Curriculum Policy 2019

Ofsted’s working definition of ‘curriculum’ is:

‘A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact and achievement).’

At SCCN all our policies also reflect inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010 and refers to curriculum related expectations of governing boards as set out in the Department for Educations Governance Handbook. Please see the SEND Policy for further information.

The Intent of Our Curriculum:

- To support and nurture our children to be happy, engaged and resilient learners.
- To acknowledge the requirements for promoting the learning and development of children as set out in the EYFS Statutory Framework.
- To plan with the Characteristics of Effective Learning in mind.
- Is designed to ensure high levels of involvement (Leuven Scale).
- Is mindful of the different schemas that children may transition through.
- To consider the Prime and Specific Areas of the EYFS.
- Is supplemented by the suggested stepping stones as laid out in the Development Matters and for children that are not able to attain these yet, the SCERTS Scales to break down the stages into attainable steps.
- Is constantly evolving and ‘considers the individual needs, interests, and stage of development for each child in their care.’ OFSTED Handbook 2019
- Is to ensure that our curriculum develops the skills needed for our children to become successful learners; to help prepare them for life in modern Britain and empower them to achieve success in the future.
- Aims is to deliver a holistic, communication - rich environment that challenges, excites and inspires children to become successful and confident learners and where they can reach their full potential.
The Implementation of Our Curriculum:

At SCCN we are committed to ensure that all children have the opportunity to access an enriched curriculum offer which will also offer hands on, real – life experiences as well as trips and outings into the wider community. We are mindful that ‘some children arrive at an early years setting with poorer experiences than others, in their learning and play. It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning. Cultural capital is the essential knowledge that children need to be educated citizens.’ Ofsted Inspection Handbook 2019.

To support this cultural capital, SCCN endeavour to provide:

- An objectified cultural capital – providing an enabling environment where children have access to toys, books, music, artistic tools and a space to develop their own ideas.
- An embodied cultural capital – opportunities to learn about different ways of behaving and communicating in different situations. Exploration of various cultures and environments such as a musical recital, a play, farms, cooking opportunities, campfire etc.

Our curriculum offer is cross curricular and encompasses a holistic approach.

The environment is divided into zones which ensures that the curriculum is broad and balanced and where resources have been selected, mindfully, to support each child to independently access resources to support and challenge their learning, even when an adult is not present. (See portfolios in The Den to note additional enhancements).

Our curriculum is carefully planned. Please see appendix 1 for the skills progression in each of our zones.
The curriculum is implemented using In the Moment Planning (ITMP). The practitioners in the setting respond to the child in the moment, what they are doing and use that to extend the child’s learning. ‘Practitioners must ... plan a challenging and enjoyable experience for each child, across all areas of learning and development.’ (OFSTED Handbook 2019). Please see the Learning and Teaching Policy for additional information.

The curriculum includes the various activities that are planned in order to enrich the children’s experiences as well as the ‘hidden curriculum’.

We understand all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, how they can support learning, and how well each child is progressing.
The Impact of Our Curriculum:

We aim for all the children at SCCN to reach their full potential - academically, emotionally, creatively, socially and physically. Through our implementation of the curriculum, children’s knowledge, understanding and skills will be secured and embedded so that they will attain highly and are fully prepared for their continuing learning journey.

We measure and monitor the impact of our curriculum by:

- Making observations linked to C of E L and the Development Matters that inform us of each child’s development.
- Planning next steps, in the moment.
- Working collaboratively with parents and carers – Tapestry, parent consultations, parental workshops, and an open door policy.
- Carrying out learning walks and visits to monitor teaching and learning.
- Moderating data, termly, to ensure consistency across the school (internal and external).
- Using the data to inform practice and adapt the environment.
- Using the data to inform of any next steps for groups of children and individuals.
- Reflecting regularly upon our practice and provision.
- Working with our School Improvement Partner to ensure that teaching and learning is consistently outstanding.
- Working with our Governing Body to ensure that teaching and learning is consistently outstanding.
- Carrying out observations of all staff members to ensure that teaching and learning is consistently outstanding.
- Providing staff with CPD to support their outstanding practice.
- By acknowledging the importance of learning from mistakes, encouraging resilience and positive attitude to meeting challenges and learning from them.
Personal, Social and Emotional Development

The EYFS 2012 states that:

“Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.”

In the Revised EYFS 2012 Personal, Social and Emotional Development has become a “Prime Area” in recognition of the need to promote an awareness of the fundamental importance of developing a healthy lifestyle and an understanding of making healthy lifestyle choices from an early age.

“Prime areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.” EYFS 2012
The Intent of PSED:

At SCCN we believe that emotional well-being is seen as paramount. A child who is unhappy is not able to learn. Personal, Social and Emotional development (PSED) is crucial in the building blocks for the children’s overall development. We support children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', support the children in saying ‘stop’ if they do not like something that is happening, develop independence and ultimately feel good about themselves.
The Implementation of PSED:

<table>
<thead>
<tr>
<th>2 year olds</th>
<th>3-4 year olds</th>
<th>Additional Needs support</th>
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</thead>
<tbody>
<tr>
<td>Daily routines reassure children as they begin to understand the structure of the day and predict what is coming next.</td>
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<tr>
<td>Visual timetable to support children who aren’t able to understand verbal prompts yet. Makaton and PECS symbols available to support at all times.</td>
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<tr>
<td>Continuous provision of resources that encourage independence and choice.</td>
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<tr>
<td>Adult Modelling and Interactions. The role of the adult is to support children in making the correct decisions through discussions and leading by example.</td>
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<tr>
<td>Key Person and Group Times build relationships between children and staff and enable children to develop their confidence and social skills. Reflection sessions give children the opportunities to plan their own activities and learning and how to review their successes.</td>
<td>Social Skills groups to support children in their overall development of PSED.</td>
<td></td>
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<tr>
<td>Colour Monster story helps children to begin to understand feelings and to discuss how situations make us feel.</td>
<td>Sensory Circuits – to regulate emotions</td>
<td></td>
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<tr>
<td>Conflict Resolution - Staff use the six steps of conflict resolution to support children in learning how to deal with issues between their peers.</td>
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<tr>
<td>New experiences and visits help children to learn how to manage their behaviour in different situations, how to self-regulate and deal with changes in their routine.</td>
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<tr>
<td>Following School Behaviour Policy - staff being consistent in their approaches.</td>
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<tr>
<td>Stories can be used as a hook to discuss certain situations or behaviours.</td>
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<tr>
<td>Home visits to secure a positive transition between families and school at start of their educational journey at SCCN.</td>
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</table>
Communication and Language

The EYFS 2017 states that:

“Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.”

The Intent of C and L:

We aim to support all our children to become effective communicators, to be able to receive and process information and ideas and to be capable of expressing their thoughts and feelings in a meaningful way to others. We believe that the bedrock of well-developed communication and language skills will provide a firm foundation for children’s overall development. We strongly believe that and recognise the importance of developing our children’s love of reading by exposing them to a wide range of texts and by teaching them early phonic skills that will support their reading development.
### Implementation of C and L:

<table>
<thead>
<tr>
<th></th>
<th>2 year olds</th>
<th>3-4 year olds</th>
<th>Additional Needs support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily routines</td>
<td>re assure children as they begin to understand the structure of the day and predict what is coming next.</td>
<td>Visual timetables support children who aren't able to understand verbal prompts yet. Makaton and PECS symbols available to support at all times.</td>
<td>Continuous provision of resources that encourage independence and choice.</td>
</tr>
<tr>
<td></td>
<td>Adult Modelling and Interactions. The role of the adult is to support children developing their communication skills at large including how to be part of a two or three way conversation.</td>
<td>Key Person Group Times allow story and singing time opportunities to support and develop vocabulary and story genres.</td>
<td>PECS Snack to support needs and wants being met.</td>
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<tr>
<td>Story props</td>
<td>are essential to support understanding.</td>
<td></td>
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<tr>
<td>Forest School</td>
<td>opportunities allow the children to develop their listening and attention skills and widen their exploration and understanding of the world around us.</td>
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<tr>
<td>New experiences and visits</td>
<td>help children to broaden their experiences and encourage ‘talk’.</td>
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<tr>
<td>Attention groups</td>
<td>to develop all C and L skills. For example, attention bucket, rhymes.</td>
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<tr>
<td>Stories can be</td>
<td>used as a hook to discuss certain situations or behaviours.</td>
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<tr>
<td>Colourful Semantics</td>
<td>to support children’s development of phrases.</td>
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Please see appendix 2 for details on how we teach reading at SCCN.
Physical Development

The EYFS 2017 states that:

“Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.”

The Intent of PD:

At SCCN we recognise that physical development supports the children across all that they experience. We ensure that we provide activities that require appropriate physical challenge, with adequate space both indoors and outside to set up their self-chosen learning opportunities. We ensure that all children participate in gross and fine motor activities, using a variety of equipment, to develop these skills. It is important that children are introduced to the language of movement when performing actions. We promote independent self-care at all times.

Please see GUIDELINES FOR SAFE OUTDOOR PLAY document for further information.
The Implementation of PD:

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<thead>
<tr>
<th></th>
<th>2 year olds</th>
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<th>Additional Needs support</th>
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</thead>
<tbody>
<tr>
<td>Daily routines in exercise, snack self-care routines.</td>
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<td></td>
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<tr>
<td>Continuous provision of resources that encourage independence and choice.</td>
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<td></td>
</tr>
<tr>
<td>Adult Modelling and Interactions. The role of the adult is to support and encourage children in developing their physical and self – care skills.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Key Person Group Times allow opportunities to gross and fine motor skills.</td>
<td></td>
<td>Sensory Circuits – core strength</td>
<td></td>
</tr>
<tr>
<td>Forest School opportunities allow the children to develop their physical skills in a slightly larger environment.</td>
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<tr>
<td>Following set procedures if a child is ill, injured.</td>
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<tr>
<td>Stories can be used as a hook for drama and acting and all expressive arts opportunities.</td>
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</table>
Literacy

The EYFS 2017 states that:

“Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.”

The Intent of Literacy:

At SCCN we aim to ensure that children:

- Develop essential skills in listening, talking, reading and writing for learning, life and pleasure.
- Foster a love of reading through providing a rich environment which stimulates and encourages children’s reading.
- Use different media effectively for learning and communication.
- Develop an understanding of how language works and communicate ideas and information.
- Are introduced to new vocabulary that can then be used in their own writing and speech.
The Implementation of Literacy:

We provide stimulating, active learning environments that build strong foundations for the development of literacy skills.

We provide a range of stimulating resources and shape the learning environment to enhance real life opportunities for developing skills in communication, language and literacy.

Staff/child interaction is the main vehicle for extending children’s learning and sustained shared thinking.

In every area of the nursery, throughout the day staff use open-ended questions to encourage children to share their ideas, explain their thinking, describe things around them and make reasoned evaluations.

Our staff plan for and respond to the child’s individual next steps in relation to literacy and other areas of the curriculum in the moment.

Staff ensure there are appropriate resources at all times to challenge, stimulate, and keep children motivated.

We carefully select appropriate resources for all our zones in relation to literacy ensuring that we have a wide selection of books. The selection of books will include fiction, non-fiction, recipes, atlases, poetry etc.

We ensure that there are opportunities for writing in all areas.

We provide resource cards for letters and sounds. (Phonological Awareness)

We offer a large range of writing materials in which children have the freedom of choice. This will include resources such as pens, pencils, crayons, chalk, chalkboards, rulers, clipboards etc.

We provide letter/name recognition through signing in.

We ensure that there are examples of environmental print within the environment.

We encourage parental involvement in all that we offer. For example, World Nursery rhyme Week challenges, World Book Day. Parents are also encouraged to use the school library to take home books on a regular basis.

Please see Appendix 2 for a skills progression in Reading.

Phonics

The teaching of phonics is an integral part of the curriculum in the EYFS. We use Letters and Sounds as the basis for our teaching of phonics. Through Letters and Sounds, the children are guided through Phase One in preparation for their skills to be taken on further as they enter their Reception year. We use a range of multisensory strategies to enthuse and engage the children in their understanding of phonics, including the use of speaking and
listening, songs, rhymes and practical games and activities. Children work with pace and are encouraged to apply their knowledge across the curriculum.
The EYFS 2017 states:

“Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.”
The Intent of Mathematics:

At SCCN we aim to ensure that children:

- Have access to a high quality maths curriculum that is both challenging, enjoyable and real.
- Are provided with variety of mathematical opportunities, which will enable them to make the connections in learning needed to enjoy greater depth in learning.
- Are confident mathematicians who are not afraid to take risks.
- Are independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement.

The Implementation of Mathematics:

We provide stimulating, active learning environments that build strong foundations for the development of mathematical skills.

We provide a range of stimulating resources and shape the learning environment to enhance real life opportunities for developing skills in number, pattern, shape, space and measure.

Staff/child interaction is the main vehicle for extending children’s learning and sustained shared thinking and supporting with any misconceptions.

In every area of the nursery, throughout the day staff use open-ended questions to encourage children to share their ideas, explain their thinking, describe things around them and make reasoned evaluations.

Our staff plan for and respond to the child’s individual next steps in relation to mathematics and other areas of the curriculum in the moment.

Staff ensure there are appropriate resources at all times to challenge, stimulate, and keep children motivated.

We carefully select appropriate resources for all our zones in relation to mathematics ensuring that we have a wide selection of equipment to support their development in this area, including balance scales, numerals, numicon, measuring tools, cooking equipment, shaped cutters at malleable table, money and so on.

We ensure that there are opportunities for writing in all areas to develop children’s ideas in representing number.

We ensure that there are examples of environmental numeral print within the environment.

Please see Appendix 3 for a skills progression in Mathematics
Understanding the World (UW)

The EYFS 2017 states that:

“Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.”

The Intent of UW:

At SCCN we aim to ensure that we:

- Celebrate and recognise the important times in our children’s lives and their direct families.
- Offer enriched experiences of the wider world and celebrate the diverse community’s beliefs and values, promoting respect and tolerance of other cultures.
- Support children to explore the world around them, looking closely at the changes in the seasons and the environment around them and living things.
• Immerse the children in an environment that is enquiry led by their interests and natural curiosity, where they solve problems, investigate, make decisions and experiment.

• Provide opportunities to develop computing skills and to work with and use modern technology.

The Implementation of UW:

We provide stimulating, active learning environments that build strong foundations for the development of understanding the world.

We provide a range of stimulating resources and shape the learning environment to enhance real life opportunities for developing skills in understanding people, communities, the World and the technology within our World.

Staff/child interaction is the main vehicle for extending children’s learning and sustained shared thinking and supporting with any misconceptions.

In every area of the nursery, throughout the day staff use open-ended questions to encourage children to share their ideas, explain their thinking, describe things around them and make reasoned evaluations.

Our staff plan for and respond to the child’s individual next steps in relation to UW and other areas of the curriculum in the moment.

Staff ensure there are appropriate resources at all times to challenge, stimulate, and keep children motivated.

We carefully select appropriate resources for all our zones in relation to UW ensuring that we have a wide selection of equipment/resources to support their development in this area, including a range of musical instruments, books, role play crockery and dressing up, maps on display and so on.

We ensure that there are examples of print from all our families’ home languages within the environment.

We ensure that there are examples of books from all a range of occupations, within the environment, that also support any misconceptions regarding issues such as gender.
The EYFS 2017 states:

“Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.”

**The Intent of EAD:**

At SCCN we aim to ensure that children:

- Are provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities.
- Are given opportunities to make paintings, drawings, collages, models and use basic musical instruments.
- Learn new songs and rhymes and enjoy singing them with each other.
- Are provided with opportunities to explore colour where they have to solve problems, investigate, make decisions and experiment.
- Offer an environment that is enquiry led by their interests and natural curiosity.
- Through various times during the year children are given the opportunity to participate in school productions such as sing and sign events.
The Implementation of EAD:

We provide stimulating, active learning environments that build strong foundations for the development of EAD.

We provide a range of stimulating resources and shape the learning environment to enhance real life opportunities for developing skills in being imaginative and exploring materials and media.

Staff/child interaction is the main vehicle for extending children’s learning and sustained shared thinking and supporting with any misconceptions.

In every area of the nursery, throughout the day staff use open-ended questions to encourage children to share their ideas, explain their thinking, describe things around them and make reasoned evaluations.

Our staff plan for and respond to the child’s individual next steps in relation to EAD and other areas of the curriculum in the moment.

Staff ensure there are appropriate resources at all times to challenge, stimulate, and keep children motivated.

We carefully select appropriate resources for all our zones in relation to EAD ensuring that we have a wide selection of equipment/resources to support their development in this area, including a range of musical instruments, books, role play items and dressing up, paint, resources that support children taking on a role, and so on.

We ensure that there are examples of books from all a range of occupations, within the environment, that also support any misconceptions regarding issues such as gender.