating actions. Stacks objects or blocks. |
| | Understanding the World | <ul style="list-style-type: none"> Engages in familiar everyday play experiences, sometimes with familiar children. Engages in multi-sensory explorations of familiar objects with familiar adults, sometimes alongside other children. Actions show understanding that some objects belong together, e.g. a lid on a box. Shows interests in the natural environment e.g. the wind rustling in the trees, the feel of the grass on bare feet. ... |
| | Expressive Arts & Design | <ul style="list-style-type: none"> Uses hands or feet to explore marks made in paint or another material. Explores properties and possibilities of toys, convenient everyday objects and sound makers with lively interest. |

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| 2 years old | Personal, Social & Emotional Development | <ul style="list-style-type: none"> • Growing sense of will and determination. • Listens and responds to simple information. • Becomes frustrated if unable communicate needs. • With support will engage in symbolic play. • Is able to feed themselves using a utensil e.g. using spoon or fork. • Parallel play present; plays contentedly near other children but not with them. • Copies everyday adult activity. |
| | Communication & Language | <ul style="list-style-type: none"> • Recognises and responds to familiar sounds. • Able to focus attention on an object or person when directed to by a familiar adult. • Can follow simple instructions when given visual clues or gesture. • Is able to recognise and name familiar objects from a photograph or picture. • Can use up to 50 words and can put two / three words together. • Links words and objects asking for the name of familiar objects. • Beginning to use simple questions such as, 'who that?' |
| | Physical Development | <ul style="list-style-type: none"> • Squats with steadiness and rises to feet with balance. • Holds objects with precision. |
| | Literacy | <ul style="list-style-type: none"> • When looking at picture books or on a screen can point to a named object for example, ' Where is the dog?' • Shows an emotional response when looking at or sharing a book. • Able to fill in the missing word (sign or speech) when a story or rhyme is read to them. • Uses extended arms when moving, dancing or climbing. • Uses hands to explore different textures. |
| | Mathematics | <ul style="list-style-type: none"> • Matches one object with another object or picture during play. • Participates in number rhymes and action games. • Builds a tower or creates lines with objects. • Uses signs or speech to request 'more'. |
| | Understanding the World | <ul style="list-style-type: none"> • Shows awareness of belonging to a small group. • Actively and with increased independence explores and shows interest in immediate environments at home and in settings. • Sometimes indicates recognition of familiar and unfamiliar experiences/ resources. • Talks about or responds to what they are seeing or experiencing in the natural world. |
| | Expressive Arts & Design | <ul style="list-style-type: none"> • Actively explores, using all their senses, a wide range of media and materials. • Starts to question, 'what's that' and express their emotional response. • Uses everyday objects and instruments to make sounds/ music. • Imitates sounds from the natural or made world. |

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| 2 and a half years old | Personal, Social & Emotional Development | <ul style="list-style-type: none"> Cooperates with familiar boundaries and routines. Listens and responds to talk when playing alongside an adult or familiar peers. Attempts to communicate toilet needs. Watches other children at play before joining in. Emotionally less dependent on familiar adult but still requires reassurance in unfamiliar situations. • |
| | Communication & Language | <ul style="list-style-type: none"> Beginning to understand simple sentences and phrases such as 'go get coat'. Beginning to understand around 500 words. Uses language to find out by asking the question 'What's that?' or 'Why?' Understands simple instructions. Links actions to words in games, action songs and rhymes. Can use up to 200 words. Links three/ four words together. Frequently uses short simple sentences in every day communications. • |
| | Physical Development | <ul style="list-style-type: none"> Can move up and down a step/ slope maintaining balance. Holds and manipulates tools and equipment using a fist or pincer grip. • |
| | Literacy | <ul style="list-style-type: none"> Points to objects, coloured pictures or photographs to indicate a choice. Uses finger puppets/props and everyday resources to play with songs, rhyme or stories. Grasps a mark making implement and creates a forwards, backwards or circular movement. Uses hand and arm actions to rotate and turn. |
| | Mathematics | <ul style="list-style-type: none"> Organises a set of natural or everyday objects in a group. Plays 'hide and seek' with people and objects and knows that they exist even when out of sight. Plays with a range of block/ solid shapes to construct and position. Fills and empties containers with growing purpose using sand, water or other play materials. |
| | Understanding the World | <ul style="list-style-type: none"> Can identify significant people in their lives and talk about this in response to stimuli. Responds to photographs or digital media showing shared events/familiar people or places. Through self-initiated play experiences, using a range of familiar materials and resources, is able to communicate things of personal significance about their lives, beliefs and culture. Actively explores and organises items/objects based on similar features e.g. wooden items, spiky objects. |
| | Expressive Arts & Design | <ul style="list-style-type: none"> Uses relevant vocabulary to support explorations in multi-sensory ways of textures, movement, feel and look of different media and materials Explores sounds, songs/ simple rhymes and movement. Beginning to make believe by pretending. |

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| 3 years old | Personal, Social & Emotional Development | <ul style="list-style-type: none"> Expresses own preferences, needs and interests. Starting to recognise others basic feelings. Is becoming independent in self-care and manages this with support. Will approach familiar adults when upset, excited or want to play. Is able to explore or try out a new activity or experience with adult support. |
| | Communication & Language | <ul style="list-style-type: none"> Listens to stories, songs and rhymes and asks for favourites. Can shift attention when conversation interests them. Understands longer instructions. Responds to questions with two given choices. Actions demonstrate understanding of simple concepts. Links actions and words to communicate immediate needs and wants. Linking four/five words together and starting to refer to things in the past. Uses more vocabulary including descriptive language and words which explore form or function. |
| | Physical Development | <ul style="list-style-type: none"> Climbs using hands and feet and able to use equipment that requires pulling and pushing. Increasingly uses pincer grip. |
| | Literacy | <ul style="list-style-type: none"> Can recognise and match picture labels and silhouettes to objects in the environment, in books, pictures or when playing using digital devices. Listens attentively, showing pleasure, to a familiar story published or created in the provision. Makes marks in different media using hands or mark-making tools. Uses pincer grip in play to hold small objects. |
| | Mathematics | <ul style="list-style-type: none"> Uses number names in play and imitates adult actions, rote counting or saying counting words randomly alongside their physical actions. Shows spontaneous 'interest' in numbers in the environment, books, rhymes and in songs. Children explore pattern, using manipulatives and puzzles in their independent play. Engages in lining up, placing, arranging and repositioning materials. Recognises the pattern of everyday familiar routines, begins to notice that there is an order and sequence to familiar events. |
| | Understanding the World | <ul style="list-style-type: none"> Can remember and share recent events they have been part of. Uses technologies to share experiences with others for example discussing learning journal events. Can document in age appropriate ways, for example simple drawings, 'maps', models and constructions of landmarks of personal interest. Able to share things they know about the places which are familiar to them e.g. parks, shops. |
| | Expressive Arts & Design | <ul style="list-style-type: none"> Responds through practical exploration and talk to a wide range of media and materials showing an understanding that they can manipulate and create effects with these. In play, beginning to express their own ideas, likes and dislikes. Plays alongside other children, showing an interest in those who are exploring new ideas. |

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| 3 and a half years old | Personal, Social & Emotional Development | <ul style="list-style-type: none"> Shows more awareness of the feelings of others. Can tolerate delay when needs are not met immediately and accepts that wishes may not always be met. Able to shift attention to explore a self-chosen line of enquiry. Attempts to dress self, addressing frustrations with adult support. Will willingly approach others to play. |
| | Communication & Language | <ul style="list-style-type: none"> Listens and attends to a dialogue in a small group of 3 or more children. Listens to and remembers simple stories with pictures. Responses show an understanding of an experience or event. Can describe an action or experience in the present tense. Able to tell their own short story or anecdote. Makes requests when choosing resources and activities. |
| | Physical Development | <ul style="list-style-type: none"> Walks up steps using alternating feet one foot to each step. Able to use resources that require twisting, turning and rotating. |
| | Literacy | <ul style="list-style-type: none"> Beginning to track from left to right and discriminate between similar and familiar letter like shapes. Uses their own illustrations or props to retell a story. Engages in story talk when in the role play or in small world. Mark making shows variation in shape and form. Engages in mark making in their play. |
| | Mathematics | <ul style="list-style-type: none"> Uses number names with increasing accuracy in their role play and purposefully uses number songs in play. Counts up to 3 objects. Can count alongside actions in games, rhymes and songs. Explores mathematical resources in the provision in every day exploration. In play uses some language to compare quantities and talk about position such as 'on/in/under'. Joins in with number songs which count on - one more, or count down - one less. Independently uses and demonstrates positional language as part of everyday role play scenarios. Acts out exchange of objects, cards, money or goods when in role play, in games or rhymes. |
| | Understanding the World | <ul style="list-style-type: none"> Is able to talk about events in personal history and present lives, using relevant vocabulary for example, when discussing experiences/interests. Talks about and responds to events/ experiences and interests in their lives, building on relevant vocabulary. Shows care and concern for living things and the environment. |
| | Expressive Arts & Design | <ul style="list-style-type: none"> Representations and responses show understanding that different media and materials will support the expression of their own ideas. Representations and responses show understanding that different music and movements will support the expression of their own ideas. Creates or builds new 'worlds', stories or scenarios. |

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| 4 years old | Personal, Social & Emotional Development | <ul style="list-style-type: none"> Is able to adapt behaviour to changes in familiar routine. Can manage self-care and dressing routines with increasing proficiency. Demonstrates a range of emotions and starting to manage these with adult support. Can play in a group with friends suggesting ideas. Can initiate an interaction with other children. |
| | Communication & Language | <ul style="list-style-type: none"> Anticipates key events and phrases in rhymes and stories. Listens to others and stories in small groups. Asks simple questions related to the story. Can answer simple questions about themselves. Follows instructions without visual clues. Can describe how they carried out an activity or made a model. Describe events that have already happened although tenses may not accurate. Make plans and describes them to others. |
| | Physical Development | <ul style="list-style-type: none"> Uses cross lateral movement to move forward and negotiate space when moving through tunnels or dens and when on made or created vehicles. Able to manipulate resources such as small world toys, simple puzzles pieces, page turning with growing control. |
| | Literacy | <ul style="list-style-type: none"> Knows that print carries meaning. Knows how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds. Recognises and writes some letters from their own name. Engages in making messages for others from their pictures, painting and in their play. |
| | Mathematics | <ul style="list-style-type: none"> Counts up to 4 objects and can recognise 2 objects (moveable and non) without counting. Recognises some numerals of personal significance and talks about numbers in the everyday environment. Begins to recite numbers in order, with some inconsistencies. Attempts to count beyond 4 objects and explores number in play with growing purpose. When combining materials knows how to change an amount (size, number) if something is added or taken away. Is able to anticipate which amount will be next in the context of one more/one less number songs/rhymes. With a purpose in mind, recognises and selects simple geometric shapes in their construction and block play. Uses everyday vocabulary to describe and compare measure (size, weight, capacity and time) |
| | Understanding the World | <ul style="list-style-type: none"> Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community e.g. police, doctors, nurses and dentists. Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations. Responds to experiences and explorations of why things happen and how things work in the natural world. Uses technologies and books with support, to find out more about the world around them. |
| | Expressive Arts & Design | <ul style="list-style-type: none"> Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models, props and simple stories. Creations are used in independent play. In play, recounts or makes up songs, rhymes and simple stories. Starting to create a dance/own music to support self-expression. |

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|------------------------|---|--|
| 4 and a half years old | Personal, Social & Emotional Development | <ul style="list-style-type: none"> Is able to take turns, accepts the needs of others and is aware of the consequences of their actions. Begins to demonstrate some purpose in mind regarding their activity and focus to achieve this. Selects and uses own resources, asks for help. Is dry and clean during the day and manages own basic hygiene. Becoming more aware of their own emotions and starting to develop strategies to manage these. Has a good relationship with peers and familiar adults. Is confident to interact with others. |
| | Communication & Language | <ul style="list-style-type: none"> Listens to the opinion of others when in a small group. Can follow longer, more complex instructions. Is able to retell simple stories, occasionally exploring language and vocabulary from books with adults. Understands simple who, what and where questions. Understands 'how' and 'why' questions. Sometimes uses past, present and future tenses appropriately in speech. Asks questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events. |
| | Physical Development | <ul style="list-style-type: none"> Moves with confidence in a range of ways developing core strength, balance, coordination and able to negotiate space. Able to use one handed tools and equipment with control. |
| | Literacy | <ul style="list-style-type: none"> Recognises familiar signs and labels, and their own name. Hears and says initial sounds in words. Will request favourite rhymes, poems, fiction or non-fiction books based on own interest, enjoyment and pleasure. Plays with new vocabulary of particular interest when engaged in activities such as reading, role play and small world. Uses groups of letters or letter-like shapes when writing. Some familiar letters are beginning to be formed correctly. Ascribes meaning to the 'other' marks they make. |
| | Mathematics | <ul style="list-style-type: none"> Recites numbers accurately to 5 demonstrating 'some' accuracy of numbers to 10. Counts small groups of manipulatives correctly, using 1:1 correspondence, whilst playing a variety of number games. Able to recite numbers forwards and backwards from 5. Counts small groups of fixed objects with accurate 1:1 correspondence. Uses graphic representations to record number explorations in pictures and mark making. Identifies groups of objects that have more or less than and the same. In child-led play, is able to make groups of objects of the same quantity and begins to find the totals by combining groups. Uses everyday language to recreate and describe patterns in nature or urban environments. Uses comparative language to describe and compare measures (size, weight, capacity and time). |
| | Understanding the World | <ul style="list-style-type: none"> Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these. Can talk about festivals and celebrations that are marked within their own culture. Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families. Looks closely at similarities, differences, patterns and change in own environment and that of others. Continue to widen their knowledge through books, rhymes and exploratory experiences. |

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| | Expressive Arts & Design | <ul style="list-style-type: none"> • Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity. • Introduces a simple storyline into their play. • Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/ dances and rhymes. |
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***Our 'Early Excellence' Tracker system enables us to track learning beyond 4 and a half years old and so if children learn at faster rates we are able to challenge them and continue to track progress and attainment if necessary.**