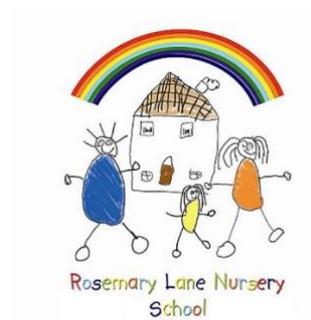


Rosemary Lane Nursery School



Curriculum Policy

Rosemary Lane Nursery School is a maintained Nursery school for children aged 2 – 5 years. The nursery school is located in Easington Village and we receive children from a wide geographical area including Easington Colliery and surrounding villages. We understand the children attending our school have a wide range of different prior life experiences. We recognise the importance of working with the families of our children to develop an understanding around starting points and to become partners together in their child's learning journey at Rosemary Lane.

The majority of our children attend from the term after their second birthday. Depending upon when this falls, children may attend for a maximum of 8 academic terms. As children join nursery each term, we have well developed induction processes to ensure each family has a smooth transition into their early years education.

Our curriculum is developed through strong pedagogy. Pedagogy is defined by Stewart and Pugh (2007) as "The understanding of how children learn and develop and the practices through which we can enhance that process. It is rooted in values and beliefs about what we want for children and supported by knowledge, theory and experience".

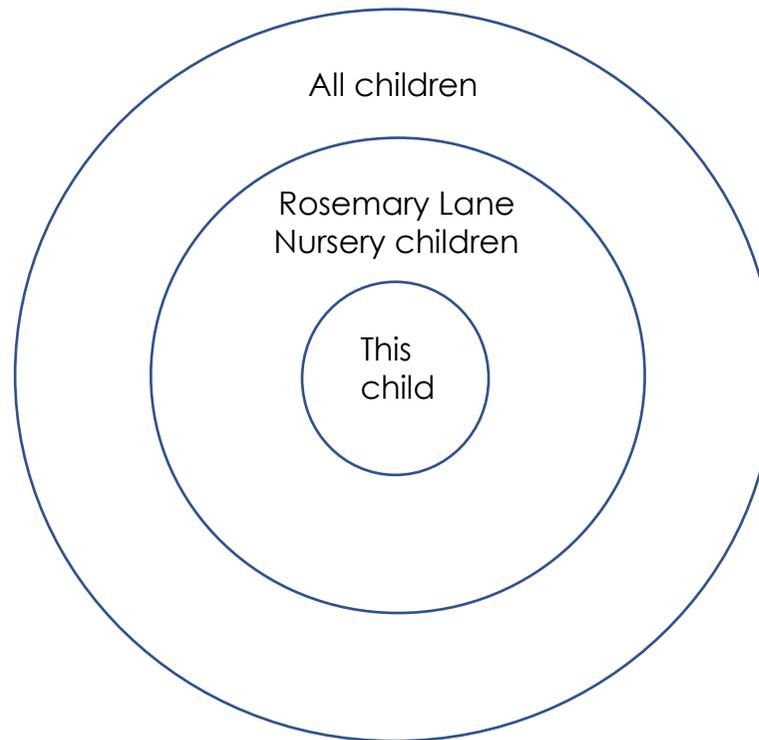
To be able to design a curriculum which supports, nurtures and encourages our young children to progress in their learning, we start with the child, looking at how they naturally develop over time. Child development is our foundation. We follow the educational programmes and recognise progression within these programmes comes from the practitioners understanding of how young children learn and develop. When adults are skilled in understand this, they are able to support children at their individual level and scaffold them to make progress. Our school continuing professional development programme is built around developing this depth of understanding.

The characteristics of effective teaching and learning describe what we want for all our children at Rosemary Lane Nursery School. We passionately believe in giving children the very best start to their education and teaching them the skills to be able to learn, to enjoy learning and to become lifelong learners. We apply the same principle to the characteristics as we do the educational programmes and look at child development. Perseverance at 2years looks very different to perseverance at 3years and 4 years.

Alongside our model of progression we understand that young children's learning is not always linear. Development matters 2021 states "**Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line**". Children enjoy repetition to help support their developing understanding.



Our curriculum has been developed for all children aged 2-4 years. We then break it down further to all children attending Rosemary Lane Nursery School, thinking about our families and the community we serve. This is then further broken down to the individual children within our school as each child is unique and we want to recognise and celebrate this.



We want our children to be the drivers of their own learning and we recognise for them to be able to achieve this they need skilled adults to scaffold them and provide opportunities to find out about things beyond their own life experiences.

Development matters 2021 states **“adults ... ‘scaffold’ [children’s] learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning.”**

We have taken the approach to divide our curriculum into two layers - the adult curriculum and the child curriculum as we see the importance of both elements.

OUR ADULT CURRICULUM

Our **families**, our wider **community** and our local **culture**. What we know and how we integrate this within our school.

The **skills and knowledge** our extended families have and share with us in nursery.
The skills and knowledge our individual staff have.

Experiences our children have prior to starting nursery.
Our families **expectations** of what nursery is and what nursery will provide and how they prepare their child for nursery.
Curriculum **goals/ambitions**

The **cultural capital** our children bring to school and how we can build upon this for all our children.

OUR CHILD CURRICULUM

The wonder, the spontaneous nature and individuality the child brings.

The child's interests and fascinations which ignite their passions.

The skills and knowledge the child brings to nursery.

The particular needs of the individual child to ensure there is an inclusive approach.

Our adult curriculum is planned and sequenced into our LONG TERM and MEDIUM TERM PLANNING documents

Long Term Planning in our school considers how children typically develop over time. Looking at typical development for 2s, 3s and 4s we then decide what curriculum goals our children will achieve and what core provision we will require to maximise learning and provide children with the tools to achieve these goals.

Curriculum Goals

	2 year old children	3-4 year old children
C&L	<p>Feel secure to be able to make needs known to a member of staff (through speech, adapted technology, non-verbal communication)</p> <p>Listen to songs, rhymes and simple stories.</p>	<p>Are able to confidently initiate communication.</p> <p>Communicate in sentences and are able to hold a conversation with a familiar adult and peers around their needs and interests.</p> <p>Can listen to a longer story and maintain attention when talking to an adult and their peers.</p> <p>Can use a wide range of vocabulary to reflect their experiences and can ask questions.</p>
Physical Development	<p>Are able to move independently around the whole environment, accessing resources confidently.</p> <p>Can safely use a variety of mediums and tools to "have a go".</p>	<p>Independently access a variety of challenging outdoor equipment safely and effectively.</p> <p>Are able to move around in a variety of ways and navigate the nursery environment with confidence.</p> <p>Can use tools such as paintbrushes and scissors independently, effectively and confidently to enhance their engagement in creative areas and mark making experiences.</p>
Personal Social And Emotional Development	<p>Can follow basic boundaries in nursery.</p> <p>Have formed a trusting relationship with nursery staff in which they feel safe so that they are able to separate with confidence from their main carer.</p>	<p>Feel emotionally stable and safe with adults in nursery to be self-aware and able to self-regulate and be resilient.</p> <p>Develop a positive relationship with another child/children in nursery to be able to work together to develop play and learning.</p> <p>Are able to understand boundaries and follow the nursery routine.</p>
Literacy	<p>Look at and can handle books and enjoy sharing these with adults engage with books; fiction and non-fiction (playing</p>	<p>Have a love of reading and enjoy a range of books and understand some print (recognising repeated words/letters/reading sounds/their name).</p>

	<p>with puppets, repeating language from books and enjoy repeating the same story)</p> <p>Can have a go at making marks in different mediums and recognise that they have made marks.</p> <p>Can listen and interact with a variety of repetitive activities such as rhymes, songs and stories with rhythm and rhyme.</p>	<p>Can tell and retell a story.</p> <p>Make marks in a meaningful way</p> <p>Can orally blend and segment words</p>
Mathematics	<p>Beginning to recognise and understand a range of simple mathematical language (.g. more) and simple concepts (e.g. full/empty) and are beginning to problem-solve using a variety of resources.</p>	<p>Have developed a concrete knowledge and understanding of numbers to 10.</p> <p>Have a sound understanding of mathematical concepts through a variety of experiences.</p>
Understanding the world	<p>Notice differences in people, places and the environment both indoors and outdoors (e.g. show an awareness of seasonal changes)</p> <p>Have a basic understanding of caring for the environment.</p>	<p>Have developed their understanding of the international, national and local community and have acceptance and respect for others different from themselves.</p> <p>Have a knowledge and understanding of the natural environment and can talk about how to care for the environment.</p>
Expressive Arts and Design	<p>Are confident to 'have a go' with creative resources in the environment and know how to use them appropriately.</p>	<p>Are able to express their creative ideas through a variety of mediums. They are independent in their choice of personal expression and forms to use</p>
Independence	<p>Are starting to have independence in some self-dressing skills (e.g. putting coat on, hand hygiene and drinking from an open cup.)</p>	<p>Can independently dress and undress appropriately for their chosen activity e.g. put their wellies and waterproofs on, put an apron on to paint.</p>
Lunchtime		<p>Can follow the expectations in the routines of lunches using independent self-help skills throughout e.g. pour their own drink, drink out of an open cup, open their lunch box, tidy away at the end of the meal.</p> <p>Have an understanding of healthy food choices.</p>

Our medium-term curriculum plan (Appendix 1) includes learning we want all of our children to experience in partnership with parents and carers. We have created a reading policy which fits within the medium-term plans, detailing the core texts we want to share with the children in our school. These texts have been carefully selected to cater for a range of interests, to develop awareness of rhyme and alliteration, to support children in joining in with repetitive refrains and to develop understanding of traditional story telling. The books support progression in reading skills and are available in the book corner and small group areas, for children to read independently. In addition, we complete weekly plans to highlight the learning we intend to cover within small group experiences. We “plan in the moment”, around things we have noticed the children are interested in from our daily observations. We understand that high level involvement and well-being occurs in child-initiated play.



We place an important emphasis upon ensuring high quality provision indoors and outdoors. Children access the outdoor environment in all weather conditions and we have a Forest School area within the school grounds which we use with all children across the academic year. This supports us in teaching our children about the natural environment, growth and changes over time. It provides a tranquil space for children to learn about the elements outdoors.



We develop children's curiosity in nature and teach them how to be responsible through planting and tending to our garden. We have a greenhouse and welcome our local community and families to join us in nursery to develop our garden. We share produce and develop the children's understanding of sustainability within our community.



We have a hall space within our nursery school and this is well used for a range of different activities including Jabadao developmental movement programme, team games e.g. football, climbing equipment, music and movement, ring games, parachute etc. We understand how providing young children with opportunities for physical development has holistic links with their overall development, e.g. children need opportunities to develop large muscles in their arms and legs before they are able to sit on a chair at a table and pick up a pen to write.



Appendix 1 – Medium Term Curriculum Plan

Blue Teddy 2s

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal						Caterpillars
Cultural	Diwali Thanksgiving	Bonfire night Christmas	Chinese New Year Shrove Tuesday	Easter Mother's Day	St George's Day Ramadan and Eid	Father's day
Community links	Autumn Walk with parents/carers			Cuddle up with a book day.	Gardening day with parents and carers.	Seaside trip with parents/carers.
Core Stories	Where's Spot? Walking Through the Jungle. Brown Bear, Brown Bear What Do You See? The Three Little Pigs.		Goldilocks and the Three Bears. The Train Ride. This is the Bear. Hug.		Dear Zoo. We're Going on a Bear Hunt. There Was an Old Lady Who Swallowed a Fly. The Three Billy Goats Gruff.	

Planning always follows the interests of the children. In addition, we plan for seasonal activities and provide children with opportunities to learn about topics they might not access through their own interests.

Nursery 3-4s

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal	Seasonal changes Harvest and food bank collection Football sessions with SAFC. Forest School activities	Firefighter visit. Cash for Christmas – shopping trip to buy gifts. Children in Need Forest School activities	Forest School activities.	World Book day Forest School activities.	Gardening – planting the garden and greenhouse. Forest School activities	Looking after the garden and greenhouse. Hatching chicks. Forest School activities.
Cultural	Diwali Thanksgiving	Bonfire night Christmas	Chinese New Year Shrove Tuesday	Easter Mother's Day	St George's Day Ramadan and Eid	Father's day
Community Links	Autumn Walk with parents/carers	Ashwood park carol singing. Village school nativity performance. Nursery singalong Library visits.		Ashwood Park Easter songs. Library visits. Cuddle up with a book day.	Gardening day with parents and carers. Farm Trip.	Ashwood Park Summer songs Seaside trip with parents/carers. Library visits.
Term	N1		N2		N3	
Core Stories (Y1)	Owl Babies. The Gruffalo. You Choose. Can't You Sleep Little Bear?		The Tiger Who Came to Tea. Each Peach, Pear, Plum. Hairy Maclary. Eat up Gemma.		The Very Hungry Caterpillar. Oi Frog. Peace at Last. Handa's Surprise.	
Term	N4		N5			
Core Stories (Y2)	Avocado Baby. Peepo. The Very Noisy Night. The Blue Balloon.		The Lion Inside. Man on the Moon. The Quangle Wangle's Hat. Do Not Enter the Monster Zoo			

Planning always follows the interests of the children. In addition, we plan for seasonal activities and provide children with opportunities to learn about topics they might not access through their own interests.

To be read alongside:

- Reading policy
- Phonological development policy
- Mathematical development policy
- Progression in cutting skills
- Progression in mark making
- Communication friendly nursery policy

