

## **Our Curriculum**

### **Our Curriculum Intent**

At Walton Lane Nursery School and Rocking Horse Club our curriculum has been created with the image of what your child will have achieved and will carry with them as they take the next step in their life's journey.

A Walton Lane Nursery School and Rocking Horse Club child:

- Is happy and feels secure, aware that adults will support and protect them
- Is a good communicator
- Is motivated and loves learning, indoors and outdoors
- Is enthusiastic and embraces challenges
- Is developing their resilience
- Is independent, confident in their own abilities and happy to take considered risks
- Is a thinker and a problem solver, keen to have a go and learn from all their experiences
- Is respectful to others, children and adults
- Is sociable and empathetic, thinking about the needs of others and building positive relationships
- Has a broad and deep knowledge that is the foundation for the exciting challenges and learning as they move in to primary school. They are ready to embrace their next steps in reading, writing and mathematics.

### **Our Curriculum Implementation**

We teach your children the skills and knowledge and support them to develop the attitudes and behaviours to become vibrant members of the community with a desire to learn, so that they are ready for the next stage of their learning in primary schools.

Each child has a key person and this is fundamental in the implementation of our curriculum. The key person builds a relationship with their key children and the families. They provide a secure attachment for the child so that they feel safe and emotionally secure enough to begin all the other aspects of their learning. As parents you are your child's first educators and have the greatest knowledge about your children. The key person builds a relationship with parents so that home and nursery can work together to provide the best learning and development opportunities for the children. The key person gets to know each child well, what they can do and what are their interests and what their next step on the development pathway could be.

Activities and learning are based on children's individual needs. We use 'in the moment planning' where all children are a focus child for a week each term. Parents are invited to be part of the planning and to tell us about their child and what they would like their child to learn next. The children are also invited to participate in planning their learning. As a baby this might be where a child shows a strong interest in a type of play so resources and activities are specifically planned to encourage and enhance the play. Whereas 3 and 4 year olds are beginning to tell us about what they are learning and what they would like to find out about next. At the end of the week parents are invited to an 'in the moment planning' meeting where the key person shares the child's achievements with the family and they discuss the next steps in the child's learning and development both at nursery and at home.

Planning and assessment is used to tailor nursery provision to children's individual needs.

- A rich learning environment is carefully planned so that it is interesting to children, it is appropriate to their levels of development, it supports their learning by consolidating existing knowledge and skills and then challenges children to extend their learning further.
- We plan engaging and playful activities both indoors and outdoors that take into account children's interests and their preferred learning styles and schema.
- We use ongoing summative assessments to plan for children's learning, celebrating their successes and identifying where they may need further support or challenge.
- We plan activities that celebrate and develop all children's cultural capital so children have a broad range of experiences e.g. Forest School; visits to local places of interest such as the library, local parks, shops; and visits from people in the community such as police officers, firefighters and local school children.
- We use assessment at service level to plan the next exciting opportunities for learning as well as identifying areas of the curriculum and continuous professional development for staff that will support children's development further.

Curriculum implementation supports all children to achieve. Our provision is firmly based on meeting the individual needs of all children. Some children may require additional support above and beyond the individualised learning opportunities that we provide. Some children may have special educational needs or a disability; some children may be experiencing difficulties at home; some children may have English as an additional language and this is the first time they are in a predominantly English speaking environment. We provide a range of support to help children achieve

- We focus on developing children's language. We use Makaton signing with all children so they have a physical way of communicating; we use visual cues to help children with their understanding and their communication e.g. photo labels, visual timetables; we have Ginger Bear and Wellcomm language groups; we have some bilingual staff; and we use IT to support with translation and spoken communication
- We have dedicated family support workers
- We work closely with all other agencies that support children's development e.g. speech and language therapists, health visitors, early years specialist teachers for children with special educational needs or disabilities, physiotherapists, occupational therapists, paediatricians and children's social care.
- We support parents through getting the appropriate support if their child has special educational needs or a disability. This includes applying for an Education Health and Care assessment where children have complex needs, and requests for Special School where this is a families' preferred option.
- Our provision for children eligible for Early Years Pupil Premium is based on research on the type of provision that has the greatest impact in helping children to be resilient and to achieve.

At Walton Lane Nursery School and Rocking Horse Club we believe that outdoor learning is vital to children's wellbeing, development and attainment. All children aged 2-4 have the opportunity for regular Forest School sessions at one of our 2 Forest School sites. Children explore in a supported environment, learning about the natural world around them and how to care for it. Forest School captivates children's imagination, children find it fun and motivating. It has very strong benefits for their personal, social and emotional development, their language development, and their physical development as they learn real-life skills.

### **Our Curriculum Impact**

The impact of the curriculum is assessed and monitored for individual children, key person groups and cohorts of children.

- Practitioners assess children's learning dynamically and will respond in that moment to enhance the children's learning
  - They will adapt their interactions to support or challenge children' learning
  - They will add or direct children to resources that will develop or deepen the child's learning
- Practitioners will observe children during child led or adult directed activities and assess their level of development. Assessments will be used to
  - Plan next steps for individual children
  - Plan activities that will further develop children' learning

- Plan continuous provision and enhancements to continuous provision that will further develop children's learning
- Key Persons will record children's learning and share it with parents through the In The Moment Planning process, children's records, IConnect and Target Tracker
- Children's assessments will be used
  - To identify learning needs of individual children, groups of children and cohorts of children
  - To plan learning for individual children and groups of children
- Children's assessments will be used in conjunction with teaching and learning observations (by peers, team leaders, headteacher or external bodies)
  - To monitor the impact of key person's teaching
  - To monitor the impact of specific projects
  - To identify areas of CPD for individuals or groups of staff
  - To moderate assessments across staff
  - To plan future improvements to teaching

Our curriculum is based on the Early Years Foundations Stage (EYFS) Early Years Outcomes and Development Matters curriculum guidance. We place a strong emphasis on children developing the characteristic of effective learning as this cultivates children's ability to be learners. The characteristics of effective learning are playing and exploring; active learning and creating and thinking critically.

### Playing and Exploring

We encourage the children to be curious and want to find out about the world around them, to have a go at new experiences and to engage in imaginative play.

### Active learning

We help the children to develop their concentration so they will focus on an activity for a length of time that is appropriate to their age. We help the children to develop persistence, to keep on trying and to be proud of what they achieve.

### Creating and Thinking Critically

Over time we help the children to develop their thinking skills, to celebrate their ideas and to find different ways to solve problems.

The EYFS is split into 7 areas of learning

The Prime Areas	<b>Personal, social and emotional development</b>	<ul style="list-style-type: none"> <li>• Making relationships</li> <li>• Behaviour and attitudes</li> <li>• Developing independence</li> </ul>
	<b>Communication and language</b>	<ul style="list-style-type: none"> <li>• Attention and listening</li> <li>• Understanding</li> <li>• Speaking</li> </ul>
	<b>Physical development</b>	<ul style="list-style-type: none"> <li>• Gross motor development</li> <li>• Fine motor development</li> <li>• Health and self-care</li> </ul>
The Specific Areas	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Love of reading</li> <li>• Reading behaviour</li> <li>• Comprehension</li> <li>• Phonological development</li> <li>• Physical skills for writing</li> <li>• Authorial skills or composition</li> </ul>
	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Operations</li> <li>• Spatial measure</li> <li>• Problem solving</li> </ul>
	<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>• People, communities and identity</li> <li>• The world</li> <li>• Technology</li> </ul>
	<b>Expressive arts and design</b>	<ul style="list-style-type: none"> <li>• Creating with materials</li> <li>• Being imaginative and expressive</li> </ul>

We always focus on the prime areas of learning first, as research shows these are the essential building blocks of future attainment – children need to be able to listen and communicate, paying attention to the people around them, and be able to handle mark making and IT equipment to learn the skills for reading, writing and number work. We will read, play games, sing, dance, play with paint and other creative activities with all ages of children but the intended focus will be how this supports children’s development in the prime areas. This starts at Baby Learners and goes all the way through Eager Explorers and the first term/s of Nursery School when the focus begins to move to the specific areas.