

Horden Nursery School Curriculum Document



Our Ethos and Intent

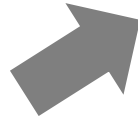
We strive for our school to be a happy and friendly environment where all children feel safe, secure and valued. A place where the importance of children, childhood, community and play are recognised, and individual abilities and ideas are respected.

We aim to foster a long-lasting love of learning, to inspire, motivate and challenge children in an environment that ignites and develops curiosity, imagination and creativity. We aim to create a space that builds upon each child's home experiences, where diversity is celebrated and everyone is included.

We believe that when teaching and learning is exciting, challenging and inspiring, children will develop their thinking and independence, along with a true love of learning.

We believe that when a child has the freedom to explore the world around them, make decisions, follow their interests and take risks, alongside sharing memorable experiences with peers and highly trained practitioners, learning becomes joyful and long-lasting.

Our intention is to equip our children with the knowledge, understanding, skills and cultural capital they need for future learning.



Our Core Beliefs

Children have the right to play, it is their work, and it is fundamental to their learning and development



Communication skills, a wide vocabulary and a reading-rich curriculum supports children to succeed



Children develop a love of learning and flourish when they are nurtured, feel safe, secure and valued



Children thrive in an inspiring and engaging environment which responds to their motivations, interests and needs



We hope that by the time our children leave us they have:

- A long lasting love of learning
- A sense of awe, wonder and curiosity
- A breadth of knowledge and skills
- A positive mindset, confidence and belief in themselves
- A 'voice'
- Skills that enable them to communicate and collaborate
- An understanding of their feelings and those of their peers
- Respect for themselves, others and the wider community
- The confidence to 'have a go', take risks and challenge themselves



"Play is the work of the child"

Maria Montessori



"Play is often talked about as if it were a relief from serious learning. But for children play IS serious learning. Play is really the work of childhood."

Fred Rogers

To help them to achieve this we recognise that we need to give our children as many opportunities to explore and play as possible.

Implementation

At Horden Nursery School we recognise the unique qualities that each child brings to our setting. Our curriculum is designed to recognise children's prior learning, experiences they have at home, and with their family, and those which they may have had at previous settings. We work in partnership with families ensuring that each child can reach their full potential from their various starting points.

We understand that children develop at different rates and their development is unique. Therefore, our curriculum places a strong emphasis on the Prime Areas of Learning- communication and language, physical development and personal, social and emotional development. These areas are fundamentally important in building a strong foundation for children's success in all other areas of learning and of life.

We recognise that the children in our nursery have particular strengths and needs and our curriculum is designed with this in mind, what and how we teach is in response to this. Many of our children require support with language and communication, therefore there is a strong emphasis upon high quality interactions and vocabulary development. Children's wellbeing is paramount, therefore emphasis is placed upon creating trusting relationships, supporting regulation and developing an understanding of emotions.

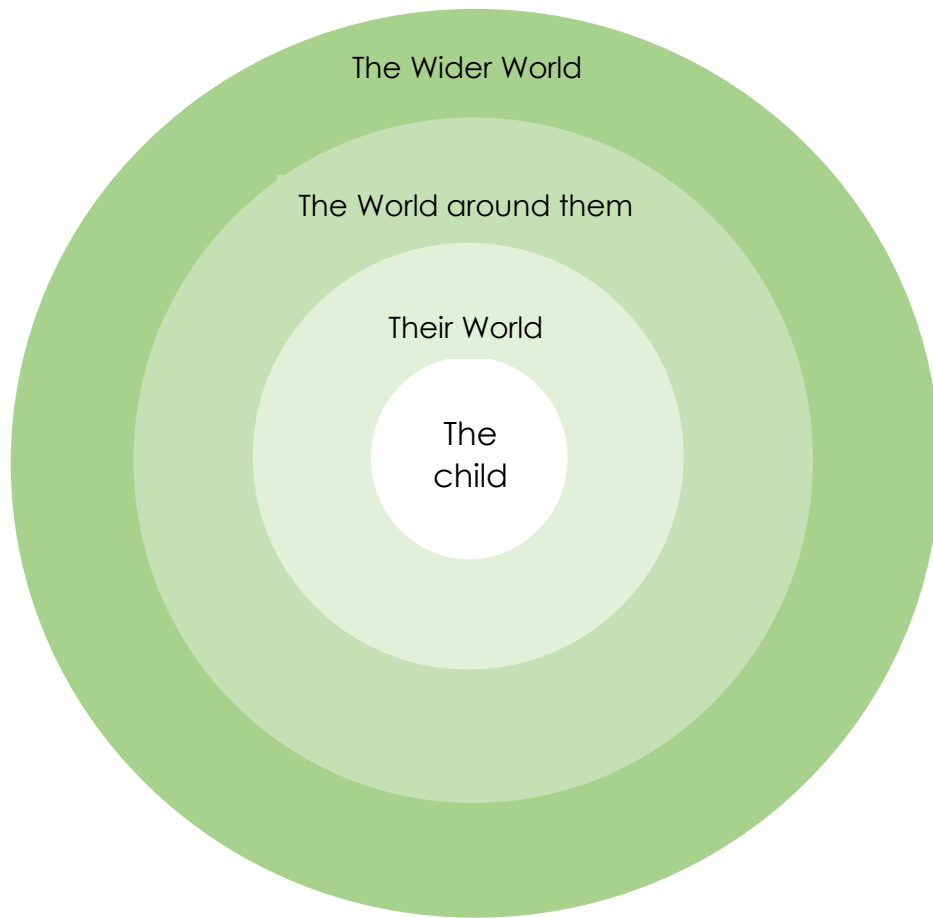
A high percentage of children come from homes which have small yards, or limited access to outdoor spaces. We therefore provide lots of learning outdoors to build confidence, co-ordination and physical strength. We also recognise the importance of being outdoors and the effect it has on children's wellbeing.



Starting with the child.....

Our curriculum has been designed for our children, beginning with **The Child** themselves, their individuality and needs, interests and fascinations and the skills and knowledge that they bring.

The curriculum then considers the child's world, the world around them and the wider world.



Their World- family and home, routines well-being, self-regulation, attachments

The World around them- community and environment, independence, relationships, values and expectations, resilience, confidence,

The Wider World- cultures, questions, theories, experiences and visits, seasonal and environmental influences

Our practitioners use these worlds as a starting point for engaging children across all **seven areas of learning** as outlined in the **Statutory Framework for the Early Years Foundation Stage**

Nursery staff plan together to ensure that the curriculum is broad and balanced across the following areas of learning;

Prime Areas

Communication and Language

Physical Development

Personal, Social and Emotional Development

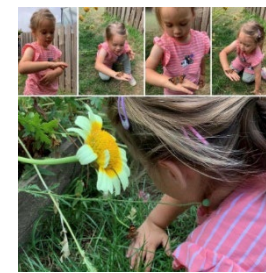
Specific Areas

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design



We follow the **educational programmes** which provide a framework for our curriculum. In order to ensure progression within these programmes, we recognise the importance of skilled practitioners who have a good understanding of child development.

We provide a range of learning experiences through which children have opportunities to develop **Characteristics of Effective Learning;**

Playing and exploring – engaging

Active learning - motivation

Creative & Thinking Critically - thinking

Our high quality, broad and balanced curriculum has 6 main elements.

Elements of our curriculum

Teaching and Learning is play based and is centred around children's interests

The Child / Their World



All aspects of our curriculum take account of children's interests, fascinations, knowledge and needs. We use these as starting points to scaffold learning and broaden children's understanding and skills. Practitioners are skilled in child development, understanding that high level involvement and wellbeing occurs in child-initiated play. Play is observed and provocations are added to the environment to deepen and extend learning.

Core books, rhymes and songs



We have a cycle of core books, rhymes and songs. We begin with simple texts and rhymes that progress to those with more complex vocabulary and structures. Books and songs are read and sang repeatedly to support children in learning new vocabulary, developing memory skills, remembering patterns, structures and concepts

Nature school and seasonal experiences

The World Around Them



We have regular, planned experiences to support children in developing a relationship with the natural world, guided by seasonal changes. Our Nature School programme is based on observations and collaborative work between children and practitioners. We aim to promote holistic development, resilience, confidence, independence and creativity.

Visits and Visitors

The World Around Them /
The Wider World



We provide children with a range of experiences across their time in nursery. These include visits into their local community, exploring and appreciating the immediate environment. Visits further afield include time spent at the Farm, Theatre and The Barn. Visitors to nursery provide the children with a deeper understanding about their role within the community or wider world, extending their knowledge and interests.

Core experiences, seasonal themes, festivals and celebrations

The Child / Their World /
The World Around Them /
The Wider World



Across the year, we plan core experiences for all children, including planting and growing, hatching ducks and chicks and observing life cycles. These are often linked to seasonal themes and provide the children with 'real' experiences that show them the 'awe and wonder' of the world.

We ensure that children see themselves, their family and their culture reflected within our setting. We celebrate shared events and festivals, whilst also introducing children to, and extending their understanding of, less familiar cultures and celebrations.

Our Intended Outcomes for children

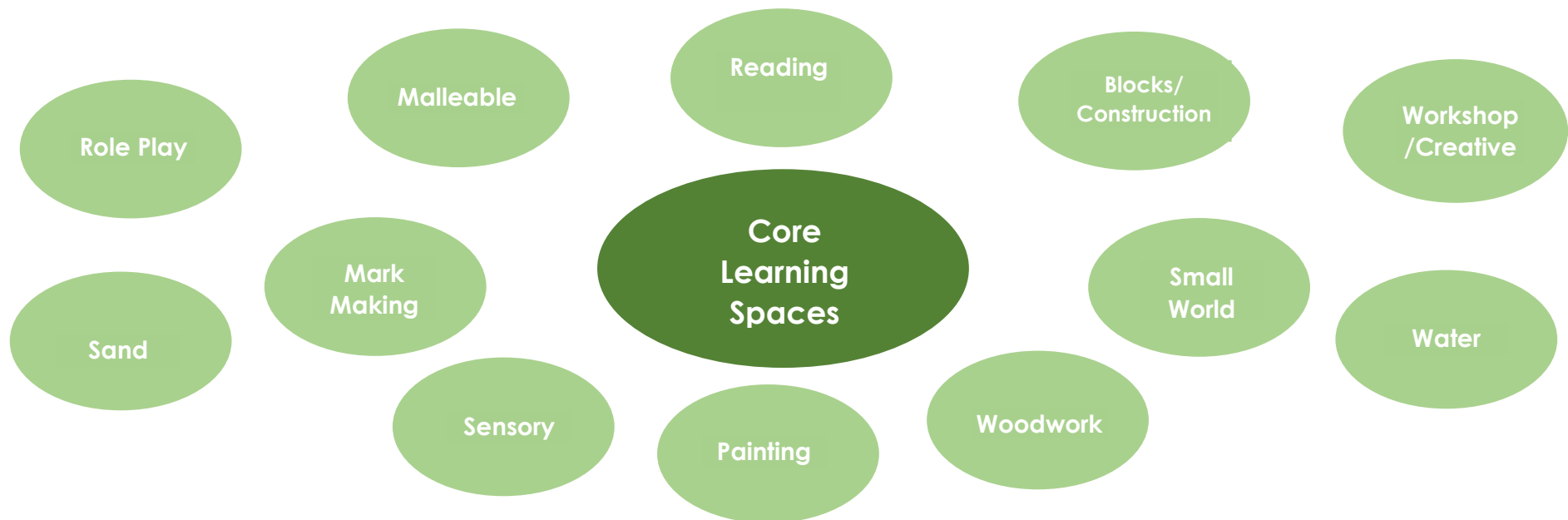


We have intended outcomes that we hope children will achieve during their time at nursery. These are based on a knowledge of child development and are linked closely with our assessment system. Practitioners are mindful of these outcomes when planning and working with children.

Each child has a **key person** who supports children and families in settling in, building a trusting relationship. Across the first term, our staff spend quality time getting to know children and their families. They aim to develop a deep knowledge of individual children through observation, play and interactions. Dedicating this time, leads to staff gaining insight into their interests, strengths and how they learn. In response to this, we use what we know to provide a rich, broad and differentiated curriculum.

For the majority of the time, children are engaged in exploration and play based learning, both indoors and outdoors. They have choice and autonomy in their play, which supports and develops their growing independence, confidence, self-regulation and collaboration. Exploration and play-based learning is well resourced and supported.

We have established core learning spaces across the indoor and outdoor environment, which children can access daily. These areas provide the opportunity for children to revisit, work with familiar resources and develop skills at their own pace, both independently or with the support of adults.



We have observed common play behaviours within these learning spaces, recognising the progression of skills, knowledge and language that could be developed. Please see our **Common Play Behaviours Document**.

Our learning environment is a special place where children have opportunities and space to explore and develop their interests and fascinations. It is warm and welcoming, reflecting many aspects of home life. Materials and resources used are natural and open ended, allowing for curiosity, creativity, imagination and sensory exploration.

Staff plan and set up the indoor and outdoor environment, carefully selecting resources, introducing inspiring and exciting provocations which encourage wonder, problem solving, collaboration and cross-curricular learning. Children are given extended periods of time dedicated to their play. This enables them to work through their ideas and feelings, allowing them to develop focus and self-regulation. Children work at their own pace, independently, or with the support and guidance of practitioners who skilfully scaffold their learning.



We enable children to learn through a balance of child-initiated and adult-led learning. Adult-led group times take place across the week, where we introduce new learning and vocabulary, and extend current learning. These groups are carefully planned to ensure they are engaging and correctly pitched to children's levels of development. They include family group time, story sessions and song and rhyme time. Smaller, focussed groups are also in place that build upon specific identified learning for children.

The Adults Role

We recognise that we play a huge role in supporting our children's thinking and learning. This role is underpinned by a knowledge of child development, an understanding of different teaching strategies and the development of warm and trusting relationships. Our role is varied and includes;

Observing and noticing-

"Stand aside for a while and leave room for learning, observe carefully what children do, and then if you have understood well, teaching will be different from before" (Loris Malaguzzi)

Practitioners are constantly alert to significant moments in a child's learning and development through the day. Observing our children allows us to see what they can do and what they know. We use this to shape our teaching and learning experiences to ensure that we provide appropriate support for children.

Scaffolding-

"What a child can do in co-operation today, they can do alone tomorrow" (Vygotsky)

We aim to provide the right support, at the right time, in the right way, supporting children to gain new skills and knowledge. This could include providing suggestions and prompts, introducing additional resources, modelling and demonstrating and providing guidance and feedback.

Carefully Communicating-

We think carefully about how we interact and communicate with our children using;

- **ShREC Approach**- Share attention, Respond, Expand, Conversation
- **Open ended questions and commenting** to support thinking processes, build confidence and develop speech and language skills
- **Ambitious and rich language** to inspire children
- **A commentary of thoughts and actions** to model language
- **Communication friendly spaces**

Our Intended Outcomes for children

In our nursery, we consider how children typically develop over time. Our knowledge of child development has supported us in deciding upon Intended Outcomes for our children. These are the things we would like them to know and be able to do, and we are mindful of them when planning our provision and learning. Although these intended outcomes are for points 36 months and 48 months, we recognise that not all children will make the same progress towards them.

Intended Outcomes by 36 months

Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Shows an interest in others and makes new relationships • Explores new environments • Follows some simple routines • Tries to do things for themselves
Communication and Language	<ul style="list-style-type: none"> • Responds to questions and instructions • Asks for help if they need it • Speaks in simple sentences • Listens to simple stories and rhymes
Physical Development	<ul style="list-style-type: none"> • Uses the toilet with some support • Moves around their environment with awareness and control • Manages a range of equipment purposefully
Literacy	<ul style="list-style-type: none"> • Enjoys sharing books with adults • Uses simple marks including lines, curves and circular movements • Listens and interacts with some rhymes, songs and stories
Mathematics	<ul style="list-style-type: none"> • Shows an awareness of number • Uses mathematical language in their play • Explores collections and arrangements
Expressive Arts and Design	<ul style="list-style-type: none"> • Explores and plays with a wide range of media and materials
Understanding the world	<ul style="list-style-type: none"> • Explores natural materials and the natural world • Talk about their family and people important to them

Intended Outcomes by 48 months

Personal, Social and Emotional Development	<ul style="list-style-type: none">• Can play with others, sharing what they are using with help• Plays imaginatively with other children• Confident to have a go and try new things• Understands some feelings and emotions
Communication and Language	<ul style="list-style-type: none">• Talks about what they are doing and things they remember• Starts conversations with familiar people and asks questions• Listens when they are in a group with other children• Asks questions to find out more
Physical Development	<ul style="list-style-type: none">• Can dress themselves with some support• Gives new challenges a go and is aware of their own safety• Uses resources with some control, e.g. can pour from a jug into a cup
Literacy	<ul style="list-style-type: none">• Looks at books and has some favourites• Uses some of their print and letter knowledge in their early writing• Talks about their drawings• Knows the difference between pictures and words
Mathematics	<ul style="list-style-type: none">• Beginning to count objects in their play• Notices how many in a set without counting• Understands how different shapes fit together• Will notice who has more or less
Expressive Arts and Design	<ul style="list-style-type: none">• Creates with increasing thought and purpose• Know about and appreciate the work of others
Understanding the world	<ul style="list-style-type: none">• Shows interest in the lives of others, understanding differences• Know about different beliefs and celebrations• Show care for the environment and living things within it• Observe closely and find out about the world around them

Core Learning Experiences

Although our curriculum coverage is based upon the children's interests, we have created an overview of the core learning we would like children to experience across the nursery year. This is based on predictable interests, seasonal changes and experiences, core books and songs, visits and visitors, festivals and celebrations. We consider these experiences each half term, linking them to all areas of learning.

Hornden Nursery School Curriculum Plan- 2-year-old children

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
In the Garden	Changes in weather Outdoor clothing- waterproofs and wellies Introduce appropriate use of resources	Changes in weather Outdoor clothing- waterproofs and wellies	Changes in weather RSPB- bird watch Mini Beasts	Gardening day with families	Changes in weather Outdoor snack	Large scale group water play
Special Times	Halloween/ Pumpkins Visits from new children	World Nursery Rhyme Week Children in Need Christmas Transition visits to Buttercup room	National Storytelling Week Pancake Day Visit from the fire brigade Visit from Police Dogs	Hatching Chicks and Ducks World Book Day Easter Mother's Day Transition visits to Buttercup room	Butterfly life cycle	Father's Day Transition visits to Buttercup room
In our Community	Autumn walks	Nursery Sing-a-long Christmas pantomime	Spring dene walks	Cakes and Cuddles Day Duck and chick stay and play	Visit to the park	Farm Visit Bacon Butty Day Sponsored walk
Core Books	Dear Zoo Toot, Toot, Beep, Beep Brown Bear, Brown Bear	What does Doggy want? Walking through the jungle Dear Santa	Hooray for fish Hello little bird Bird- Usborne Peck, peck, peck	Grow it Hooray for hoppity Creepy crawly Oh Dear!	Where do you live snail? Toddle Waddle The Very Hungry Caterpillar	Noisy farm Faster, Faster, nice and slow Animal music

Core rhymes	Incy Wincey spider- spider bag- visual memory	Twinkle Twinkle- star bag- visual memory Mr Moon	1,2,3,4,5 once I caught a fish alive 2 little dicky birds	Humpty Dumpty Chick, chick, chicken 5 little ducks	Miss Polly had a dolly There's a worm at the bottom of the garden	Baa Baa black sheep Old Mc Donald- sound bag- farm puppets
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Horden Nursery School Curriculum Plan- 3-4-year-old children

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
In the Garden	Introduction to fires Plant Spring flowering bulbs Rake leaves Changes in weather Hedgehogs	Fire safety- Bonfire night Bird feeders Weeding and tidying garden. Changes in weather	RSPB Big Schools Bird Watch Bird feeders Clear and tidy green house Sowing seeds in greenhouse Changes in weather	Planting strawberries Greenhouse planting- Summer flowering bulbs and vegetables Minibeasts	Watering plants and vegetables Weeding Planting bedding plants Changes in weather	Pick crops Cutting flowers Changes in weather Sun safety
Special Times	Harvest Food Bank Collection Diwali Halloween/ Pumpkins Jam making	World Nursery Rhyme Week Children in Need Remembrance Day Christmas	National Storytelling Week Safer Internet Day Lunar New Year Valentine's Day Shrove Tuesday	Hatching Chicks and Ducks World Book Day Holi Easter Mother's Day Comic Relief	World Bee Day Butterfly lifecycle Ramadan and Eid The Queens Platinum Jubilee	Father's Day Transition visits to new schools Leavers celebration
In our Community	Autumn dene walks Food Bank collection	Autumn foraging Nursery Sing-a-long-Centennial Hall Watching local School nativity	Horden Welfare community pantomime	Spring dene walks Cakes and Cuddles Day	Gardening Day with parents and carers Beach walks Horden in Bloom	Bacon Butty Day Sponsored walk

Visitors and visits	Bernie's Hedgehog Rescue Remembrance Day- Alyson Thomas Visit to the Horden Cenotaph Big Foot Arts Education- Pantomime Visit from Peterlee fire station		Zoo Lab- Minibeasts Visit to Horden Library Community Police visit with Jet and Ben		Farm visit- Tweddle Farm Transition to schools- Teacher Visits	
Core Books	Peace at Last Farmer Duck Walking through the Jungle Dear Zoo Car, Car, Truck, Jeep	The Busy Day for Birds I say ooh, you say aah There's an alien in your book Animal Music Faster, faster, nice and slow Dear Santa	We're going on a bear hunt The Train Ride Brown Bear The Bus is for Us Kitchen Disco Pants	The Duck in the Truck Chocolate Mousse for Greedy Goose What's in the Witch's Kitchen Oi Frog! Row, Row, Pirate Boat Hop Little Bunnies	I Went to the Zoopermarket Hippo has a Hat 5 Minutes to Bed Mrs Blackhat Bathroom Boogie The Wonky Donkey	Stick Man A Squash and a Squeeze Portside Pirates Veg Patch Party Giraffes Can't Dance Party Pants
Core Rhymes	Humpty Dumpty Wind the Bobbin Old Macdonald Incy Wincy 1, 2, 3, 4, 5 once I caught a fish alive	5 little ducks One little elephant 5 little men in a flying saucer The Grand Old Duke The Tractor Song	Feel the Beat Row, row, row 5 little monkeys Down at the station 10 fat sausages Here we go round the mulberry bush	If you're happy and you know it 5 currant buns Down in the Jungle Five little Speckled Frogs I'm a pirate Little Peter Rabbit	One finger, one thumb Penguin Dance A sailor went to sea When you want to make a spell 10 green bottles The bear went over the mountain	Dinosaurs Ten in the Bed Heads, shoulders, knees and toes Hokey Cokey Here we go round the mulberry bush One man went to mow
Stories to support key themes	The Colour Monster Pick a pumpkin Christopher Pumpkin Acorn ,	Snowflake All Hands on Deck We're Going on an Elf Chase Pick a Pine	Peck, Peck, Peck My first book of birds Garden Birds- Photo Book Chicken Clicken In my heart	My Mam Plant the tiny seed Six Little Chicks Chicky, Chicky, Chook, chook	Life cycle- Egg to a Bee Sunflower Life cycle- Caterpillar to Butterfly The Very Hungry Caterpillar	My Dad The Colour Monster goes to School What the ladybird heard Information books- specific animals

IMPACT of our Teaching and Learning

Our continuous use of observation, reflection and assessment ensures that teaching matches the ability of our children and offers appropriate challenge. Children's learning is closely monitored in collaboration with parents, ensuring that all children make progress and are supported towards the significant developmental milestones for their age (OP&L).

We work as a team to reflect on and review our learning environment. Prioritising time at the end of each day to discuss learning that has taken place and what we need to do next to enrich and extend learning opportunities. As a result, resources and teaching are relevant and inspiring.

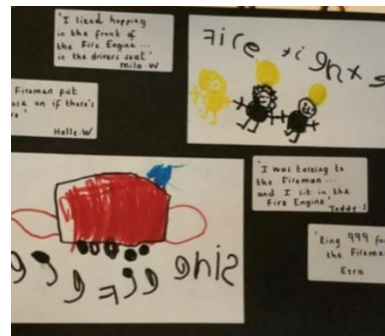
We recognise the importance of a strong partnership between ourselves and parents and/or carers, seeking, welcoming and valuing their contributions and ideas. In doing this, we work towards a shared understanding of how best to support children both at home and at school.

Senior leaders carry out regular supportive learning walks to assess the impact of the teaching and learning environment.

Staff have regular time out of nursery to reflect on their key children's learning. Regular recall meetings between key people and senior leaders ensure that children's progress is discussed, next steps evaluated and any required actions are put in place.

Our commitment to staff training and development continues to build on staff knowledge of child development and the quality delivery of the early years curriculum.

Children make good progress here



Feedback and Kind Comments that demonstrate the impact we make.....

"This is an excellent school. Adults act as inspirational role models and keep children engaged with many stimulating activities to choose from. Children can use equipment with confidence and engage purposefully during independent activities" Ofsted 2019

"The high level of interest that the curriculum provides, along with the excellent teaching provided by staff, promotes outstanding behaviour. Children play and interact extremely well and are caring towards one another" Ofsted 2019

"I just want to thank you all for helping so much with ****'s development over the 2 years, you have all individually helped make such a big impact on how great he has become. I am forever grateful" (parent) 2023

"This nursery is a wonderful place, a warm and welcoming environment for children and parents. The staff are lovely and approachable and do an excellent job helping all the children grow and learn through fun and play" (parent) 2023

"Thank you for helping me learn and watching me grow. Thank you for giving me cuddles and wiping away my tears. Thank you for giving me the best start. Love Charlie xx" (child) 2023

"To all the staff at Horden Nursery School, you all have been so good to our kids. We thank you from the core of our heart for caring for our little ones. It's heart melting when your child talks about you at home. He loves you so much. May god bless all of you with good health and happiness" (parent) 2023

"Both of our boys have attended the nursery and have had the most amazing start to their schooling. As parents we couldn't have asked for more kind and caring staff who work tirelessly to provide the best experiences and opportunities for each and every child. Our boys have both loved every moment at Horden Nursery School and we will miss it so much. Thank you for everything" (parent) 2023

