

Curriculum

Within the group, all children are supported in developing their potential at their own pace. Our keyperson system enables us to ensure a planned curriculum tailored to the needs of each individual child. By means of developmentally appropriate play activities and a high level of individual adult input, we offer a curriculum, which enables children to progress towards the early learning goals and profile points throughout the Foundation stage and prepares them for the Key Stage 1 of the National Curriculum, which begins at Year 1 in primary nursery.

We are following the “Graduated Approach” the new “Ofsted Regulations 2020” and the new SEN Support plans.

The areas of learning have now been broken down into seven parts. There are three **PRIME** areas, but these have changed from September 2021 due to new EYFS guidelines.

Communication and language

We aim to develop their confidence in expressing themselves and to speak and listen in a range of situations.

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening and by hearing and responding to stories, songs and rhymes. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and aware of their uses, both for reference and as a source of stories and pictures.

Our Nursery follows the BOOST programme as well as the new ICAN syllabus and our named officer is Sarah. This enables us to cover this area in much more detail by following the national strategies.

Physical development

A range of equipment and opportunities, both indoors and outdoors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. A very high level of adult supervision enables children safely to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time, children are helped to develop the fine motor skills they will need to use tools including pens and pencils, and to handle small objects with increasing control and precision. They are also encouraged to develop awareness of their own bodies and of what keeps them healthy.

Personal, social and emotional development

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the group so that they understand appropriate behaviour in a group environment, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

The final four areas are known as SPECIFIC areas of learning and these are:-

Understanding of the world

A safe and stimulating environment allows children to observe and experiment with a range of natural and manufactured materials. They learn to recognise differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also in the wider community. They learn to respect other people, and also to be respected back. A range of safe and well-maintained equipment including technology enables children to extend their technological understanding, using simple tools and techniques (ICT) as appropriate to achieve their intentions and to solve problems.

Literacy.

Development involves encouraging children to link sounds and letters and to begin to read and write.

Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when they are ready, to use drawn and written symbols for themselves. We operate a Pencil Control table where children can experience mark making and improve on their fine motor skills. They are also encouraged to form letters correctly which primarily focus's around their names. They will be taught phonic sounds in a fun way.

Mathematics

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities, which form the basis of early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding and subtracting.

Expressive Arts & Design.

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources provide for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music, movement, dance, design and technology and have many opportunities for imaginative role-play, both individually and as part of a group.

Characteristics of Effective Learning.

Playing and Exploring -

Engagement: -

Finding out and exploring,
Playing with what they know,
Being willing to "have a go".

Active Learning -

Motivation: -

Being involved and concentrating,
Keep trying,
Enjoying achieving what they set out to do.

Creative and critical Thinking -

Thinking: -

Having their own ideas,
Making links,
Working with ideas.