



## **Our Curriculum**

What we do and why we do it!

## Our Curriculum

**The aim of our curriculum is to equip children with the skills and knowledge that they need to be able to explore and understand the world around them.**

We believe that children learn best when they feel safe, happy and stimulated. Our aim is to help all children to develop a wide range of important skills through play. We recognise that each child will learn in different ways and develop at their own unique pace.

We understand the importance of employing practitioners that can build trusting relationships with children and can clearly identify what each child knows, understands and can do.

We believe that children grow and develop best when they have access to a quality learning environment, that is delivered through indoor and outdoor play. The teaching and learning of new skills and knowledge is delivered through high quality adult and child led opportunities.

We focus on the importance of knowledge and skills that will support children in every way possible so that they can make the most of opportunities, have fun and fulfil their potential. We have a strong focus on promoting children's confidence, independence and communication skills.

The two-way sharing of information is key to this. The nursery team welcomes parents as partners and this relationship needs to be built on trust and understanding. It is important that we, as practitioners, can support parents in an open and sensitive manner.

### **Iconnect**

We would like to ensure all parents are signed up to our online learning journey, which is the iconnect via 'Parentzone' app. This allows parents are to be able to log on and see their children's learning and experiences in nursery which supports their development. Parents will have access to see the pictures and observations as soon as they are uploaded.

At nursery, we also love to see the fun and experiences children are having at home too. We can they talk to your children about their time at home and what they have enjoyed doing! This also helps us when carrying out your child's assessments.

If you have not signed up to iconnect yet, please see Abigail, Becky or Amy in the office who will help you to get set up.



## Parent Partnership

According to the Early Years Foundation Stage (EYFS) framework, a partnership includes 'parents, families and practitioners working together to benefit children.' For a partnership to work well, it must be built on trust, transparency and responsibility from all parties involved.

There are many ways practitioners and parents can work together. The EYFS focuses on four elements, including:

- Supporting learning and development
- Sharing information
- Contributing
- Making decisions and advocating different approaches and courses of action

We believe that for children to receive quality care and early learning that suits their individual needs, parents and staff need to work together in close partnership.

We recognise that parents/carers play the fundamental role in a child's development as the first educators of their young children and our aim is always to support their role.



## There are seven areas of learning and development within the Early Years curriculum.

### Prime areas of learning

- Personal, social and emotional development
- Communication and language development
- Physical development

### Specific areas of learning

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and design

**In planning for children, we consider the different ways in which children learn.**

**The three characteristics of effective learning are;**

- Playing and exploring
- Active Learning
- Creating and thinking critically

## What we want children to learn from the curriculum we offer is called “Our Intent”

### Our Intent is for children to leave us confident in-

- Knowing about themselves and others, and how to keep safe.

*Personal Social and Emotional / Communication and Language / Physical Development / Understanding the World*

- Having the social skills and confidence to play alongside / with other children

*Personal Social and Emotional / Communication and Language / Understanding the World*

- Being able to make a simple choice

*Communication and Language*

- Having a go and keep on trying

*Personal Social and Emotional / Physical Development / Literacy / Mathematics*

- Listening and taking turns

*Personal Social and Emotional / Communication and Language / Mathematics*

- Following simple instructions

*Communication and Language*

- Knowing a number of songs and rhymes and enjoy joining in with singing.

*Literacy/ Mathematics/ Expressive Arts and Design / Communication and Language / Personal Social and Emotional Development*

- Sitting at a table for snack and meal times

*Personal Social and Emotional Development / Understanding the World / Physical Development*

## Assessment helps with:

- The early identification of children who need temporary extra help, and children who may have special educational needs.
- Checking that individual children, and groups of children, are making progress and taking prompt action where this is not the case.
- Reporting formally and involving parents in the statutory 2-year-old progress check.
- Celebrate children’s achievements with parents and share focus for learning.
- Discussions with other professionals who maybe involved with a child and family. For example, health visitor, speech therapist, SENIT, physiotherapist, occupational therapist or social care worker.
- Sharing information with receiving schools in the summer.

## Evaluation

### We will check that our curriculum is meeting the needs of our children by;

- Gathering feedback from the children, parents and other professionals.
- Review the progress children are making and how they are accessing the learning environment
- As a team we discuss our observations of the educational programmes we offer. We identify any gaps in learning and make plans to close any gaps.
- Peer observations are completed, to assess how well the curriculum is being implemented.

## What are Assessments?

Assessments link our children's learning and to our curriculum and helps us to look at how effectively we are supporting your children.

Most of the assessments we do at nursery are formative, so that it quickly helps us to make a difference to children's learning. However, we also need to have an overview of children's progress, so that we can take further actions where needed.

We notice what children can, and can't do. We are effective at deciding when it will be helpful to step in and support, and when it's best to be encouraging but hang back to allow children the time to work things out for themselves. It is important that we are certain that children are secure in what they know and can do, before introducing them to something new.

## Our Assessments

We complete

- A baseline/starting point assessment of the child's development prior to starting with us. This is completed with parents, during the settling in visits.
- Regular observations are recorded, which show where the child's development is in relation to typical milestones, the characteristics of effective learning, child's interests and any other relevant comments about the child's time with us.
- We complete SENIT journals for any child who may have additional needs. Which helps us to identify any gaps in their learning and support which is needed.
- We complete a one page profile, when children move rooms or leave us to go to another setting or school.

- Talking to an adult

*Personal Social and Emotional / Communication and Language / Understanding the World*

- Using gross and fine motor skills to do things independently

*Physical Development*

- Using mathematical concepts and language in play and everyday experiences.

*Mathematics*

## How we will support children is called "Implementation"

**We will do the following at Jimbo's Community Nursery to support your children;**

- Observe children at play and plan activities that follow their interests and introduce them to new ideas and concepts.
- Be specific with our praise when talking to the children so they know what they have done well.
- Observe and document how well children solve problems, have ideas and negotiate.
- Use additional funding to support children who are eligible for additional support.

- Work with parents to share ideas to support their child's learning at home.
- Share and discuss experiences both in nursery and at home.
- Role model positive language and positive behaviour.
- Provide supervised small group opportunities for sharing, turn taking and increasing vocabulary.
- Provide real life experiences. So children can make connections and enhance discussions e.g. Queens Jubilee.
- Use visual aids/ or pictures to support basic English language and for children who require additional support to express their own wants and needs.
- Well planned leaning environments indoors and outdoors that promote the focus on learning.
- Know and understand the areas of learning and development.
- Build positive relationships with both key children and their immediate family.

Over time we offer a range of experiences to support the children's knowledge and skills development. Some of these include:

- Celebrating special events together
- Celebrate diversity, such as different cultures and languages.
- Bringing in pets from home
- Meeting people from the local community who help us such as the police
- Trips to local parks and walks around the local area
- Raising money for Leeds Mencap
- Baking activities

We will celebrate a range of festivals and share special occasions with the children throughout the year. Some of these include:

- Shared meals and food tasting
- Dressing up
- Dancing to music
- Books and stories
- Visitors
- Making cards