

# Davenport Lodge Nursery School



## Curriculum Policy

This policy is reviewed on an annual basis

Annual Policy reviewed by **Susan Nalus / Emma Walker** April 2021

Next date of Annual Review: April 2022

Signed:

Signed: 

This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the school's website. It applies wherever staff or volunteers are working with pupils, including when this involves being away from the school: for example, on an educational visit.

# DAVENPORT LODGE NURSERY SCHOOL



## CURRICULUM POLICY

"The term curriculum is used to describe everything children do, see, hear or feel in their setting, both planned and unplanned." - Curriculum Guidance for the Foundation Stage.

### **Ethos**

At Davenport Lodge Nursery School we aim to provide a supportive and structured environment in which children as they develop from babies are encouraged to recognise their individuality, efforts and achievements as happy and secure individuals in an emotionally and physically safe learning and social environments.

### **Aims**

Our carefully planned curriculum allows every child to move successfully through the Early Years Foundation Stage Development Matters (Revised 2017); to gain confidence as well as knowledge and progress toward the next stage of their learning. Well planned activities and opportunities together with a balance of child initiated and adult led activities encourages the children to discover a wide range of subjects through play and exploration.

Early Years Foundation Stage underpins the curriculum. Our programme is planned around the EYFS document promoting the four guiding principles, developing the three prime and four specific areas of learning and the characteristics of effective learning.

## Four Guiding Principles of Learning

### **A Unique Child**

At Davenport Lodge we recognise that each child is a unique individual. We encourage children to become capable, resilient, confident and self-assured by ensuring each individual is valued for their unique character, abilities, interests and cultural heritage. We believe that every area of children's development is

equally important and provide an environment where children's needs and interests are central.

### **Positive Relationships**

Each child in the EYFS at Davenport Lodge has a Key Person who acknowledges and supports their learning, needs and feelings. This system helps us provide an environment so that children learn to be strong and independent through the formation of secure, warm and trusting relationships with each unique child.

### **Enabling Environments**

Children develop the confidence to explore in the safe, yet challenging environment that the Nursery School offers. We believe that stimulating and safe indoor and outdoor environments which encourage children's independence are central to their learning and development. We observe children in order to tune into their interests, needs and abilities and use these to underpin our planning and support the child's learning journals. We believe that working as a team with external agencies and professionals is essential when needed and benefits the children significantly. There is a strong partnership between staff and parents.

### **Learning and Development**

At Davenport Lodge Nursery School we acknowledge that children develop and learn in different ways. We plan for each of the seven areas of learning and are committed to supporting each individual child, including children with special educational needs and disabilities, to learn through play and exploration as well as by setting appropriate tasks to challenge each child in their learning and development.

## **Intent, Implementation and Impact**

The **intent** of the curriculum *is* the curriculum. It is what the nursery school expect children to know by certain points in their life. Staff members should be able to articulate whether there's a logical connection between studying x in the autumn period and y in the spring. Does what is learnt about in one year connect to what is learnt in the next? The intent should be clear as the children move through each of the age bands.

The **implementation** of the curriculum is concerned with how the staff's intentions are realised. How the curriculum is taught. What teaching methodologies are used to ensure the intent is recognised.

The **impact** of the curriculum lies in whether the children have learnt the things they've been taught. How do the practitioners know whether the children know what you think they know? Evaluation of the teaching and tracking should be monitored by the room leaders and then followed up by the SMT.

## **Prime Areas of Learning**

### **Personal, Social and Emotional Development**

Successful personal, social and emotional development is critical for young children in all aspects of their lives and a pre-requisite for success in every area of learning. Through praise and encouragement the children are given opportunities to grow in confidence and independence and to develop effective social skills by learning how to co-operate and to work with each other. Mutual respect and an inclusive ethos allow each child to feel valued and to develop a strong self-image and esteem. There are clear expectations and we encourage a sharing, co-operative approach to all activities.

### **Physical Development**

A child's physical growth contributes to all other aspects of their development as they need to be active and to move about in order to develop many fundamental skills. It is about large and fine motor activities - running, walking, jumping, climbing and dancing as well as cutting, mark-making, pegging, threading or sticking. Co-ordination, balance, dexterity and control are extended through a range of activities enabling them to grow in their understanding of how their bodies work and what they need to be healthy and safe. We have a range of equipment to promote physical development both inside and outdoors. Fine motor skills are developed through activities using equipment such as construction toys, pegs, scissors, paint or play dough.

### **Communication and Language**

Communication and Language relies on children learning and becoming competent in a wide range of skills. Children are given the opportunity, encouragement and

support to gain confidence in speaking and listening. Children learn about themselves, others and the world around them through seeing, hearing and using language and are encouraged to extend their vocabulary and communication skills through a variety of activities. The curriculum is planned to give children opportunities to practice speaking and listening and to respond appropriately to adults and to each other. This area crosses over with 'Literacy', one of the four specific areas covered later in this document, with respect to the development of letter sounds, mark making and reading.

## **Specific Areas of Learning**

### **Literacy**

Literacy relies on learning and becoming competent in a wide range of skills. Children are given the opportunity, encouragement and support to gain confidence in speaking and listening as well as mark-making, linking sounds with letters and eventually reading. Children learn about themselves, others and the world around them through seeing, hearing and using language and are encouraged to extend their vocabulary and communication skills through a variety of activities. The curriculum is planned to give children opportunities to experience a rich variety of books and we focus on developing the preliminary skills needed before beginning to read and write more formally.

### **Mathematical Development**

Mathematics is part of the everyday world. Understanding is developed through stories, songs, games and imaginative play so that children enjoy using and experimenting with numbers and numerical language. The children experience a range of early mathematical concepts. They learn to sort, grade, match and count and develop a keen understanding of pattern, shape and colour. Planned practical activities allow children to explore, enjoy, demonstrate and practice their learning.

### **Understanding the World**

Children develop the skills, knowledge and understanding that help them to make sense of the world. They are encouraged to observe, explore, investigate and compare so as to gain a sense of awareness and respect for their widening world. We aim to stimulate children's curiosity of the world around them and encourage

them to question and find out about their environment and the people and places that have significance in their lives.

### **Expressive Arts and Design**

Expression and creativity are fundamental to successful learning and enables children to make connections between one area of learning and another and so extend their imaginations. It is achieved through art, drama, music and creative play. Children are encouraged to use a wide range of resources and to join in with and respond to music and stories. There are many opportunities for inventive role-play

Open-ended exploration of colour shape and texture using paint, glue, crayons and pencils, as well as natural and recycled resources develop skills in painting, drawing and collage.

## **Characteristics of Effective Learning**

In addition we also look carefully at the different ways children learn and use the Characteristics of Effective Learning in both our planning and assessment process.

### **Playing and exploring**

Children are provided with opportunities to develop their own interests, explore and try things out, make their own choices and decisions, play collaboratively with peers and adults, Our resources are accessible, open ended and can be used and combined in a variety of ways and are relevant to the children's interests. We have space indoors and outdoors where children are given challenges that are appropriate to the development of the individual child.

### **Active learning**

Children have opportunities for self-chosen and self-directed play. We get to know our children well and observe and reflect regularly, both formally and informally, allowing activities and experiences that are related to their interests.

We make sure that children are given the time to become involved in their activities. Children are given verbal and emotional support to develop perseverance in achieving their aims and goals. We give positive feedback to behaviour that shows children's learning processes - such as concentrating, trying different approaches, persisting and having new ideas.

### **Creating and thinking critically**

Space, time, resources, choice and supportive relationships can be explored within carefully defined boundaries. We support children's interests over time, remind them of previous approaches and encourage them to make connections between their experiences.

We build in opportunities for children to play and explore with ideas and resources before or after a planned task. Adults also try to be sensitive conversational partners and co-thinkers to children's problems, showing and talking about strategies and sometimes modelling the creative process. Children are encouraged to learn together and from each other. We try to foster a learning community which focuses on how, and not just what, we are learning.

### **Health and Safety**

At Davenport Lodge there are clear procedures for assessing risk which includes procedures for keeping children safe during whilst at the nursery and school, outings and for any aspects of the environment or provision that may require a further risk assessment.

### **In Summary**

We meet the individual needs of all our children by:

- planning opportunities that build on and extend their knowledge, experience and interests, and develop their self-esteem and confidence
- using a variety of strategies based on their learning needs;
- providing a wide range of opportunities to motivate, support and to help them to learn and develop effectively
- offering a safe and supportive learning environment, in which every child's contribution is valued;
- providing resources that reflect diversity and avoid discrimination or stereotyping
- planning challenging activities for those whose ability and understanding are in advance of their language and communication skills;
- monitoring progress, and providing support as necessary
- extending child initiated ideas and activities

The Early Learning Goals establish expectations for most children to reach by the end of the reception year. The EYFS statutory guidance identifies Development Matters and these are used to inform our planning at all levels. We recognise that some pupils might be working beyond the goals and planning is differentiated appropriately.

Children's progress is tracked using the online journal, Tapestry. Children's individual targets are planned for using information from Tapestry. In The Moment Planning is also conducted. This is observing and interacting with children as they pursue their own interests and also assessing and moving the learning on in that **moment**. The written account of some of these interactions also forms part of the child's learning journey on Tapestry.

The EYFS Coordinator tracks pupils progress every term and discusses findings with the Headmistress and staff. This informs staff of gaps in learning and where we as a setting can improve practice.