



Our Curriculum

It is crucial that those working in early years settings are familiar with the [Early Years Foundation Stage Statutory Framework](#). This sets out the required standards that early years settings and practitioners need to follow. [Seven Areas of Learning and Development](#), are detailed to provide an all-over development plan and guide to curriculum for children, pushing the core skills that will benefit their educational success in the future but also helping them become more fully rounded and emotionally aware individuals. We use the *Development Matters* and the *Characteristics of Effective Teaching and Learning* documents as a guide to support us in delivering our curriculum and child assessments which can be found online.

As a staffing team we have decided that as we work with children on an individual basis that the curriculum for each child is as unique as they are, and a range of strategies are needed to be used. We follow individual interests to extend and support development and learning. Through meaningful and challenging, but achievable learning opportunities we plan to prepare children for the next stage in their learning and transitions. By promoting children's confidence and resilience in a safe environment we support them in becoming independent confident learners and this gives children the best possible start to their education and prepares them for Key Stage 1.

We, as key people identify individual next steps and goals that we feel the child should be working towards which is displayed in the nursery room and staff work together to share ideas and practice to develop their own interactions and ideas to promote learning for all and identified children, this ensures consistency throughout the nursery regardless of the staff working each day.

Key people bring activities and resources into the nursery to give children rich experiences, knowledge and understanding of cultural capital of the local community and world around us. These activities are planned with intent, implemented with passion and the impact is evaluated on the children's learnt knowledge. This also enables practitioners to reflect on their own practice.

'In the moment' learning is acted upon, and children's learning is supported and extended as it takes place. Any planned activity can be postponed following the child's lead. The nursery understands that children learn increasingly more if they are leading their own play, and it is supported and scaffolded by quality interactions or open questioning at appropriate times.

Practitioners record children's learning and next steps and with informed knowledge of child development and they share children's achievements and progression and identify areas to support each child in which are shared at home through observations and parent meetings and worked upon in partnership with the child's parents.

The Seven areas of Learning and Development within the Early Years Curriculum and what we would like our children to learn.

Prime areas of Learning

The Prime areas of learning build a foundation for children to thrive and provide a basis for learning in all areas. These are the areas we focus on with all children when they first join our nursery.

Personal, Social and Emotional Development: (Updated March 2024)

- To feel safe and secure through trusting those in the nursery, to show respect to others and objects.
 - To be independent and confident in themselves.
 - To be independent in self-care skills.
- To have gained self - regulation skills in their behaviour, being able to work through conflicts with peers and adults.
- To understand their own emotions and show empathy and understanding of the feelings and emotions of others.

Communication and Language: (Updated March 2024)

- To be confident communicators in home languages, including sign language and the use of visual aids.
 - To be able to listen to others.
 - To hold back and forth conversations.
 - To express wants and needs appropriately.
 - To be able to ask for help.
- To focus on tasks for an appropriate period of time.
 - To have a rich vocabulary.

- To recognise their name, begin to label their work and the begin to show interest in writing.

Physical Development: (Updated March 2024)

- To be increasingly independent in self-care skills including hygiene, toileting and eating.
 - To want to be independent in self-care skills.
 - To want to achieve own goals.
 - To be able to move freely with confidence.
 - To have space awareness.
 - To develop fine and gross motor skills.
- To be able to hold and use scissors effectively.

Specific areas of Learning

The Specific areas of Learning strengthen and develop the Prime areas. These are the areas we focus on to extend Learning and Development.

Literacy: (Updated May 2024)

- To enjoy listening to stories and have favourite books.
- To enjoy and recall stories, rhymes and actions songs.
 - To describe what they can see in a story.
- To use their imagination to make up stories for role play/small world play/their own story books.
 - To develop skills in pencil control for handwriting.
 - To discover words have meaning when being read to.
 - To be inquisitive and ask questions about stories.
- To understand the activity content of Phase 1 Phonics in preparation for school.

Mathematics: (Updated December 2023)

- To count confidently.
- To have good understanding of numbers to 10.
- To recognise and create patterns with numbers and objects.
- To show understanding and use language to describe shape, space and measures.

Understanding of the World: (Updated April 2024)

- To show interest in and feel confident to ask questions and learn about the natural environment.
 - To have a sense of belonging, part of the local community.
 - To show understanding of equality and to have respect of others around them.
 - To show interest in the cultures, backgrounds. Faiths and occupations of others.
- To learn to understand individuality and to be able to say 'Hello' to their peers in the nursery in all home languages.

Expressive Arts and Design: (Updated April 2024)

- To recall and join in with a range of rhymes and songs.
- To be confident to use their imagination in play and to enjoy role play and small world play using a range of resources.
- To express desired outcomes and use a range of materials to build and construct with different media and materials.
- To be individual in expressing themselves through movement, music, dancing, mark making and creative activities.