



Curriculum Policy

This policy is applicable to all regardless of gender, sexuality, religious belief or none, culture, ethnicity, ability or disability, individuals with protected characteristics and those with none; it does not determine to discriminate against any individual whilst ensuring the smooth operation of our school.

Approved by Governor	Gail Rose (Chair of Curriculum & Standard's Committee)
Date:	March 2022
Review Date:	March 2023

Our Vision

The vision for Lea Nursery's Curriculum keeps children at the centre. Each year as the cohort of children changes the curriculum should react to these children and their needs and interests. This means that the experiences may change year by year and will develop over time, accounting for the children on roll.

We believe that children learn best when:

- They learn through play.
- They can learn through real experiences.
- There are connections between different aspects of their learning.
- They are given time for sustained engagement.

We recognise the four guiding principles from the Early Years Statutory Framework:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and /or carers.
- Importance of learning and development. Children develop and learn at different rates. The Early Years Statutory Framework, and our chosen curriculum frame Birth to 5 matters, covers the education and care of all children in early years' provision, including children with special educational needs and disabilities (SEND).

Characteristics of Effective Learning

We aim for children to:

- Be independent.
- Love learning and to be life-long learners.
- Challenge themselves out of their own comfort zone, taking risks in order to achieve to the best of their ability.
- Never give up and to keep trying until they succeed.

Our aims link directly to the Early Years Foundation Stage Curriculum 'Characteristics of Effective Learning:

- Playing & Exploring (Engagement): Playing with What they know / Being Willing to have a go.
- Active Learning (Motivation): Being involved and concentrating / Keep trying / Enjoying and achieving what they set out to do.
- Creative and Critical Thinking (Thinking): Having their own ideas / Making Links/Working with ideas.

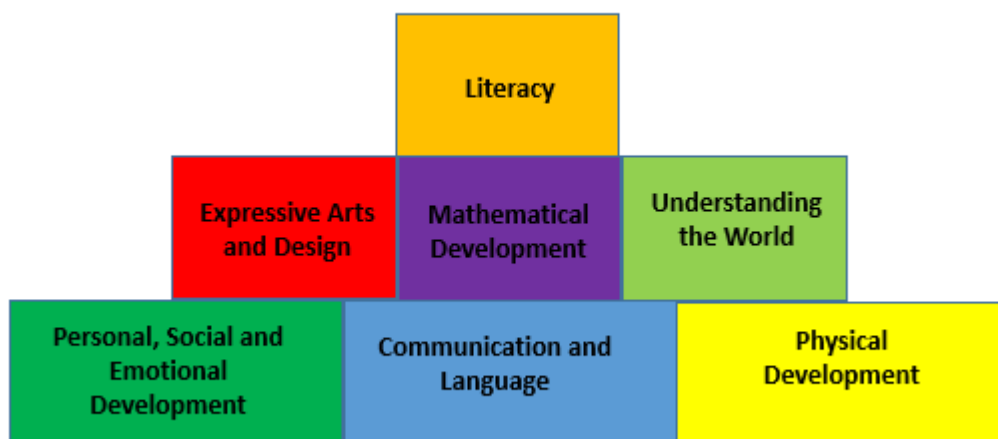
We want to promote these characteristics in children because if children have these characteristics they are more likely to succeed, not just at Nursery but in life.

The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage Curriculum includes 7 areas of learning. We have reflected these below with the 'Prime Areas' as a foundation for all other learning. Children need a solid foundation in personal, social and emotional development, communication and language and physical development before they are ready for more subject based learning, especially structured learning. If the lower levels are missing or not very strong then the rest of the tower will come tumbling down.

We all want children to develop fantastic literacy skills however before they can do this they need to be confident, able to listen to others, able to speak to others using a wide vocabulary, and they need to have the physical skills for writing. At Lea Nursery we focus initially on building very strong foundations so that they are ready for learning across all of the other areas of development.

7 areas of learning



If the lower levels are missing, then the rest of the tower will come crashing down!

As a staff team we have chosen to use 'Birth to 5 Matters' as curriculum guidance and the principles of our planning, observation and assessment are drawn from and link to this document.

Vision for Personal, Social and Emotional Development

Personal, Social and Emotional Development is central to all further learning. We want all children to feel secure and confident at school because if they are they will be able to relax and learn to the best of their ability.

Personal Social and Emotional Development includes:

- Being confident
- Making friends
- Being able to share and negotiate with other children.

Children's Well-Being and Involvement

Personal, Social and Emotional Development links strongly with well-being and involvement. At Lea Nursery we use the Ferre Laevers scales for well-being and involvement. If there is a lack of wellbeing and or involvement, it is likely a child's development will be threatened. The higher the levels of wellbeing and involvement we can achieve for the child, the more we can add to the child's development. When there are high levels of wellbeing and involvement, we know that deep level learning is taking place.

Leuven Scale of Wellbeing

1. **Extremely Low** - The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn.
2. **Low** - The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3. **Moderate** - The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4. **High** - The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5. **Extremely High** - The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He / she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

Leuven Scale of Involvement

1. **Extremely Low** - Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2. **Low** - Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3. **Moderate** - Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4. **High** - Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5. **Extremely High** - The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Please see Appendix 1 for the building blocks of Personal, Social and Emotional Development.

Vision for Communication and Language

The children at Lea Nursery speak a wide range of languages. We want all children to be confident communicators who develop a good vocabulary in both their home language and in English.

Communication and Language includes:

- Understanding home languages and English.
- Being able to listen and pay attention, including in a group situation.
- Being confident to talk to a range of people in home languages and in English.

Please see Appendix 2 for the building blocks of Communication and Language learning.

Vision for Physical Development

We would like all children to be independent and confident in their physical skills. Physical skills develop over time and children need lots of opportunities for large movements before they are ready for more controlled movements such as those required for writing. We believe strongly that physical skills, like everything else, should be embedded in real experiences- children are more likely to like writing if they have a real purpose for writing.

Physical Development includes:

- Developing independence (using the toilet, dressing and undressing, in eating, etc.)
- Setting physical challenges and taking small risks to further develop skills.
- Starting to draw, make marks and write.
- Being healthy and active.

Please see Appendix 3 for the building blocks of Physical Development.

Vision for Mathematics

We would like all children to learn mathematics through real experiences. Mathematical development is about concepts, not just recognising numbers and counting in sequence. These concepts are best learned through real experiences that include cooking, baking, sharing and arranging objects creatively.

Mathematics includes:

- Solving practical problems (such as how to share an object)
- Understanding shapes and how they fit into spaces.
- Understanding time.
- Understanding concepts about weight and capacity.
- Understanding number.

Please see Appendix 4 for the building blocks of Mathematical development.

Vision for Understanding the World

Understanding the world includes:

- Understanding the world
- People and communities
- ICT / Technology

We believe that children learn about the world by living in it.

We aim to offer children experiences that reflect their family and the local community so children develop an understanding of who they are and what they believe. We want all children to recognise that we can all be different but we all deserve to be treated with respect and tolerance.

For this reason, we celebrate different events that are significant to all of the families at Lea. Where possible we invite parents to join these celebrations. We also invite people (such as police, dentists, doctors, fire fighters) in to share aspects of their job with children.

We want all children to be familiar with the local environment. For this reason, we take children out on walks such as to the local shops, the post office or local parks.

We want all children to embrace nature and to care for the environment. We want children to know about the natural world and not to be afraid of it. (For example animals and other insects.) For this reason, we give the children experience of hatching chicks each year.

We want children to know that ICT has a purpose and can be used as a tool to support further learning. We embed ICT into all learning where appropriate such as in:

- Using webcams to make recordings of animals
- Finding information from computers and iPads.
- Recording learning and events using photographs.
- Using a printer to print pictures.

Please see Appendix 5 for the building blocks of Understanding the World.

Vision for Expressive Arts and Design

Expressive Arts and design includes the following elements:

- Imagination
- Music and dance
- Creativity and developing the skills to create

Learning to pretend is very important for literacy development and learning to write creatively. Children need to play imaginatively to develop the creativity necessary to make up their own stories.

Please see Appendix 6 for the building blocks of Expressive Arts and Design.

Vision for Literacy

We would like all children to love books and to enjoy listening to stories and reading. We want all children to have a wide vocabulary, and to be confident telling their own stories because this will support them with writing as they grow older. We would like all children to understand that writing has a purpose, because giving writing a purpose means that children are enthusiastic about doing it. We want children to be confident to try writing- those children who keep practising will have the greatest chance of success.

Literacy includes:

- Reading- reading includes enjoying looking at books and stories and being able to talk about the pictures and the story using some of the book language.
- Writing- writing includes becoming a confident mark maker. Before children learn to write they need to be confident drawing and making marks.

Please see Appendix 7 for the building blocks of Literacy.

Working in Partnership with Parents

We recognise that parents know their children best and Nurseries influence on their lives is time limited. Children spend one to two years at Nursery but they are with parents forever! Most children attend Nursery

for 3 hours a day- the other 21 hours are spent at home with parents. For this reason, we need to work in partnership with parents to achieve the best possible outcomes for children. During a child's time at Nursery we are a team- parents and staff together.

Parents please help us by:

- Bringing your child to Nursery each day.
- If your child is not yet toilet trained, then please start thinking about how to start the process.
- Encouraging your child to walk or ride their bike or scooter to Nursery.
- Asking your child to put his/her own coat on.
- Encouraging your child to feed himself/herself.
- Giving your child lots of opportunities to practise drinking from a cup.
- Encouraging your child to dress independently and put his/her own socks and shoes on.
- Regularly asking your child to take turns and share toys.
- Look at books and read stories with your child every day.
- Sing with your child- this could be in English or in your home language.

Links with other policies:

Outdoor play policy

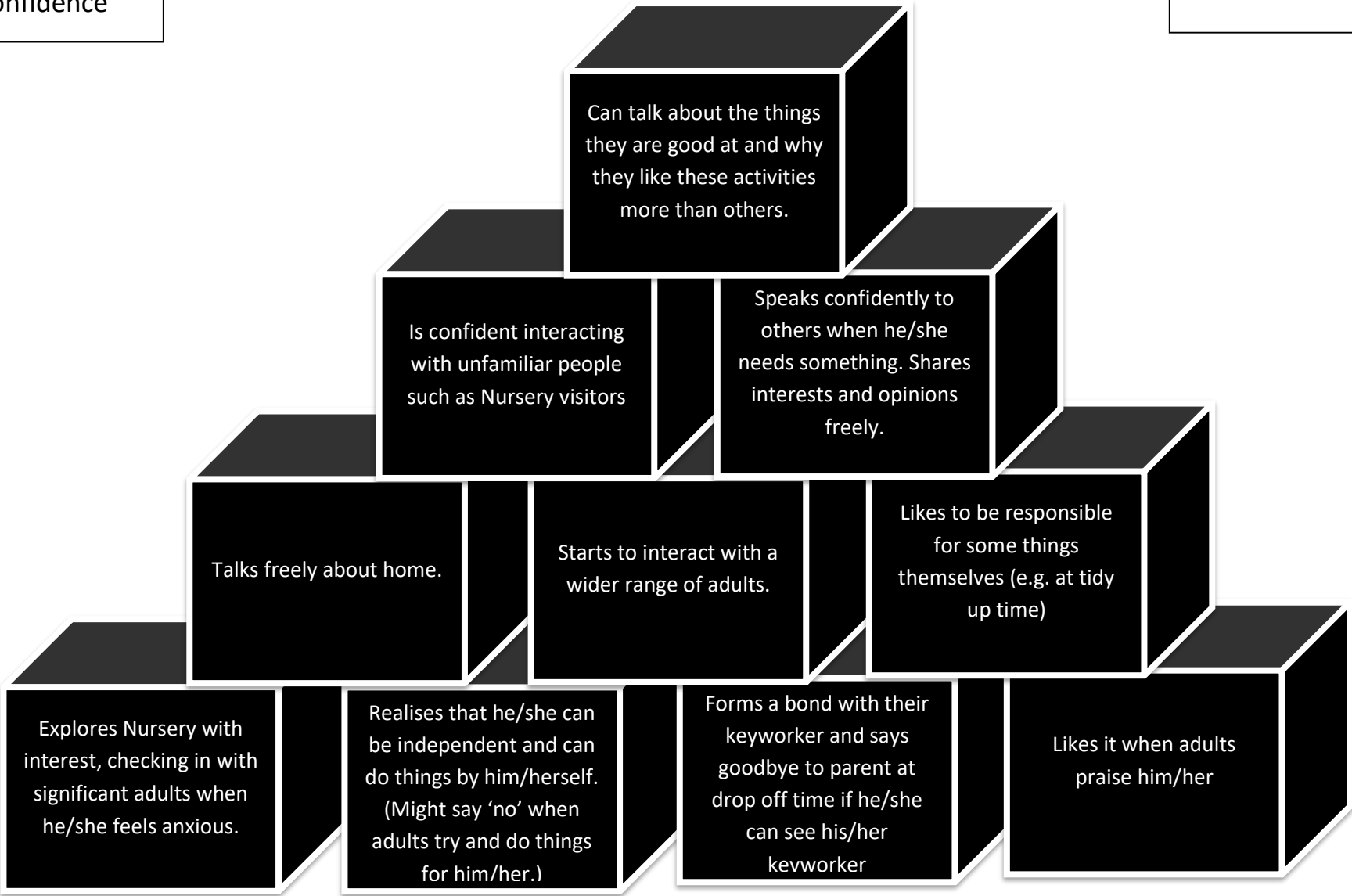
Literacy policy

Behaviour policy

Appendix 1: Building Blocks of Personal, Social and Emotional Development

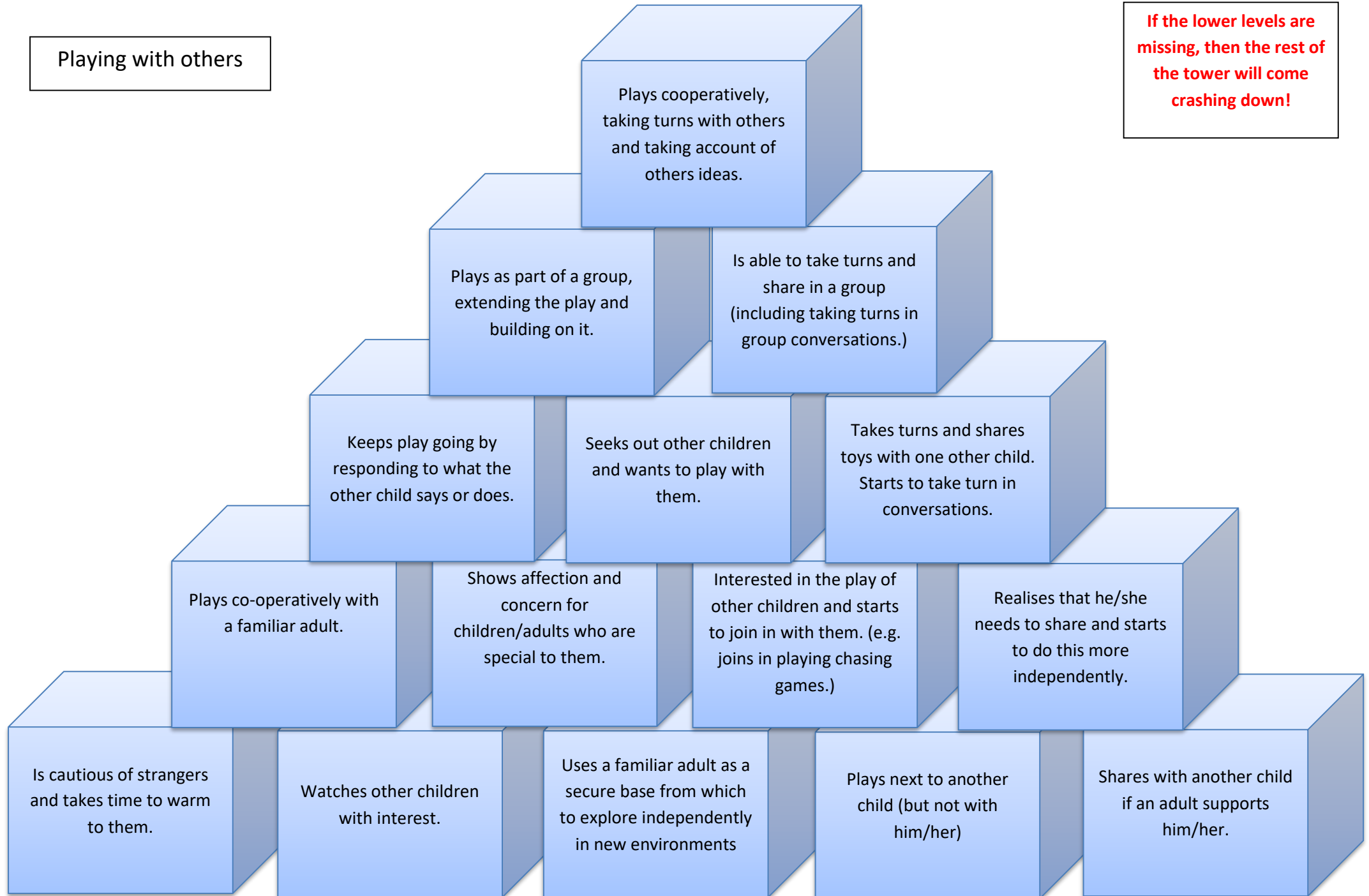
Self Confidence

If the lower levels are missing, then the rest of the tower will come crashing down!



Playing with others

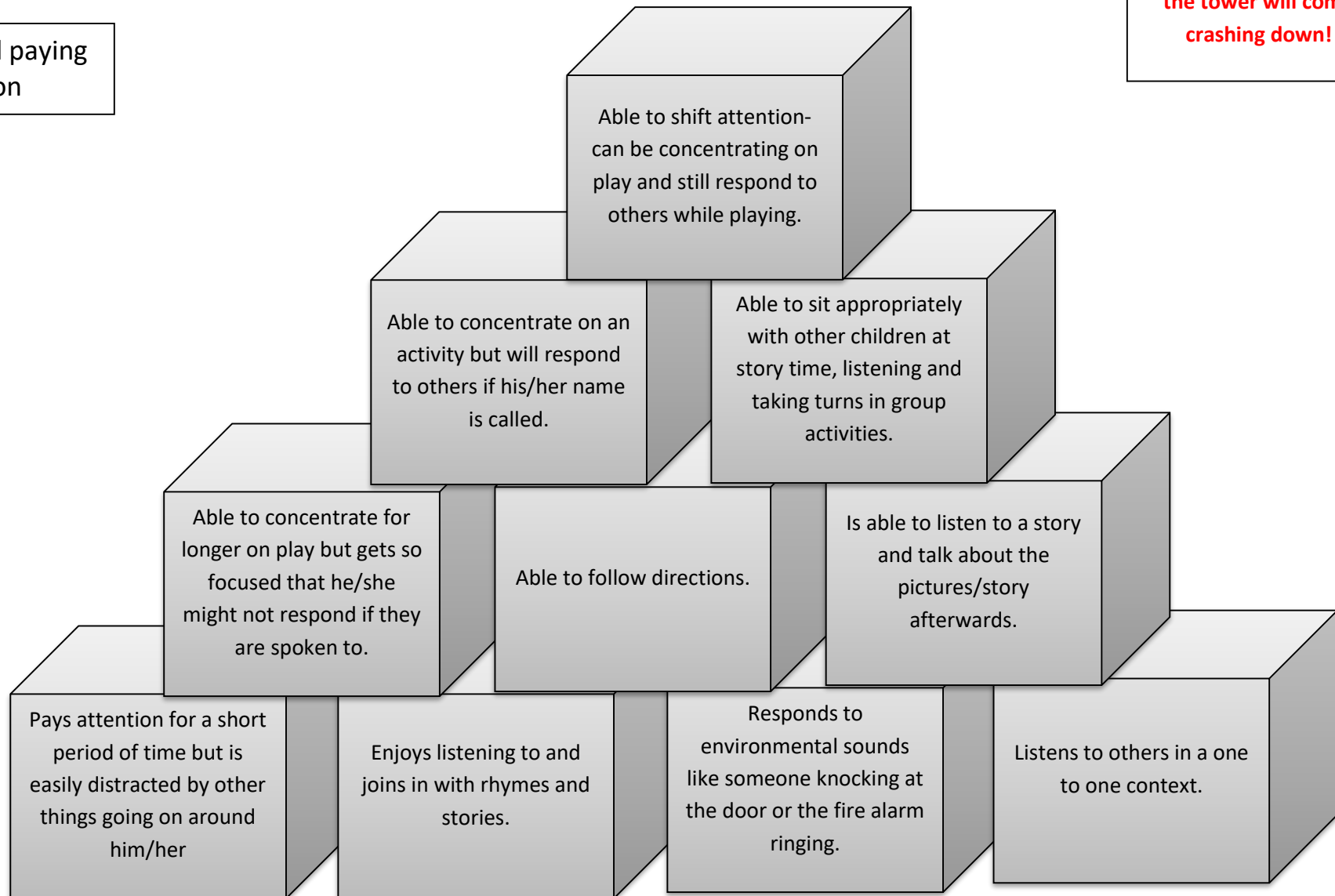
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Appendix 2: Building Blocks of Communication and Language

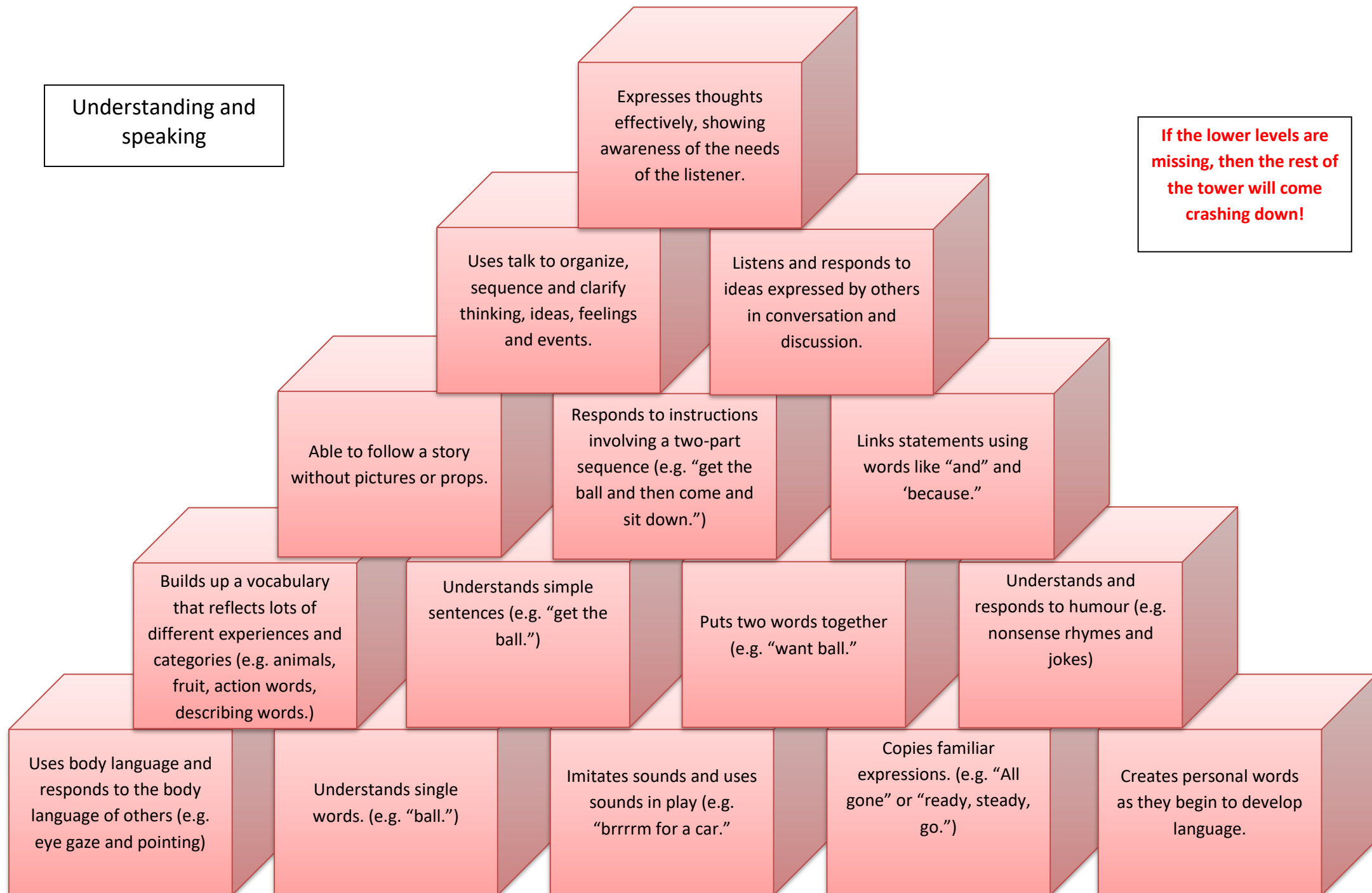
Listening and paying attention

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Understanding and speaking

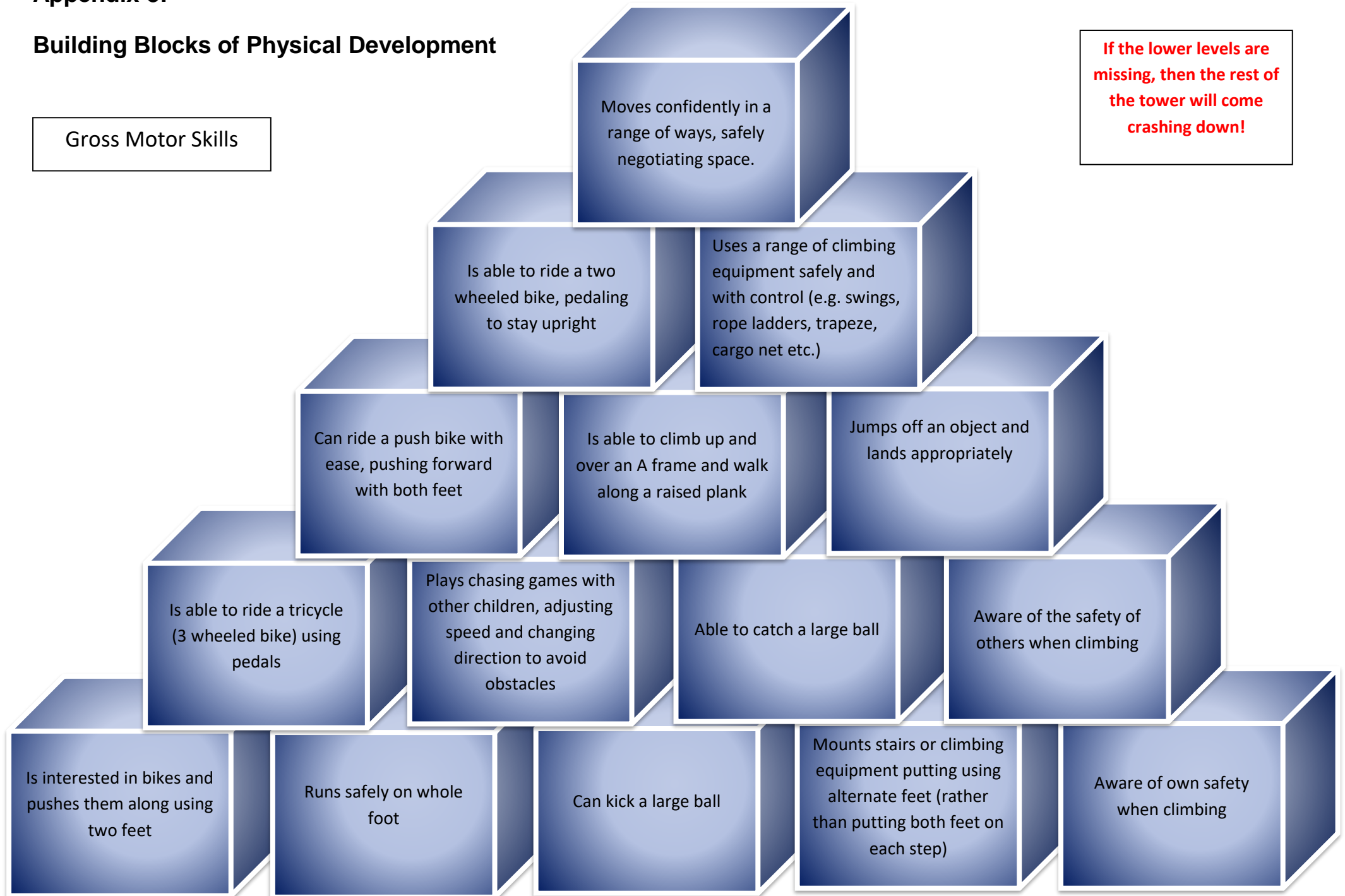
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Appendix 3:

Building Blocks of Physical Development

Gross Motor Skills



Fine Motor Skills

Uses a pencil and holds it effectively to form recognizable letters that are correctly formed

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Can cut around a self-drawn picture

Can copy some letters

Is able to cut across a piece of paper

Uses simple tools to make changes to other materials (such as stapling two boxes together or hole punching a piece of paper)

Holds pencil near point between thumb and two fingers and uses it with good control

Turns pages in a book (sometimes several at once)

Is able to snip the edge of paper with scissors

Is able to draw circles and lines (like when drawing a face)

Begins to use three fingers (tripod grip) to hold writing implements

Picks up a small object between thumb and fingers.

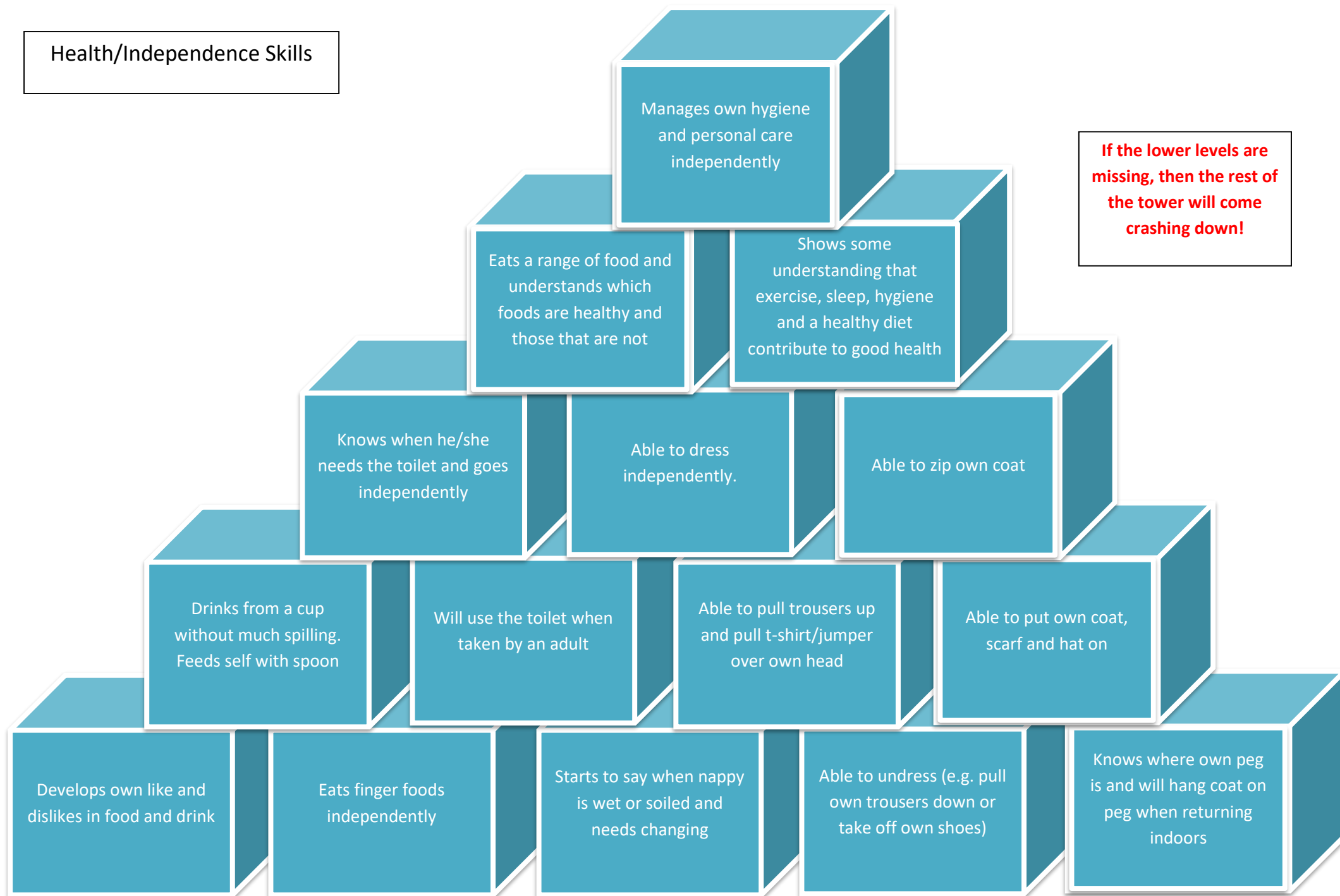
Enjoys the sensory experience of making marks in paint, sand or play dough

Is able to balance blocks to make a small tower.

Is able to hold a jug and pour from it

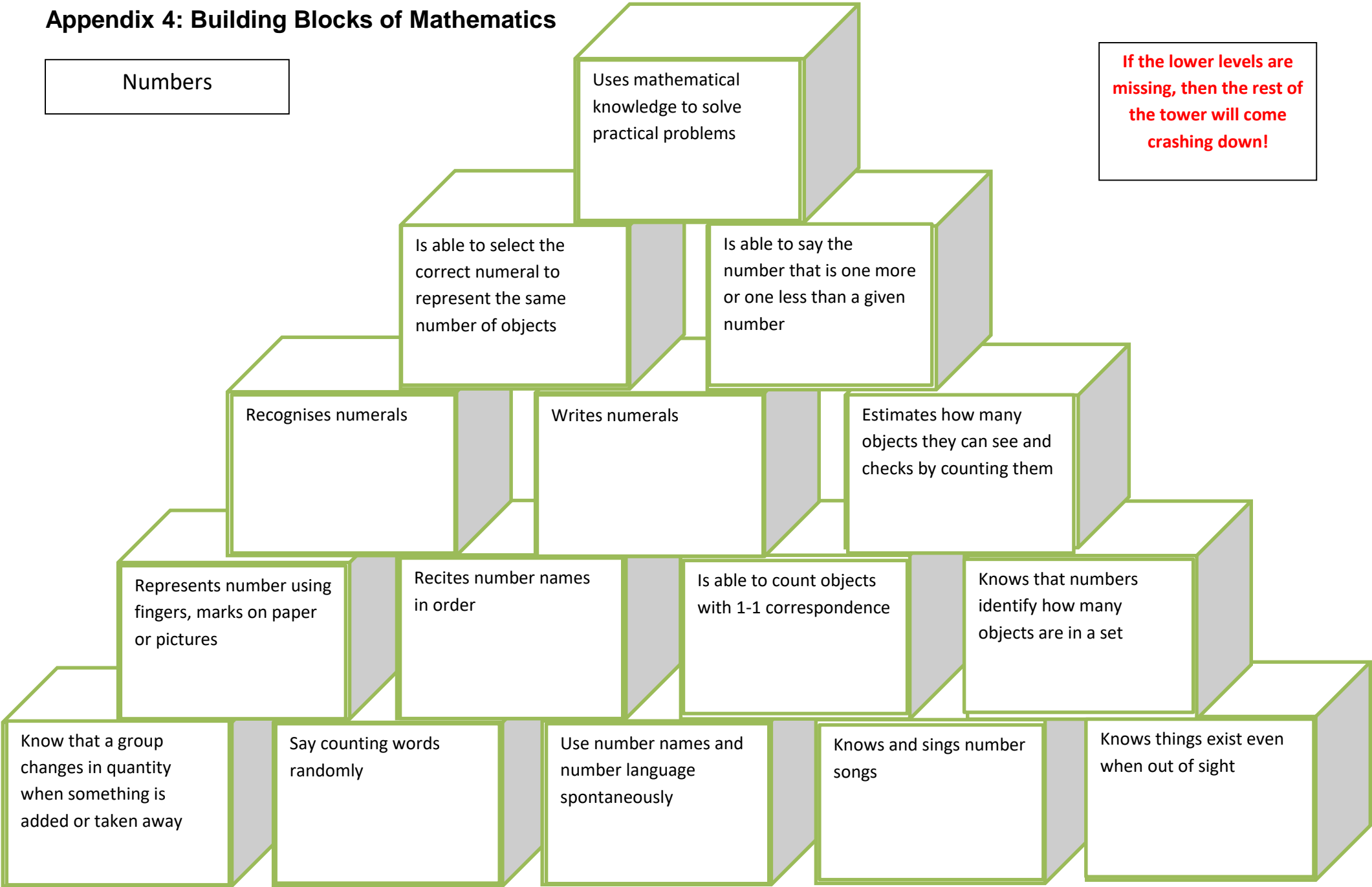
Holds writing implements using whole hand grasp

Health/Independence Skills



Appendix 4: Building Blocks of Mathematics

Numbers



If the lower levels are missing, then the rest of the tower will come crashing down!

Shape space and
measure

Using knowledge of 2-D
and 3-D shapes to
describe their creations

**If the lower levels are
missing, then the rest of
the tower will come
crashing down!**

Using maths names to
describe 3-D shapes

Is able to create and
recreates patterns and
build models

Ordering items by
weight or capacity

Orders and sequences
familiar events

Ordering items by length
or height

Using mathematical
names to describe 2D
shapes

Begins to use the
language of size

Notices simple shapes
and patterns

Uses positional language

Recognises big and small
things in meaningful
contexts

Develops an idea of size
and shape by posting
objects into holes

Anticipates routine
times like meal times or
home time

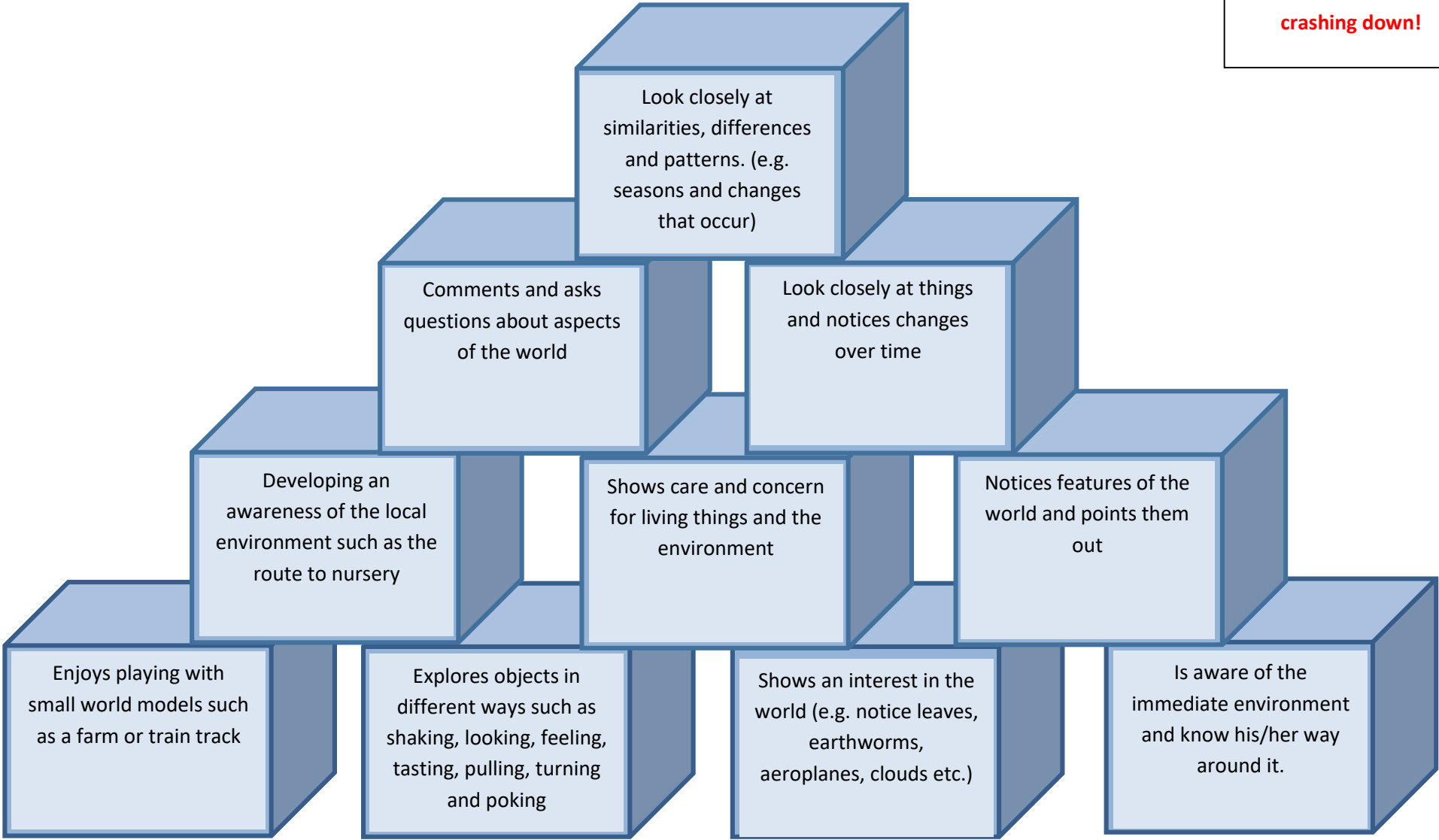
Using blocks to create
own simple structures
and arrangements

Enjoys filling and
emptying containers

Appendix 5: Building Blocks of Understanding the World

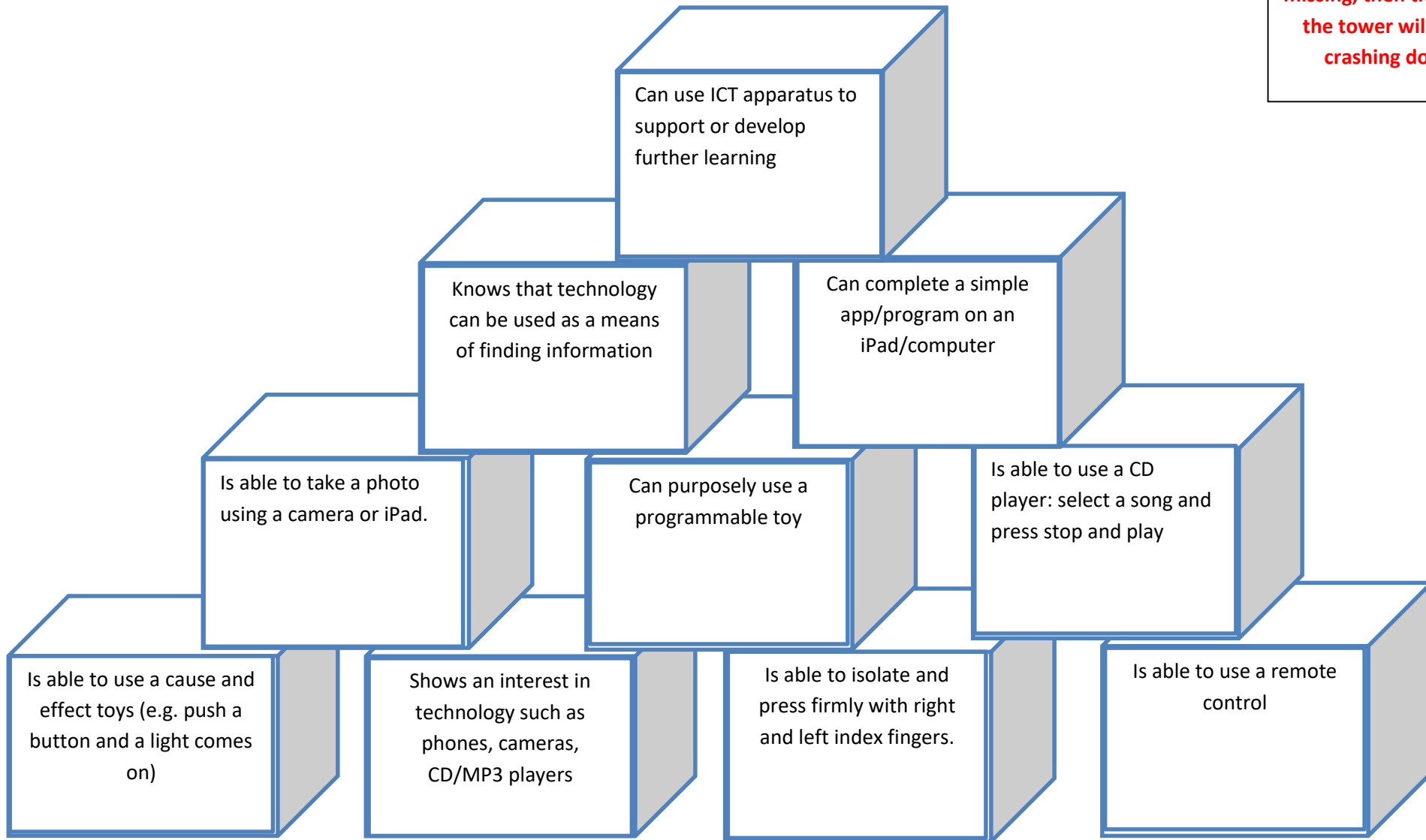
The World

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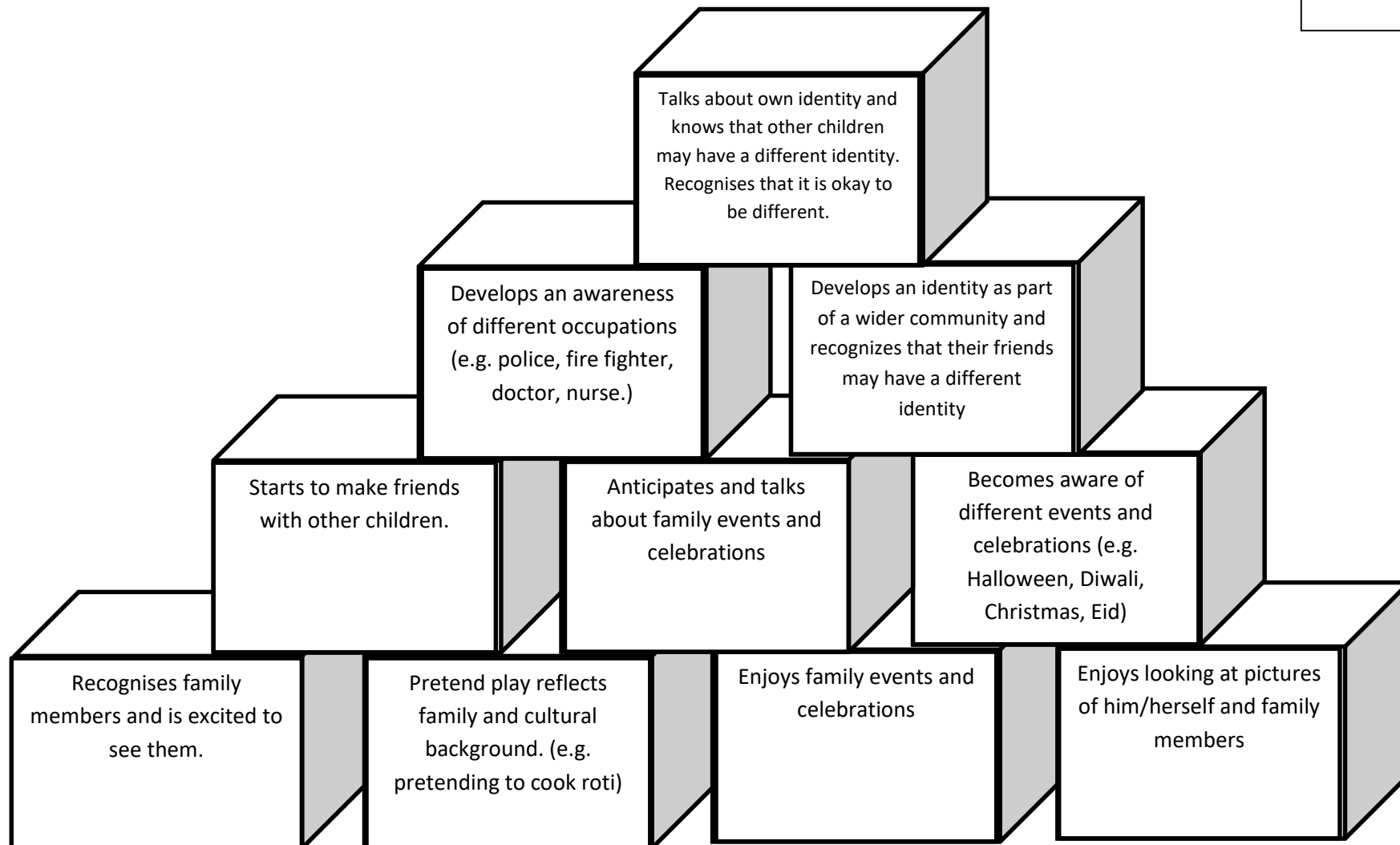
ICT
Technology skills

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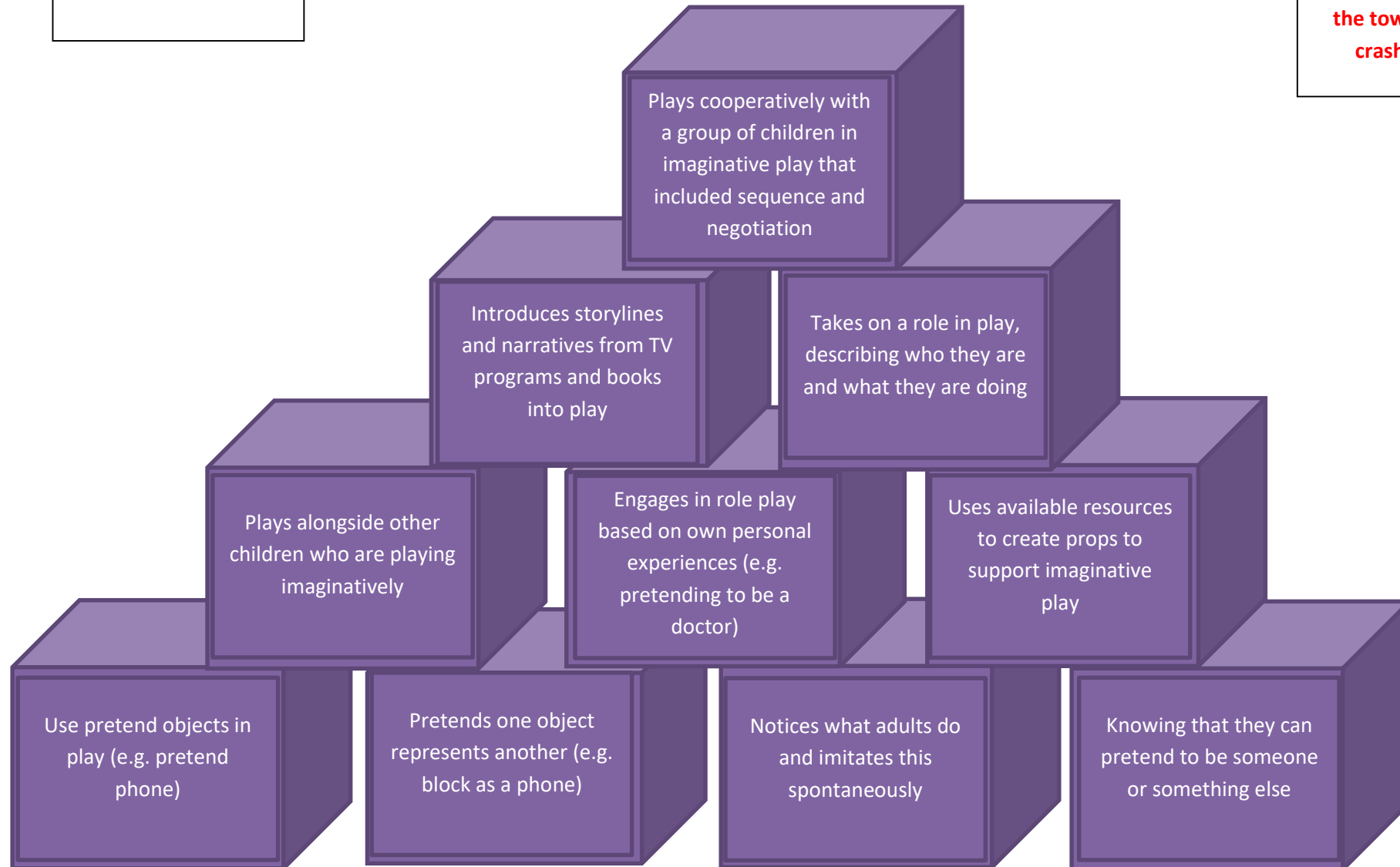
People and
Communities

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Appendix 6: Building Blocks of Expressive Arts and Design

Being imaginative



If the lower levels are missing, then the rest of the tower will come crashing down!

Using media and materials

If the lower levels are missing, then the rest of the tower will come crashing down!

To create an object using different tools and techniques for joining.

Choosing the right method to join two materials together

To be able to talk about their creations.

To use a range of tools

To talk about the marks they have made (e.g. "This is a car")

Cut around a picture using scissors

To use glue for a purpose to stick two objects together

To use a tape dispenser to cut sellotape

To draw circles and lines (e.g. faces)

Cut across paper using scissors

To explore glue, paint, cornflour and other messy materials.

To become aware of a range of tools and how they can be used

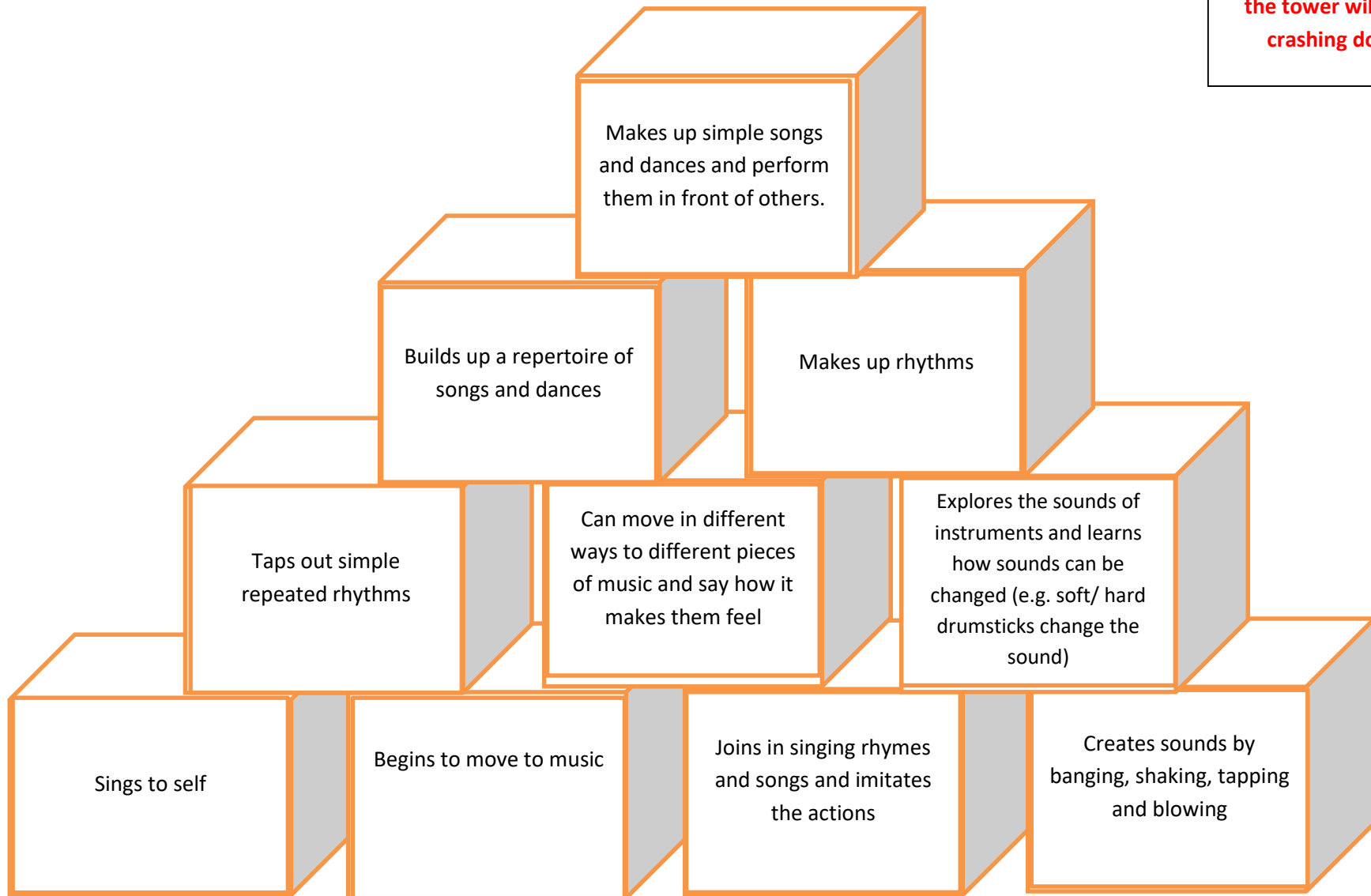
Notices that movements can leave marks

Enjoys scribbling and makes random marks

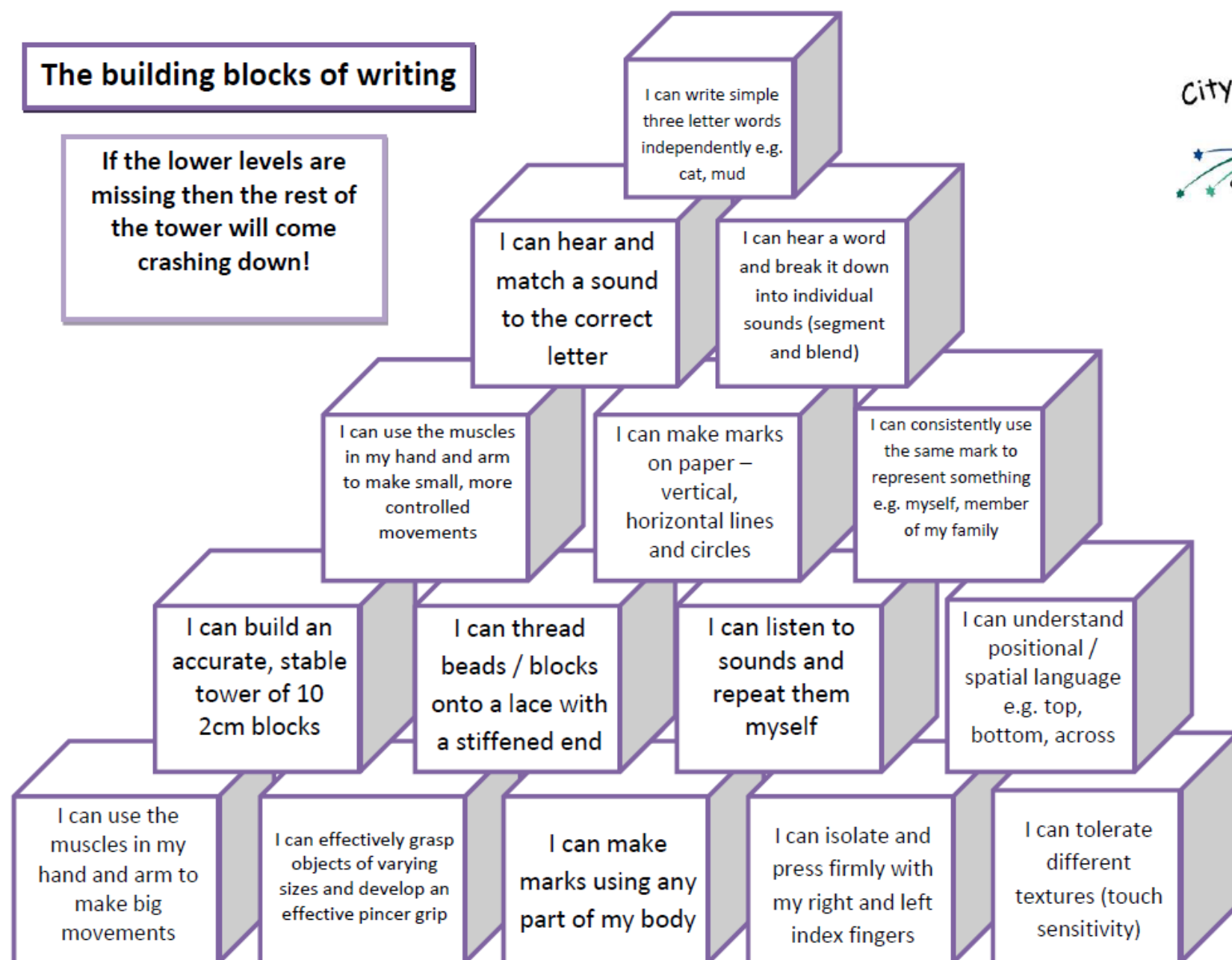
Snip the edge of a piece of paper using scissors

Music

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Appendix 7: Building Blocks of Literacy



The building blocks of reading

If the lower levels are missing then the rest of the tower will come crashing down!

