

Kay Rowe Nursery School



Together a better future

A Curriculum for Kay Rowe

All staff use the [Early Years Foundation Stage](#) EYFS (characteristics of effective learning, prime areas of learning and development and specific areas of learning and development) to plan appropriate learning and development experiences based on the children's interests. We use our observation of the children and their interactions with our environment and the people around them to support them to become confident, motivated learners.

Our curriculum is underpinned by Froebel's principles. 3 of our staff are trained Froebelian practitioners.

"Curriculum should be based on the lived experience of the child" Dylan Williams

"Curriculum should be servant of the child and not the master"

Our Values.

Respect - We want everyone in our school community to feel respected, and respect each other .

Passion for education - We are all learners, we want to show the children how we value learning by thinking through problems with them, asking each other for help, and sharing good ideas.

Equality - We want all children and adults at kay Rowe to have equal access to good quality learning and opportunities whatever their starting points. We want to reflect as a team on any barriers to children making progress which children may be experiencing.

Our Intent

We want to make the curriculum all about Kay Rowe and outline what we feel children should be learning whilst they are here. We started by thinking about how important it is to get to know our children at kay Rowe really well and reflecting on what a child at kay Rowe needs to learn .

- Underpinning our curriculum is our commitment to learning outside the classroom, to taking all children to Forest school and offering exciting opportunities to learn in our garden.
- We will plan to help every child to develop their language, we know this is vital.
- We believe that children learn best from following their own interests, and from having first-hand, hands-on experiences and the time to revisit and repeat aspects of their play, with the support of responsive adults.
- We know children need carefully planned support from adults to teach them skills which will help them become more independent and make the best use of the resources in their environment.
- We will make sure the environment is safe and secure as well as stimulating and challenging. We will aim to create an ambitious curriculum which builds on children's knowledge.
- Our practitioners are reflective, we will discuss how babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands.

Implementation

Our role is to teach children what we feel they need to know and to scaffold and extend their interests and learning.. In order to do that we need to know our children really well . We will spend time really getting to know the children before we plan activities for them.

We know from research (EEF and others)that the quality of adult interaction is one of the things which makes the biggest impact on children's language development and progress so our curriculum will be grounded in quality adult interaction.

We will carefully sequence learning so children can build their learning over time.

We will teach activities which will create memories for children which will stay with them and be something they can reflect on and link to learning later on in life.

We will share our curriculum with parents so they know what their children are learning.

Impact.

Our practitioners will know the children well and know what experiences will scaffold their learning.

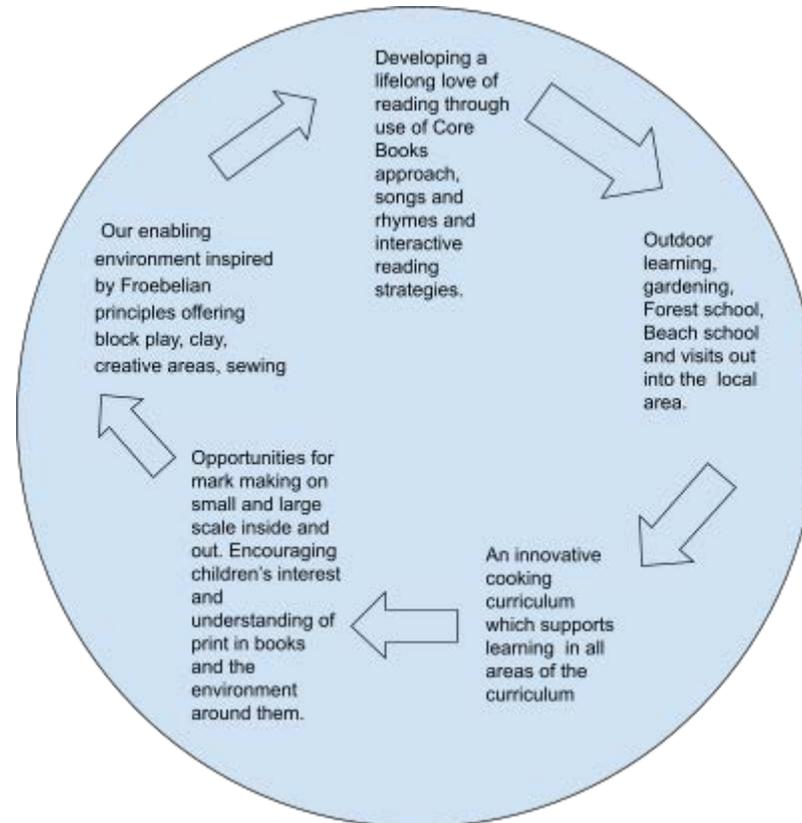
Children will be engaged, excited and challenged by the curriculum we offer.

Children will start to be able to talk about what they know and have experienced and how it connects with other experiences and knowledge.

Parents will feel involved in the curriculum and their child's learning.

Children will make progress , our assessment tools (OPAL), case studies and parents feedback will help to show this.

Our Core Experiences and Learning



Running through and underpinning our Curriculum are the core experiences and learning at Kay Rowe which ensure the curriculum is broad and balanced.

Our Curriculum Goals.

Our goals provide an overview of some of the things we would like children to achieve at nursery. Children will come to these goals from different starting points and will need different levels of help and scaffolding to make progress towards the goals.

Some children will not achieve the goal but will work towards it and make equal progress to another child who may achieve the goal. Another child may need us to extend the goal to keep challenging them.

I am settled in my nursery, I feel safe there and know the educators around me are interested in what I do, I am learning to regulate myself.

I can use tools confidently to make a wooden model

I can tell a story using Tales Toolkit

I can talk about life cycles and how plants, animal and people grow

know who I am and I can tell you about myself, my family and my community

I can use cooking tools and cook and prepare food on my own

I can tell you all about the number 5 - I understand the '5 ness' of 5

I can make a piece of music and move my body in lots of different ways and I can create a sequence of movement, in response to a stimulus, music, another person, an experience.

I can mix my own paint

I can use my ideas to create something using clay, blocks, boxes, sticks etc and find all the resources and tools I need

I am settled in my nursery, I feel safe there and know the educators around me are interested in what I do, I am learning to regulate myself.



Steps on the way

A strong relationship is built between children and key people. Children Enjoying their key group, the key person makes expectations clear and uses visuals like visual timetable to support this.

The nursery shares information with parents before the child starts and does a home visit eg 'What our day looks like' This helps to build rapport with the child and parent.

Educators Encourage independent skills with dressing, and making choices.

All staff use their knowledge of child development and experience to tune into what children are communicating through body language and gestures.

Children gain a whole class identity through whole class activities eg. parachute and singing.

Practitioners support children to meet challenges and take risks. They reflect together on what has been achieved.

Practitioners use their knowledge of child development to allow children to work it out themselves, not to jump in too early.

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Encouraging children to be persistent in meeting their goals.

As they become more independent practitioners support their independent skills by allowing them to follow their ideas, planning, and ensuring resources are accessible, supporting their choice making.

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Supporting children in having a growth mindset, modelling saying, "I'm going to try again" or " I need more practice"

.Learning to adapt to new situations, being supported to move onto a new school.

"I can use tools confidently to make a wooden model"



Steps on the way

Practitioners role model how to hold and use scissors and use knives -for example cutting paper and buttering bread at snack time.

Practitioners will teach children the names of woodwork tools, and how they should be used safely - role modelling - supporting the child to have a go)

Children will sand blocks to make mini mes

Practitioners will describe their thinking and our intent as we carry out activities - thinking out loud!

We will ask how children use tools at home - connecting home learning with nursery

We will invite visitors in to model using tools avoiding any gender stereotypes

Adult will introduce and teach the names of more complex tools eg hand drill

Children will start to use tools independently but with adult close by offering support, modelling use of tools and talking about purpose of tools

Adult will ask children to talk through their project idea and then check in with children to see how project progressing - checking safety - nudging if needed

Adult will talk through a plan with the child - work out together how much support they will need - let them get on with it , check in and offer support when needed. Reflect on the project together and learning attitudes displayed. Celebrate with peers and parents.

Children and adults will work together on a large joint project

"I can tell a story using Tales Toolkit"



Steps on the way.



Sharing books with an interested practitioner, looking at the pictures together and having a conversation about the story.

Exploring a range of diverse books with interested adults, adults using 'interactive reading' approach

Introducing core books and maintaining a focus on same book for 2 weeks or more

Singing songs and rhymes together with an interested practitioner and using music to tell stories

Making story telling sessions engaging using props, relevant to their experiences and interests.

Practitioner telling children the story of their day, encouraging children to tell their stories.

Going to the Theatre to watch a story being performed.

Introduce some symbols representing tales toolkit story structure eg. starting with 'character'.

Model tales toolkit story in key groups

Share tales Toolkit with parents.

Tuning into children's topic of interest and using props that reflect that interest.

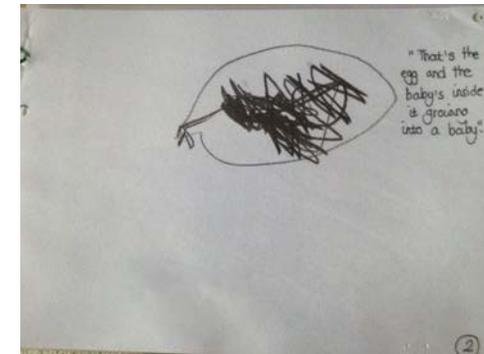
Introducing the tales toolkit sheets for mark making and telling their own story through marks and drawing.

Tell tales toolkit through different media eg. group story or individually.

Children make their own characters and tell their own stories

Celebrate and share stories together

"I can talk about life cycles and how plants, animal and people grow"



Steps on the way

Family pictures in story areas or books - encourage children to look at similarities and differences in their families. Use it as a conversation starter about growth, change, babies etc

Discuss differences between children - talk about different skin colour, hair colour, people with disabilities , share books which celebrate differences and encourage conversation - use approach 'Different families same love Use persona dolls to prompt conversation re families

Share things we like to do with our families - look for similarities.

Visits to local places of worship (temple, gurdwara, church, mosque, synagogue) , We will involve parents - and use it as opportunity to explore local community and make connections with their own experience

Adult will support child to feel and describe textures and changes in materials e.g. water to ice and ice to water, changes in leaves as they fall.

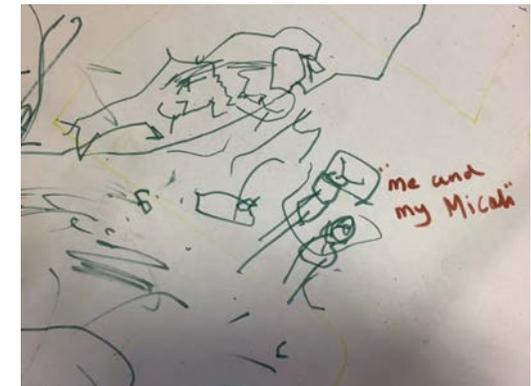
Adult will plant seeds with children and observe growth in the nursery garden. Introducing the vocabulary of plants.

Observe life cycle of butterfly, frog using nursery garden and eggs to observe hatching in nursery.W will encourage deeper enquiry through discussion, drawing, and 3D representation

Adults will discuss birth, growth, death and decay - use any provocation to discuss these issues

Opportunity for talking about growing up and moving on - as children move on to school

"I know who I am and I can tell you about myself,
my family and my community"



Steps on the way

I can be independent in my self-help care, e.g. brushing teeth, becoming aware when I am hot or cold or wet and dry, accessing the toilet, choosing/making healthy choices

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Adults will plan and cook a variety of cultural foods with small groups - look for opportunities to connect with home life and introduce new foods. Recipes shared with parents.

Adults will get involved in role play and share experiences of their home/cultural life

Invite parents in to cook, read stories

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'I can use cooking tools and cook and prepare food on my own'



Steps on the way

Adults will model measurement, cutting, rolling, and talk through the cooking process - some children will need visuals .

Adults will get involved in cooking role play - using cooking language

Recipe books available.

Adults encourage children to observe and describe changes in materials eg effect of yeast in making bread rise, change in pasta when cooked.

Simple visual process book or timetable available for recipes eg pita pizza, making bread, sandwich. Adults introduce this to children

Children who returned in september will model skills to peers who started in september

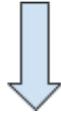
Creation of sandwich bar - adults to model process of sandwich making then let children access independently

An area created where children can independently create their sandwich or cook together with support

Children encouraged to talk about food they eat at home and parents invited in to cook

Send recipe packs home to families for children and families to try at home.

"I can tell you all about the number 5 -
I understand the '5 ness' of 5"



Steps on the way

Adult will model using fingers to count when singing rhymes and during free flow play

Sing number rhymes involving counting down and up for example 12345, 1 little speckled frog

Adults will look for counting opportunities during free play.

Snack time - talking about how many pieces we have - sharing ideas with friends

Counting places, plates and cups in snack time

Playing maths games' in group time and small group time

Using natural objects to make patterns inside and the garden - conkers, pebbles, stones, sticks, giving children a small number of objects and trays to make patterns in, adult counting with the children.

Environmental walk to collect 5 objects

Arrange objects inside a frame to see how many patterns we can make with 2.3.4 then 5

Subitising using real objects and representations e.g. what makes 2,3

Take photos of numbers and patterns in the environment - make book

Workshop with parents to support work done in nursery

Tally and mark making representing groups of objects

I can make a piece of music.



Steps on the way



Singing songs and rhymes and learning core songs.

Listening to environmental sounds -pointing out sounds to children as they as they are heard - 'Oh what's that noise?' etc

Exploring instruments and the environment - 'banging', 'tapping' and 'scratching' - listening to the sounds made.

All children's sound being valued - adults tuning into children's sounds eg banging on metal pipe outside

Music interaction sessions for specific children

Allow children to choose songs using visuals

Adults make up songs spontaneously to sing to children eg "M is hammering on the wood, on the wood , encourage children to do this as well.

Copying each others sounds - adults to role model games which encourage this

Encourage children to lead 'start and stop' songs.

Adult will encourage children to make connections to their feelings through music and songs-support them to describe music 'scary music, happy music, angry music.'

Percussion with pots and pans outside - practitioner role modelling creating music and encouraging children to create musical piece

Exploring notation - making symbols for sounds created

"I can mix my own paint"



Steps on the way

Provide children with a few primary colours and water - adults role model how to mix paint.

Introduce the vocabulary of paint mixing - thick, watery dissolve, more, less

Visual guide (process book) on mixing paint for children to follow.

Providing a colour mixing station always out - increase number of primary colours available

Painting with thick/thin brushes - making marks inside and out, small and large

Explore links between colours and emotions.

Focus on artists and their art for ideas related to colour mixing.



"I can move my body in lots of different ways and I can create a sequence of movement, in response to a stimulus, music, another person, an experience"



Steps on the way

We will support children attempting to climb, swing, slide, balance and use bikes.

Practitioners will support the use of alternate feet when climbing/riding/kicking

Practitioners will provide Opportunities to engage in large muscle movements for example climbing, running games.

We will share the benefits of outdoor play with parents via videos, workshops

We will provide physical experiences inside - trampoline, large crash mat, wobble board

We will role model language of movement - giving children the vocabulary - swing, balance, climb, hop

Practitioners will model transporting large planks safely and carrying large hollow blocks

Practitioners will move in response to children and try to engage their interest, we will echo children's movements

Practitioners will support children to



"I can use my ideas to create something using clay, blocks, boxes, sticks etc and find all the resources and tools I need"



Steps on the way

Showing children around the nursery when they arrive and making them aware of where resources are and that they can access them.

Provide resources that enable children to have choices for example enough different shaped blocks, range of mark making materials

Adult will demonstrate in group time how to use resources eg construction materials, blocks etc

Demonstrating / role modelling names of materials and tools and how to use and manipulate them e.g. clay, glue, tape, using scissors, needles, hole punch.

Adults will model how to use pens, pencils, paint brushes, rollers with a comfortable grip, e.g. tripod grip and support children to make a range of marks, inside and out, small and large.

Adults think aloud and comment - supporting children to describe our thinking and our intent as they carry out activities

Adult will be supporting children to ask for help- talking it through eg "I helped you - we worked together on it together, and now it's finished"

Prompt cards/visual books available on creative process.

Provide resources to aid pretend play, e.g. natural resources and props

Adult will talk through a plan with the child and work out together how much support they will need - let them get on with it, check in and offer support when needed.

Adult and child will reflect on the project together - praise learning characteristics of learning shown - persistence, connecting



ideas etc. Celebrate and share with peers and parents.

