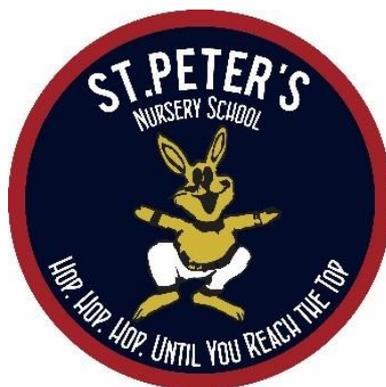


St Peter's Nursery School Policy on Educating Penultimate Aged Children



Date Ratified by Board of Governors: 06.11.25

Date of Review: 06.11.28

CONTENTS:

- Children in their Penultimate School Year
- Planning
- Observation, Assessment & Record Keeping
- Monitoring & Evaluation
- Copy of 'The Penultimate Aged Curriculum Planning for Two- & Three-Year Olds

CHILDREN IN THEIR PENULTIMATE SCHOOL YEAR

It is our policy that the Nursery places are filled with nursery aged children i.e. those who will attend for 1 year before moving to P1 the following September. However, if we are undersubscribed with applications from nursery aged children, we will allocate places to penultimate aged children according to the admissions criteria.

Bearing in mind the differing needs of penultimate aged children, we will cater for them in the following ways:

- They will be invited to start Nursery after we have settled in our nursery aged children - this ensures that we have the time to cater for their personal, social and emotional needs.
- If the child is not yet toilet trained, we will discuss with the parents / guardians the type of reasonable adjustments that need be put in place including the possibility of a reduced day or a delayed starting date until the child is sufficiently trained to be independent in managing themselves at the toilet.
- Where a penultimate child is having difficulty settling into Nursery, we will discuss with their parents / guardians the merits of a slower settling-

in period (reduced day) until the child is feels happy, comfortable and confident with staying in school.

- When organising any outings from the Nursery, a specific Risk Assessment for penultimate aged children will need to be completed to ensure the suitability of the trip for the child(ren)'s level of development and understanding.
- Often, penultimate aged children have not developed their concentration sufficiently to be able to sit with the rest of the class for a group story. Therefore, sometimes it is in their interests to have a smaller group session.
- Each child will be treated individually, according to their stage of development.

PLANNING

When planning for the education of penultimate aged children the staff of St Peter's Nursery adjust their approaches to meet the needs of the children considering their age and stage of development.

We want to ensure that there is progression in the education provided over their two years at nursery so we use the 'Planning for Learning for 2- & 3-Year-Old Children (NI) - 2016 Document: 'Being Two and Three' to guide us in planning their penultimate pre-school provision. We have created a Curricular Document relating to Penultimate Aged children attending St Peter's Nursery School. (see below)

The core areas of development outlined in the document are not meant to be prescriptive or exhaustive, and should not be used as checklists, but rather as guidance for practitioners working with 2- and 3-year-old children. The

interaction strategies used by adults will impact significantly on children's capacity to become effective learners.

The characteristics of Effective Learning should move through all areas of learning and development, and it is important to bear in mind that children will develop at their own rate and in their own ways. Children at this age learn in a holistic way and mostly through whole-body movement and play. Learning experiences, therefore, should not be compartmentalised and should consider the range of developmental stages that individual pupils are at.

To ensure that we are meeting the needs of all children it may be useful to:

- Share experiences and best practice with other pre-school settings that have experience of mixed-age classes.
- Planning should take account of and build on a young children's natural curiosity to explore and investigate using all of their senses, both indoors and outdoors.
- The layout of the learning environment should provide enough space for the children to be active, move freely and test out their physical capabilities. Adjustments may be necessary to cater for different heights and abilities.
- Younger children need to have opportunities and experiences that will support primarily their physical, social, and emotional and speech, language and communication skills.
- The daily timetable and length of planned activities should take account of children's level of concentration and energy levels.
- Include peaceful, cosy spaces for children to withdraw to relax and rest either on their own or with an adult.
- Positive, trusting relationships between the staff, parents and children are key as a foundation for any learning and development.

- Younger children may engage better with smaller group stories or enjoying a book individually with an adult rather than a whole class group session.
- Where children remain in the same setting for two years the planned curriculum should reflect this by ensuring variety and progression in learning for those children. This can be incorporated into planning by implementing a two-year rolling programme.
- The settling in period should take into account children's individual stages of development and a specific approach for younger pupils may be reflected in the pre-schools policy.

OBSERVATION, ASSESSMENTS & RECORD KEEPING

- To ensure that every child is developing their full potential the Nursery team make regular observations and assessments. We store these in our assessment files and on an app called Seesaw allowing us to build up an electronic individual profile for every child.
- These observations and assessments inform our planning and help us decide upon next steps and future targets so as we can support individual strengths, talents, skills, interests and areas for development.
- We make a huge effort to share the learning taking place in school with parents/guardians via Seesaw, Facebook and our school website so as you can become involved and support your child at home. We encourage parents/guardians to send us pictures of the learning taking place at home via Seesaw or email so as we can add these to your child's profile and gain some insight on things they enjoy at home.

- From October we will distribute 'Learn at Home Bags' complete with books and other fun activities for parents/guardians and children to enjoy at home.
- There are two formal meetings with the class teacher each year when parents/guardians can come and discuss their child's progress however if a parent/guardian has any concerns throughout the year the teachers will always make themselves available at a mutually convenient time.

To accurately identify children's learning in St Peter's Nursery we utilise a range of assessment techniques to ensure we gain an all-round view of children's learning, understanding and stage of development:

- **Incidental Observations via photographs & videos-** This is the assessment technique most frequently used as it allows for an immediate record of children's learning to be made. Adults are encouraged to interact, introduce, scaffold and follow the children's lead skilfully observing what they children already know, what they want to find out and what learning is taking place. When the adult is recording an observation about a child, they will write a note on seesaw or annotate a picture/video highlighting the skills, knowledge or learning intention it relates to and then identify the area of learning it relates to by tagging that folder as they post to the child's seesaw journal.
- **Targeted Assessment-** We have mapped the curriculum for our penultimate aged children breaking down what we would like them to learn across the 4 areas of learning over a 10month period (Sept-June) ensuring that there is progression in their learning. Every month we use the RAG system to evaluate our observations and assess each child's

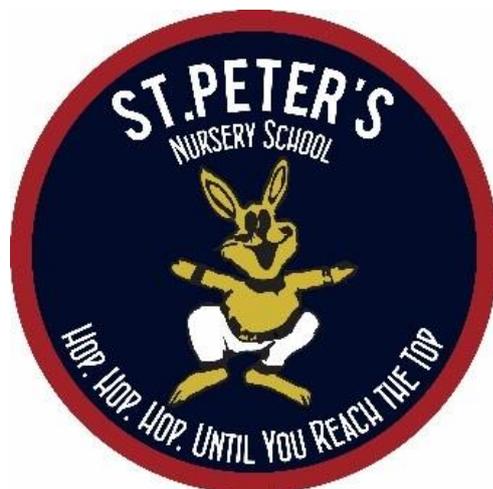
progress against the targets set then set further targets (AFSC) which inform future planning (Next Steps). These assessments are recorded on our monthly targeted assessment sheets and stored in the assessment file as part of the child's journal. To make this manageable each staff member targets specific children for assessment, and we rotate each month.

- **Small Group Observations-** We provide a variety of small group activity sessions on a weekly basis. The adult working with the children in these groups makes observations of what the children say or do during these sessions, and these observations are added to the child's journal.
- **Other Professionals and Outside Agencies** - We have a variety of other professionals and agencies coming into the Nursery to support children's learning. We ask for a copy of any activities and the observations made during the sessions and use this evidence when completing an assessment of our children's learning. We also collect transition reports from previous pre school providers before our children come to nursery.

MONITORING & EVALUATION

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

St Peter's
Nursery School
Penultimate Aged
Curriculum-
Planning for Two-
and Three-year-
old children



Aim

When working with children in their penultimate year at St Peter's Nursery

School want to improve children's

- Ability to learn
- Health
- Social Development

What is Effective Learning?

Characteristics of Effective Learning, which move through all areas of development:

- Wondering,
- Doubting,
- Questioning
- Being Interested,
- Risking/Having a go
- Persistence,
- Patience
- Sharing,
- Supporting
- Standing back to reflect and plan.

What does Effective Learning look like?

- Show curiosity about objects, events and people
- Show particular interests
- Initiate activities
- Address challenges and cope with frustration
- Show a 'can do' attitude
- Act on curiosity, take appropriate risk, engage in new experiences, and be open to new ideas and uncertainty Maintain focus on their activity for a period of time
- Show high levels of cognitive energy and fascination
- Pay appropriate attention to details
- Persist with activity when challenges occur
- Show resilience and return to try again
- Show satisfaction in meeting their own goals
- Be proud of how they accomplished something through their play - not just an end result
- Enjoy meeting challenges for their own sake rather than external rewards or praise
Self-regulate their own actions/behaviours
- Develop a positive disposition towards change and transitions as part of their lives
- Work through repeated patterns of behaviour (schema) to enhance understanding of concepts

The Learning Environment

It is our aim to provide a rich and stimulating environment that promotes effective learning.

This means:

- creating learning environments, both indoors and outdoors, that are motivating and inviting to the children and which allow them to choose from a range of activities in safe and secure defined areas (provisions made for underaged children-height of activity for example);
- presenting opportunities to explore, experiment, plan and make decisions for themselves, thereby enabling them to progress in their learning and development;
- ensuring that children's work is displayed where they have access to it; and
- encouraging them to display their own work by providing space, at an appropriate height, where they can place their pictures and models.
- Outdoor learning is about more than duplicating indoor activities outside. Rather, it is an integral part of the overall educational programme and should contribute to children's learning across the entire curriculum.

Staff should:

- plan carefully to exploit the unique opportunities, equipment and time so that children can make full use of the resources available;
- provide a balanced programme that ensures progression in their learning and offers activities to strengthen their whole bodies;
- ensure that outdoor learning happens frequently and is safe, varied and stimulating;
- give children opportunities to be physical, quiet or loud and to explore the natural environment;
- give children opportunities to look at books, listen to stories and write in different environments;
- give children opportunities to build with construction materials; and
- ensure that learning is challenged as children explore their own ideas and use open-ended resources.

- That the learning spaces, resources and materials are all kept tidy and stored away safely after use.

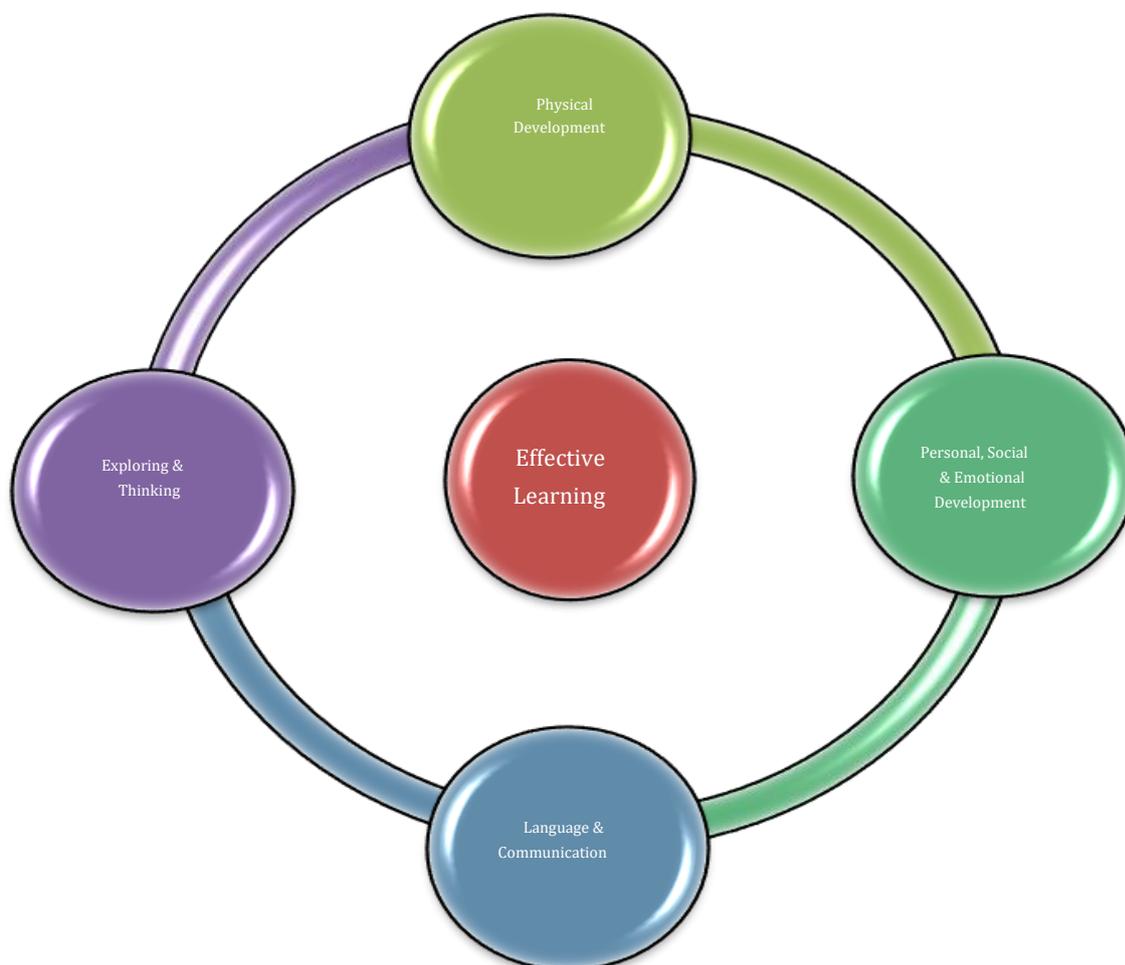
Area of Learning

What are the Areas of learning for children in their Penultimate year in St Peter's Nursery School?

Core Areas for Development	Strands of Development
Physical Development	Moving and Gross Motor Development Handling and Fine Motor Development Health and Self Care
Personal, Social and Emotional Development	Building relationships Self-confidence and self-awareness Understanding and managing feelings and behaviour
Language and Communication	Enjoying language and developing non-verbal and verbal communication Understanding and using communication
Exploring and Thinking	Actively exploring and making sense of the world by using their bodies and their senses

- The core areas of development outlined are not meant to be prescriptive or exhaustive. They should not be used as checklists but as guidance for practitioners working with 2 and 3 year old children.
- The characteristics of Effective Learning should move through all areas of learning and development.
- Interaction strategies used by the adults will impact significantly on children's capacity to become effective learners.

It is important to bear in mind that the children will develop at their own rate and in their own ways. We would like to present 2 and 3 year old children with suitable experiences and opportunities that will enable them to develop in the core development areas. It is also important to remember that 2 and 3 year old children learn in a holistic way and mostly through whole body movement. Learning experiences, therefore, should not be compartmentalised.



Physical Development

We would like children to increasingly:

- Move their body with confidence, competence and imagination both indoors and outdoors
- Develop hand-eye coordination
- Develop more confidence in moving their bodies on challenging and varied surfaces
- Develop a sense of fun and enjoyment in physical activities
- Experiment with large and small equipment with confidence
- Understand simple rules and boundaries
- Participate in small group activities

Gross Motor Skills																	
<p>Develop Cross Lateral Movement through:</p> <p>Crawling Climbing Clambering Pedalling Running Walking Stepping Skipping, Shuffling Slithering</p>	<p>Develop balance and coordination through:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Twisting</td> <td style="width: 50%;">Rocking</td> </tr> <tr> <td>Turning</td> <td>Rolling</td> </tr> <tr> <td>Spinning</td> <td>Swinging</td> </tr> <tr> <td>Tilting</td> <td>Falling</td> </tr> <tr> <td>Tipping</td> <td>Sliding</td> </tr> <tr> <td>Jumping</td> <td>Moving Fast</td> </tr> <tr> <td>Landing</td> <td>Squatting</td> </tr> <tr> <td>Bouncing</td> <td></td> </tr> </table>	Twisting	Rocking	Turning	Rolling	Spinning	Swinging	Tilting	Falling	Tipping	Sliding	Jumping	Moving Fast	Landing	Squatting	Bouncing	
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Turning	Rolling																
Spinning	Swinging																
Tilting	Falling																
Tipping	Sliding																
Jumping	Moving Fast																
Landing	Squatting																
Bouncing																	
<p>Develop spatial awareness and deep sensory experiences through:</p> <p>Pushing Patting Pulling Stretching Hanging Throwing Kicking Lifting Carrying Starting and Stopping</p>																	

Fine Motor Skills

Develop fine motor control and strengthen hand muscle through:

Poking
Pointing
Reaching
Grasping
Gripping
Shaking
Stretching
Squeezing
Squirting
Twisting
Hanging
Throwing
Stroking

Pressing
Stirring
Beating
Pinching
Wiping
Mashing
Grinding
Whisking

Develop upper arm strength through:

Raising arm above the head
Lifting and carrying
Working on a large scale with heavy and awkward resources
Painting on large scale

Mark making experiences using a variety of tools

Opportunities to build and balance blocks, boxes, and other materials

Manipulating a variety of resources that connect in different ways e.g. magnets, puzzles, train tracks etc,

Opportunities to use equipment such as bean bags etc. to carry and balance

Throwing and catching items such as balloons, bean bags, balls etc.
Use of containers to pour, empty and fill

Use of tools and equipment safely and purposefully

Opportunities to pick up and post smaller items with control

Manipulating buttons and zips

Use of cutlery safely

Develop an awareness of Health & Self Care through:

Opportunities to try new food textures and tastes

Knowledge of how to keep physically healthy - eating, sleeping, exercise, hygiene, lifestyle

Ability to feed self with a spoon or fork

Ability to drink from a cup without spilling

Ability to communicate their need to be changed or to use potty or toilet

Management of self-hygiene routines - hand washing, toileting, nose cleaning

Recognition of danger/risk and seeks support of significant adults for help

Ability to get dressed or change clothes

Personal, Social & Emotional Development

We would like children to increasingly:

- Find comfort within oneself or with a member of staff - and separate from a comforting object, parent/carer
- Enjoy the company of others
- Play near and with others
- Take an interest in others' play and start to join in
- Play in a group, extend and elaborate play ideas
- Initiate play and offer cues to peers to join them
- Keep play going by responding to what others are saying or doing
- Take turns and share resources
- Form special friendships with other children
- Build relationships with people who spend time with them
- Show affection and concern for people who are special to them
- Express their own feelings such as sad, happy, upset, cross, scared, worried ...
- Become more aware of others' feelings
- Respond to the feelings and wishes of others
- Be aware that some actions can hurt or harm others
- Seek attention in a variety of positive ways and draw others into social interaction
- Display confidence to engage another person to help achieve a goal
- Demonstrate sense of self as an individual, e.g. wants to do things independently
- Express own preferences and interests
- Select experiences and use resources
- Enjoy responsibility of carrying out real tasks
- Be aware of unfamiliar people and strangers
- Be more confident in new social situations and able to cope with transitions
- Use familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated
- Respond positively to appropriate boundaries

- Learn that some things are theirs, some things are shared, and some things belong to other people
- Resolve conflict with adult support

Language & Communication

We would like children to increasingly:

- Know that different languages and methods of communication can be used with different people and in different situations
- Listen with interest and enjoyment to the sounds adults make when they tell stories, sing songs ...
- Display a playful interest in repetitive sounds, words, songs, rhythm and rhyme
- Recognise and respond to many familiar sounds in the environment
- Listen attentively and respond appropriately to others
- Listen to each other and enjoy sharing experiences
- Join in with repeated phrases and anticipate key events and phrases in rhymes and stories
- Express mood, feeling and thinking using a variety of creative materials such as crayons, pencils, paint, glue, sticks, stones, sand, blocks, wood ...
- Explore creativity using drama, movement and music making
- Understand others' body language, gesture and facial expression
- Understand and use single words in context e.g. 'cup', 'milk', 'daddy'
- Select familiar objects by name whilst they are engaging in play naturally
- Understand and use simple sentences, e.g. "Throw the ball"
- Understand and use action words whilst engaging in movement and play
- Understand and use simple concepts within the natural flow of play such as wet, not wet, dry, 'under', 'on top'
- Understand that symbols and print in the wider environment convey meaning
- Use sounds appropriately in their speech bearing in mind that many sounds are continuing to develop at this age and many may still sound immature
- Talk about people and things that are not present
- Use verbal communication as a means of interacting with others

- Take turns in a conversation
- Use new words when communicating such as body parts, equipment words, action words, emotion words, describing words and early concept words
- Experiment with word endings, eg. *ing, s, ed*
- Use more complex sentences to link thoughts, eg. *and, because*
- Use language to link with play sequence, eg. *acting out role of fireman*
- Retell a simple past event in correct order, eg. *went down slide, hurt finger*
- Understand and use a variety of simple questions
- Build up vocabulary that reflects their experiences and cultural background
- Show interest and enjoyment in reading books
- Begin to use simple mathematical language in everyday play situations Show awareness of sentence formation and meaning of phrases Listen to stories with increasing attention and recall
- Follow directions and verbally give directions to others
- Understand and use prepositions such as 'under', 'on top', 'behind' 'in' etc.
- Use intonation, rhythm and phrasing to make their meaning clear to others.
- Recognise their own name
- Name other peers and familiar adults
- Experiment with pronouns (I, you, me, he, she) and begin to use correctly Understand how to begin, continue and end a conversation

Exploring & Thinking

We would like children to increasingly:

- Explore and make sense of the world by using their whole bodies
- Explore and make sense of the world through repetition of experiences
- Use all senses to observe, explore and understand the world around them
- Use open-ended materials, equipment and tools to extend thinking and skills
- Make decisions, choose their own materials and set their own challenges
- Pretend objects are things from their experience
- Represent their experiences in play
- Take on a role in their play

- Find ways to solve problems
- Find new ways to do things
- Apply what they already know to new situations
- Investigate and question
- Make predictions about what might happen and test their ideas
- Change approach as needed
- Make connections between their movements (large and small) and their effects (Cause and effect)
- Express their discoveries, learning and thinking through technology and media (clay, paint, torches, cameras, projectors...)
- Explain using language what they are thinking and doing
- Develop their understanding of early concepts, eg. Wet, not wet, dry
- Develop a sense of responsibility and respect for the living and non living environment
- Demonstrate a growing understanding of themselves and others in their community

St Peter's Nursery School
Penultimate Child Observation Sheet

Name:

Period Covered:

Personal, Social and Emotional Development

Planned Observation:

Language and Communication

Planned Observation:

Exploring and Thinking

Planned Observation:

Physical Development

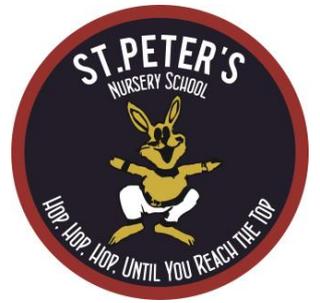
Fine Motor Skills:

Planned Observation:

Gross Motor Skills:

Planned Observation:

Next Steps and Challenges



St. Peter's Nursery School

Pre Pre School Baseline Assessment

Year:

Child's Name:

D.O.B:

Date of Admission:

Class Teacher:

Nursery Assistant(s):

SEN:

ISSUES OF CONCERN:

GENERAL INFORMATION:

Personal, Social and Emotional Development

Yes No

- Has settled into Nursery
- Can toilet independently
- Demonstrates acceptable behaviour
- Enjoys company of children/adults
- Interacts with children/adults
- Perseveres for a short time with a task of interest to them

Language & Communication

YES NO

- Can follow a single instruction
- Speaks is clear and easily understood
- Listen with interest and enjoyment to the sounds adults make when they tell stories, sing songs
- Attending Speech Therapy
- Recommendation for Speech Therapy

Physical Development

YES

NO

- I can move safely
- I can move confidently
- I enjoy physical play
- I have good coordination

Exploring & Thinking:

YES

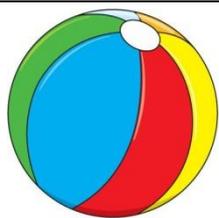
NO

- I apply what I already know to new situations
- I can explain using language what I am thinking and doing
- I can make decisions, choose my own materials and set my own challenges

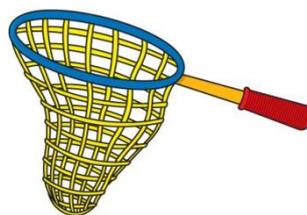
Further Comments:

Speech Sounds

3 years 3 months



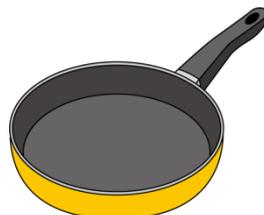
ball



net



duck



pan



fork



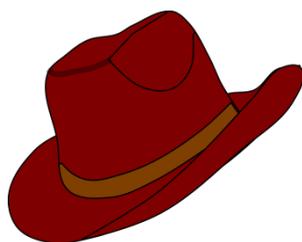
sun



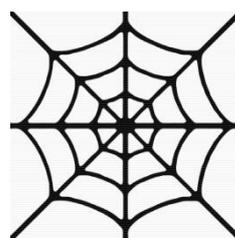
mouse



teddy



hat t



web b



St. Peter's Nursery School

Pre Pre School Transition Report

- **Child's Name:**
- **D.O.B:**
- **Class Teacher:**
- **Attendance:**
- **SEN:**
- **MEDICAL:**

Personal, Social and Emotional Development

YES NO

- I separate easily from my parent / guardian
- I interact confidently with adults
- I interact confidently with other children
- I demonstrate acceptable behaviour
- I can complete a simple independent task
- I can ask for help
- I can toilet independently

Language & Communication

YES NO

- I can follow a single instruction independently
- I can speak clearly and fluently
- I can talk about my own experiences
- I use verbal communication as a means of interacting with my peers

- I can listen to a short story

- I join in with simple songs & nursery rhymes

Physical Development

YES NO

- I can move safely

- I can move confidently

- I enjoy physical play

- I have good coordination

- I engage in mark making using a variety of tools

Exploring & Thinking:

YES NO

- I can recognise & name a variety of colours

- I can recognise and name some 2d shapes

- I like to take on various roles in play

- I like to investigate and question

- I have respect for the living and non-living

environment

- I can make decisions, choose my own materials
and set my own challenges.

Teacher Comment:

Intended Nursery School:

Signature of parent / guardian: I agree that this transition form will
be forwarded to the designated Nursery School of my child:

Signature of class teacher:

Signature of principal:

Date: