

Curriculum Overview

By the end of the Foundation Stage, our pupils become independent, confident risk-takers with self-determination. They are resilient learners, exploring, achieving and learning to their full potential.

The Teaching and Learning is based around THEMES incorporating what is outlined in the Statutory EDUCATIONAL PROGRAMMES, the developmental needs from the Non-statutory DEVELOPMENT MATTERS, a keen eye on the statutory EARLY LEARNING GOAL expectations and shaped around CHILDREN'S INTERESTS.

Our curriculum is: A cycle of learning which is related to a THEME using CORE BOOKS, RHYMES and SONGS.

We use REAL LIFE EXPERIENCES to provide hands-on experiences to enhance learning and cater for different learning styles:

- Growing seeds and plants
- Caring for animals such as minibeasts
- Trips and visitors to explore the community our surroundings and recall information from visitors to our setting.
- To represent the school and understand their part in the school community and beyond

Our school curriculum Drivers:

1. Community and real-life experiences
2. Effective and respectful communicators
3. Achieving success together.

### *Intent*

*Our intent is our curriculum, outlined in our curriculum overview. It is a balance between child-initiated and adult led in line with the Early years Overarching principles. Our carefully planned provision and an enabling environment, which evolves to meet the needs of each individual in our cohort, supports our learners to achieve.*

### *Implementation*

*Our implementation is our Pedagogy: how we choose to teach and present our curriculum. Our pedagogy responds to the learning needs of our children to ensure they make progress from their starting points. Our relationships with families complement and assist in how well we know the children in our setting.*

### *Impact*

*The impact of our curriculum design stems from reviewing teaching and learning within the foundation stage and from continual assessment of children's learning. The impact is shown within the practitioners' knowledge of children and the progress they have made. This is taken from direct teaching, observations of children in their play and formative and summative assessments for each child.*

## Our Curricular Goals

We tailor our curriculum to our school context and our current pupils.

Many of our pupils are EAL (English as an additional language) learners, some of whom are new to the country. Some of our learners are community children; a proportion of whom live in high-rise flats without gardens or a space outdoors to play.

In addition to our curriculum overview and the statutory expectations of the curriculum, as part of our recovery curriculum, in response to our On Entry assessments, we set 5 curricular goals for children to strive to achieve throughout their time in our foundation stage. These goals are to enable the development of the whole child and in learning to achieve these goals they will become resilient through perseverance and practice.

These are:

### COMMUNICATION AND LANGUAGE

#### 1. Be Effective communicators.

We can ask a **question** and make a relevant **comment**.

We **Converse** in a back and forth exchange.

We **Express** our feelings.

**Why are these important goals for our context?** We are EAL learners, who are learning a new language.. They are able to share resources and take turns and converse in a back and forth exchange to communicate effectively with adults and other children. We will promote early language development to enable children to develop their use of the English language as well as valuing and developing their home language.

### PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

#### 2. Be Confident learners

We show **determination** to complete a goal.

We show **curiosity** in our environment.

We show **empathy** and **friendship** towards others.

**Why are these important goals for our context?**

Our EAL learners are supported to settle in to their environment to choose activities and make friends. The children may not have a common language between themselves, adults or other children and so may need additional support to enable them to settle and become comfortable in the setting is important from the onset.

## PHYSICAL DEVELOPMENT and PERSONAL DEVELOPMENT needs.

### 3. Use tools and equipment with confidence

We can **ride** a two-wheeled bike or **Throw and Catch** a ball.

We **persevere** to dress and undress and use the toilet independently.

We **use** cutlery with confidence.

We can **cut** and **shape** materials for a purpose.

#### Why are these important goals for our context?

Some of our children live in housing with limited space or a lack of outdoor space. To be able to ride a bike or send and receive a ball will strengthen their core muscles which will benefit their body strength for the future.

Some of our children enter the setting requiring support to toilet, dress and undress themselves.

Many of our pupils come into Nursery and reception needing support to prepare a fruit snack or drink. Some of our pupils need support at lunchtime to use knife, fork, spoon tools effectively.

Some of our children find the use of cutting tools difficult to master.

## LITERACY

### 4. Add a narrative to their play.

**Retell** a story through play.

Why are these important goals for our context? Children may play alongside others before playing with them. Often play is not verbalised and children need support to be able to do this.

## EXPRESSIVE ARTS & DESIGN

### 5. Use resources to select the colour they need for a purpose.

We can **Colour mix** paint

Why are these important goals for our context? Some of our children have limited experience in creative arts and in their early years have not experienced exploration of painting and colour mixing.

We will share our 5 curricular goals with parents and will discuss these at key workers meetings in Nursery:

Curriculum goal	What will we do to support this?
<p><b>COMMUNICATION AND LANGUAGE</b></p> <p>1. <u>Be Effective communicators:</u></p> <ul style="list-style-type: none"> <li>• Ask a <b>question</b> and make a relevant <b>comment</b>.</li> <li>• <b>Converse</b> in a back and forth exchange.</li> <li>• <b>Express</b> feelings.</li> </ul>	<p><b>How do we do this?</b> Model, promote and enable talk. We use home language in the setting where possible and encourage children to use their home language to become competent in both English and their mother-tongue. We use a core bank of stories, songs, rhymes and extend language within play situations. We use talk for writing techniques and talk frames to support sentence construction. We use curiosity resources to enable talk. Our adults model manners to promote respectful communication between others. We use talk time to enable children to talk about things that interest them. Children will be able to communicate how they feel and use talk to solve problems and find solutions.</p>
<p><b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b></p> <p>2. <u>Confident learners: settle into school.</u></p> <ul style="list-style-type: none"> <li>• We show <b>determination</b> to complete a goal.</li> <li>• We show <b>curiosity</b> in our environment.</li> <li>• We show <b>empathy</b> and <b>friendship</b> towards others</li> </ul>	<p><b>How do we do this?</b> Enable the children in Nursery to develop a strong relationship with their key worker, in Reception a transition plan which will enable them to develop a relationship with others in smaller numbers. There will be lots of modelling of expectations, clear instructions for children to follow and children will become independent, confident learners.</p>
<p><b>PHYSICAL DEVELOPMENT</b></p> <p>3. <u>Use tools and equipment and resources with confidence.</u></p> <ul style="list-style-type: none"> <li>• We can <b>ride</b> a two-wheeled bike or <b>Throw and Catch</b> a ball.</li> <li>• We <b>persevere</b> to dress and undress and use the toilet independently.</li> <li>• We <b>use</b> cutlery with confidence.</li> <li>• We can <b>cut</b> and <b>shape</b> materials for a purpose.</li> </ul>	<p><b>How do we do this?</b> We use trikes, scooters and balance bikes as a progression towards riding a 2 wheel bike. Children will have experience of using bikes each day and supported to manage their own risk and to use the equipment safely. A range of sizes of balls and ball games are promoted and taught to enable children to effectively send and receive a ball to each other. Physical games will strengthen relationships between children and adults as well as developing skills they can progress with in future key stages. When developmentally able, children will be supported to become independent with removing jumpers and cardigans, trousers and skirts, doing buttons and zips and becoming independent in the toilet. We will promote lots of fine motor skills actions to support the development of finger muscles. By the end of the foundation stage they will be ready for the next key stage so that changing for PE will not be a challenge. We will model the use of knives for cutting fruit snacks, and encourage children to pour water for drinking. We will use play situations to model the use of knives, forks and spoons and which of these may be used for different situations. We will model manners in the snack situation and promote independence when preparing snack and clearing away from snack. We will use cooking activities to promote independence in using tools and techniques. We provide children with the resources to be supported in the process towards using standard scissors to cut. Paired scissors and training scissors are used to support this technique. Children are</p>

	provided with the tools to explore scissor cutting and other fine motor resources to develop their hand and finger muscles. To develop this skill will enable children to have the strength for early writing.
<p>LITERACY</p> <p>4. <a href="#">Add a narrative to their play.</a></p> <ul style="list-style-type: none"> <li>• Retell a story through play.</li> </ul>	<p><b>How will we do this?</b> Provide resources to take part in pretend play such as small world animals, duplo people, character costumes and role play resources. Adults will model how to make up stories using these items and encourage children to join in with this play. We will enable the retelling of stories used in teaching time and story time by providing resources to retell them such as masks, puppets, story spoons/stones or soft toys. We will encourage children to say what is happening in their play and record these stories to read back to them. Children will develop the confidence to tell their own stories before being able to write them for themselves.</p>
<p>EXPRESSIVE ARTS &amp; DESIGN</p> <p>5. <a href="#">Use resources to select the colour they need for a purpose.</a></p> <p>We can Colour mix paint</p>	<p><b>How will we do this?</b> Model techniques and provide children with the tools and resources to mix paints in order to become independent at colour mixing to achieve the colours they need to paint their picture.</p>