

Our Curriculum

Our children are our curriculum, when our children leave us, we would like them to have learnt to be resilient, independent, curious, be able to communicate and make meaningful relationships. Our curriculum looks different for every cohort, every day but our intent remains the same.

At Woodlands Nursery we believe that the children are our curriculum, this means they guide us in how we support them to grow and develop into the best versions of themselves.

We do this by establishing close and meaningful relationships with each child that enable us to extend their interests and learning opportunities in our daily provision.

To support our children in reaching their best possible outcomes we have a curriculum that is designed to complement the needs, abilities and interests of all our children. By the time our children are ready to move onto the next part of their learning journey they will have developed fundamental skills which support our intent for each unique child.

Documents we work with are statutory frameworks 2021 and OPAL milestones. There are seven areas of learning and development within the early years curriculum.

Prime areas of learning

Communication and language development

Personal social emotional development

Physical development

Specific areas of learning

Literacy

Mathematics

Understanding of the world

Expressive arts and design

We 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
 - Books and stories
 - Visitors
 - Outings

Our approach to learning

Children's learning will be closely monitored with parents to ensure all children are supported to reach significant milestones for their age. We use OPAL and recognise that observing children in the early years should not be a chore, we decide to stand up for the increasing demand of paperwork and evidence with the aim of giving ourselves time. Time to spend interacting and playing with our children and not testing them.

Assessment

Assessment links are children's learning to our curriculum. Most of the assessments that we do at Woodlands Nursery are formative, so it quickly helps us to make a difference to children's learning. We will not spend unnecessary amounts of time writing observations or gathering evidence of children's learning. We believe if we are capturing the moment we cannot be part of the moment. Instead, we have structures in place that enable us to regularly discuss each child as a team.

Our staff team meet before spotlight week to discuss the "spotlighted" children and their targets. The keyperson will then create a spotlight report, and this is shared with the parents and reviewed 3 months after.

Communication and Language

Our curriculum intent overview

At Woodlands Nursery we encourage all our children's instinctive needs and desires to communicate by:

- The number and quality of conversations they have with adults and peers throughout the day in a language rich environment are crucial. (Words, sounds, rhythm, verbal and non-verbal expression).
- Practitioners will build on children's language effectively (commenting and echoing back, adding new language, sharing their ideas and sensitive questioning)
- Providing them with extensive opportunities to use and embed new words in a range of context.
- Reading frequently to children and engaging them actively in stories, non-fiction, rhymes/songs, and poems.
- Using language as a means of sharing feelings, experiences and thoughts.
- Listening attentively and respond to what they hear, asking questions.

Implementation

How we meet this requirement in practice and what we do as part of our continuous provision and routines.

Routine / organisation

- A staff member is always at the door to meet and greet children into the nursery.
- Staff always sit with children during mealtimes and snack times and promote vocabulary and taking turns in conversations.
- We have circle time three times a day this includes stories, songs/rhymes and discussions.
- Staff are encouraged to sing, read stories and use text when playing with the children throughout the day.
- Staff deployment ensures that adults are available to talk and support children's language development in child-initiated play.
- Specific topic plans identify new words to be introduced and reinforced.

Continuous provision

- Role play opportunities are available indoors and outdoors.
- Small world / imaginative props are available for all ages.
- Toys that encourage children to communicate such as telephones, walkie talkies, puppets etc.
- Designated book area with a range of text including fiction / non-fiction, song and rhyme books.
- Props for well-known rhymes and stories are available.
- Adult training / support
- The SHREC approach training
- Peer to peer observations
- WELCOMM – speech and language screening tool on every child
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Personal, Social and Emotional

At Woodlands Nursery we provide children with a sense of safety, security, belonging and self-worth by.

- Establishing and developing strong, warm, and supportive relationships with adults and children.
- Understanding children's individual qualities and attributes so they feel valued and develop positive attitudes towards themselves and others.
- Knowing and understanding the children's home life.
- Rules and boundaries are put in place and children are encouraged to follow routine and rules.
- Children at Woodlands nursery are supported to manage their emotions by labelling and regulating them. Staff model and explain how to manage their feelings and resolve conflicts.
- Encourage children to follow instructions.
- Encourage children to be independent, allowing them to make their own choices/decisions and to manage their personal needs.
- For children to be confident to voice their own ideas and opinions and to express their own feelings.
- Children will learn about their bodies and how to keep them safe and healthy. (Healthy eating, keeping our teeth clean, exercise etc).

Implementation

How we meet this requirement in practice and what we do as part of our continuous provision and routines.

Routine / organisation

- All about me form on blossom app before child starts at nursery. This allows staff to get a full picture of the child's development, likes and dislikes and family life.
- Every child has a key person who they can build a bond with when they start at nursery.
- During circle time all children are encouraged to voice their opinions and express how they feel.
- Children are aware of the nursery's routine and rules.
- Tidy up song to encourage and let children know when it is time to tidy up.
- Our routine is the same every day to make the children feel secure and confident in the setting knowing what is going to happen next.
- We encourage children to be kind, make friendships and to work cooperatively in group situations.
- Adults support children in sharing and turn taking.
- We encourage children to show sensitivity to their own needs and the needs of others.
- Dentist invited in to talk to children about dental hygiene.
- We encourage children to be independent by:
Self serving at mealtimes, eating together, learning to use a knife and fork, please and thank you.
Putting their coats on, welly boots and dressing themselves.
Washing their hands and faces before and after mealtimes.
Going to the toilet independently

Continuous provision

- Reflection area
- Water bottle to access drink throughout the day
- Tissue station for children to access tissues to wipe their nose.

Physical Development

We encourage the children's strong need and desire to be physically active which links to other areas of their development.

- Building on children's gross motor skills (Core strength, stability, balance, control, special awareness, coordination, and agility) and fine motor skills (hand/eye coordination and dexterity).
- Begin to negotiate space effectively.
- Begin to respond to signals to stop.
- Begin to have control over an object.
- Opportunities for children to play both indoors and outdoors, developing a range of large and small movements which they can control.
- Instilling a sense of confidence in children's own physical abilities.

Implementation

How we meet this requirement in practice and what we do as part of our continuous provision and routines.

Routine / organisation

- Children have access to large outdoor area which is used in all weathers.
- Activities provided to encourage fine motor skills.
- Sports day
- Dough disco, using dough to explore patting, stroking, squeezing, twisting, poking etc.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Children are encouraged to move energetically and move in a variety of ways run, hop, jump, dance, crawl, roll, slide, climb etc.

Continuous provision

- Equipment provided for children to challenge their gross motor skills. Such as balancing beams, bridges, climbing, slides etc.
- Balls – catching/throwing, pouring/filling in the water and sand play, team work moving heavy blocks together.
- Finger gym area to encourage fine motor skills.
- Resources provided throughout the nursery– scissors, mark making tools etc.
- Playdough and tools, cutters etc.
- Musical movement – instruments, clapping in time.
- Staff always encouraged to give praise and encouragement to the children.
- Using cutlery at mealtimes and encourage children to become independent using them. Older children to use a knife to cut.
- Children are encouraged to hold a pencil effectively in preparation for writing – using the tripod grip.

Literacy

At Woodlands we develop enthusiastic emerging readers and writers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find information. We promote a positive attitude to writing and encourage children to form letters and draw from a rich store of language and imaginative ideas.

- Encouraging a love of books by reading and talking about text. Comprehension and retelling a story.
- Immersing children in sounds, words, rhythm, rhyme and song.
- Modelling the pleasure and joy that books provide.
- Demonstrating that text has meaning.
- Discriminate between letters and pictures.
- Valuing the different ways children make marks.
- Teaching the physical skills which will enable them to control and manipulate writing tools.
- Teaching letter formation.
- Providing children with genuine reasons to write and mark make.
- Ensuring writing tools are readily available.
- Modelling the pleasure of writing.
- Developing children's vocabulary.

Implementation

How we meet this requirement in practice and what we do as part of our continuous provision and routines.

Routine / organisation

- Labels and signs around the nursery
- Children's names on their pegs, table names etc.
- Visit the local library.
- Sound and letter sessions twice a week.
- Book of the week
- Circle time.
- Story sacks.
- Encourage children to fill in missing words from familiar known stories and rhyme.
- Children to demonstrate an understanding of what has been read to them by answering questions and retelling a story, rhyme etc.
- Clapping sound/name syllables.

Continuous provision

- Writing area indoors and outdoors
- Encouraging the development of early writing throughout the nursery
- Books and mark making equipment is available in all areas of the nursery.
- Book corner
- Encourage children to hold a book the right way up and turn pages.

Mathematics

At Woodlands we encourage children to have a deep understanding of number, space, shape and measures. We ensure that they can provide explanations, give reasons for their answers and tackle future challenges by:

- Providing opportunities for children to practice, rehearse and apply mathematical knowledge and skills across the nursery.
- Encouraging children to investigate numbers by exploring their characteristics and patterns.
- Encourage children to investigate shapes and measures, the characteristics and use vocabulary in real context through their play.
- Encourage children to think logically so they can solve problems.
- Encourage a love for numbers and ensuring we make maths fun.
- Categorise objects according to shape or size.

Implementation

How we meet this requirement in practice and what we do as part of our continuous provision and routines.

Routine / organisation

- Number of the week
- Shape of the week
- Number blocks
- Rhymes and songs with counting
- Staff are encouraged to engage children with activities and counting in the room for example counting the number of cups and bowls they need.
- Cooking activities encouraging children to weigh the food needed for the recipe.
- Games, rolling a dice, counting etc.
- Staff to encourage curiosity about numbers by offering comments and asking questions.

Continuous provision

- Maths area which provides a range of resources to allow children to count, sort, measure, weigh, tell the time, shapes etc.
- Number and shape signs around the nursery in all areas.
- Staff encourage children to solve problems.
- Using every day language to talk about size, weight, position, distance, comparing patterns etc.

Understanding of the world

At Woodlands we encourage children's fascination and interest in their surroundings and the world in which they live, we build upon children's thrill of discovering and instinctive desire to know, understand and find out more. We do this by:

- Exploring the lives of people who are familiar to them, comparing similarities and differences.
- Take part in significant events that happen in our community and the world we live in.
- Encourage children's curiosity about people and their jobs.
- Encouraging and showing appreciation for the natural world and recognising its similarities and differences.
- Fostering a sense of awe and wonder about the world in which they live.
- Developing an appreciation of other people, their communities and their traditions.
- Enhancing children's sense of responsibility for the care of their own environment and the impact it has on the world.
- Providing the freedom to explore, experiment and investigate using their 5 senses.
- Encourage children's curiosity to how and why things work and how things change.
- Encourage questioning, testing out ideas and drawing conclusions.
- Encourage children to talk about their own experience, both past and present.
- Encourage children to talk about special times in their lives and the lives of others.

Implementation

How we meet this requirement in practice and what we do as part of our continuous provision and routines.

Routine / organisation

- Visiting our local community, Poplars care home, the library, duck pond, our local shops etc.
- People who help us come and visit us. Ruislip Fire Station, Eastcote Dentist, talking about their roles in society.
- Celebrating different cultures and festivals.
- Taking care of living things – plants, animals etc.
- Healthy eating and exercise.
- Specific topic based on a particular child's interest.

Continuous provision

- Children have access to family photo books. This allows the children to speak to their friends about their families, their own experiences and where they have been.
- Investigation shed – this gives children access to magnifying glasses, bug fact sheets etc.
- Non-fiction books available for children to look at and find out information.
- Ipads for research and to explore information and facts.
- Small world play
- Role play area

Expressive arts and design

At Woodlands we encourage children to express their thoughts and inner feelings as artists. We encourage creative thinking by:

- Providing children to explore and experiment with different media and materials.
- Encouraging children to be inventive and imaginative, allowing them to express their creativity in ways that are personal to them,
- Allowing children to use their own imagination.
- Providing children with equipment and resources to design, make and evaluate.
- Encourage children to investigate and explore a wide range of materials and tools.
- Encouraging children's resourcefulness and resilience and to enable them to take risks and learn from their mistakes.

At Woodlands we encourage children's desire to listen to, make and explore sound and their desire to move by:

- Providing freedom for children to be curious, experimenting with and creating their own music.
- Reinforcing children's responses to sound and encouraging performance.
- Allowing children to be expressive and experiment their own way of movement.
- Singing a range of well-known nursery rhymes and songs.

Implementation

How we meet this requirement in practice and what we do as part of our continuous provision and routines.

Routine / organisation

- Musical movement sessions
- Reenact familiar stories and scenarios.
- Song of the week
- Musical instruments – allowing children to make noise and music.

Continuous provision

- Role play, dressing up, home corner and imaginative area.
- Experiences and responses with music, dance, paint, material, actions and words.
- Resources area which allows children to create materials and build.
- A variety of artistic techniques painting, drawing, collage, sculpting, moulding, shading, colour mixing etc.
- Working creatively on large and small scales.
- Staff support, suggest and help with problem solving when designing and building at nursery.