The United Nations Convention of Rights of the Child (CRC) is at the heart of our schools planning, policies, practice and ethos. As we work towards becoming a Rights Respecting school as we not only teach about children’s rights, but also model rights and respect in all relationships. Linked to articles 3, 19, 32, 33 (CRC).

EARLY YEARS PLANNING

The Nursery’s planning runs along the same lines as the rest of the school, with a tiered system broken down into three areas:-

- Long-term planning.
- Medium-term planning.
- Short-term planning.

NURSERY: LONG TERM PLANS

These plans run on a half-termly basis and focus on the Early Years curriculum areas (as set out in the foundation curriculum). There is also a half-termly topic for the children, these are as follows:-

- Autumn term
  - 1) Colours (settling in)
  - 2) Colours/Festivals

- Spring term (Cycle 1)
  - 1) People Who Help Us
  - 2) Houses and Homes

- Spring term (Cycle 2)
  - 1) Transport
  - 2) Animals/Pattern

- Summer term (Cycle 1)
  - 1) Planting/minibeasts
  - 2) Traditional Tales

- Summer term (Cycle 2)
  - 1) Growing and Planting
RECEPTION : LONG TERM PLANS

These plans also run on a half termly basis and extend the experiences the children have had in nursery. The topics are as follows:

- Autumn term  
  1) All About Me  
  2) Festivals/Celebrations

- Spring term  
  1) Changes  
  2) Houses and Homes

- Summer term  
  1) Growth and plants  
  2) Sand and water

NURSERY PLANNING

The medium-term and short-term planning are combined:

- The half-term area of focus, topic and the specific objectives relating to the focus area, week by week.

- The weekly sub-topics with the corresponding learning intentions, running across all areas of the curriculum for that half-term, supporting the focus area. These learning intentions cater for the children's interests, and individual needs borne out from the constant evaluation and monitoring occurring in the nursery. These objectives, if not linking to the half-term topic area, meet the needs of the early learning goals, and focus on a variety of skills for each curriculum area following a progression over the weeks/terms and the academic year (copy displayed in the nursery for parents to view). These objectives also link to the assessment documents and cater for the children's individual needs.

RECEPTION PLANNING

Medium term overview planning: is filled in from the long term plans/foundation curriculum for:

- Communication, language and literacy  
- Mathematics  
- Expressive Arts  
- Understanding of the World  
- Personal, Social Development  
- Physical

This involves breaking down the objectives week by week, with associated activities and assessment opportunities.

Short-term planning (weekly): is completed for:
• Literacy
• Mathematics
• Understanding of the world.
• Phonics

Each short term planning sheet also has weekly objectives for the three prime areas of learning language and communication, physical and PSE, to ensure coverage across all other curriculum areas.

DIFFERENTIATION IN THE EARLY YEARS

There are a variety of ways in which differentiation is achieved in the foundation stage to accommodate the wide diversity of children:-

• Not all the children in the nursery are involved in the class group sessions right from the time they begin in the nursery. They are integrated into the group time sessions once they have settled and are ready for some more focused input and can sit and listen.

• The children work towards the learning objectives in each area, and the more able children can achieve them and progress further. All the children can access objectives/activities for independent activities at their own levels and work though them as quickly/slowly as they are able to do so. They are also given plenty of opportunity to experience, revisit, and consolidate therefore, some of the time differentiation occurs by outcome and through language capability.

• In Reception there are specifically differentiated objectives and tasks which are included on the weekly planning sheet for literacy, numeracy and understanding of the world, where appropriate. These cater for children on a more individual basis. All children are grouped by ability in Reception to make this easier.

• Individual programs from outside agencies e.g. speech and language (SALT), OT etc. are incorporated into daily practice.

A central planning file is held in the ‘common’ area on our school database for Nursery and Reception. Weekly planning is also displayed on the classroom walls in all EYFS classes.