Curriculum summary

These summaries set out what will be taught for each area of learning at Abbey Wood Nursery School:

Personal Social Emotional Development

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they will learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Communication Language and Literacy

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role-play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

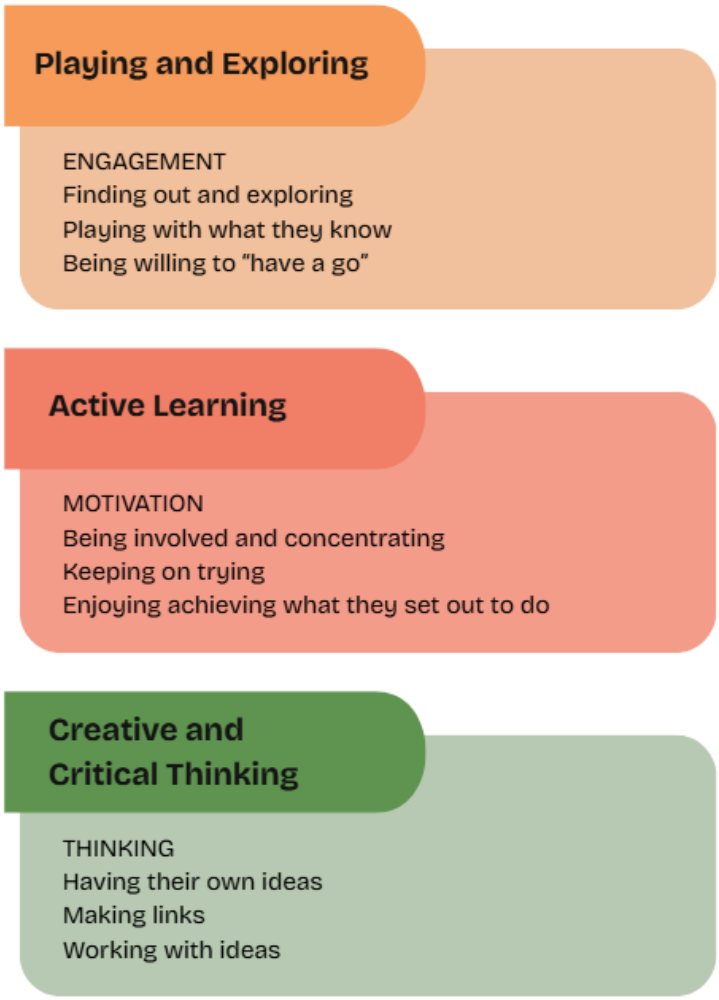
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Characteristics of Effective Learning

The Characteristics of Effective learning in children will also reinforce and shape the curriculum.



These characteristics drive everyday observations of children and how practitioners will work with them in the moment and plan for their learning going forwards. They therefore underpin the effective teaching of the curriculum. They are actively encouraged and form the basics of their personal, social and emotional development.

Curriculum Implementation

The curriculum at our school will be delivered in a play based and child centred approach. Learning and experiences will be rooted in children's interests and developmental needs. Staff will skilfully balance child initiated play and interactions with adult led activities to introduce new skills, knowledge and vocabulary.

In order to achieve the curriculum goals, children will take part in a range of curriculum offers.

The curriculum offer will include:

Visiting Forest School
Taking home the class bear
Taking part in many celebrations (Diwali, Eid, Christmas etc.)
Role play in the home corner and beyond
Exploring with paint
Water play
Sand play
Building with blocks and loose parts
Singing
Dancing
Climbing
Drawing
Sharing many books
Making a helicopter story
Junk modelling
Messy play
Playing imaginatively with small world toys
Planting a seed
Watching chicks hatch
Watching caterpillars grow and change
Taking part in an educational visit
Sewing
Taking care of the garden
Cooking
Exploring the mud kitchen
Exploring musical instruments
Experiencing weather in all seasons
Trying different foods
Dressing up
Exploring malleable materials
Using scissors and simple tools
Recognising and writing their name
Playing with friends

The Learning Environment

The Learning environment is a crucial part of how we implement the curriculum. Classrooms and outside spaces are designed to offer children independent access to resources to further their learning and offer a cosy and calm setting in which to explore. The seven areas of the EYFS are reflected in the predictable provision of the classroom. Opportunities for mathematical and literacy development are woven into every area. There is a high visibility of print in the classrooms in both handwritten and printed. For example, mathematical language is represented at the sand and water area and key vocabulary is represented in the role-play kitchens. The learning environment will consist of resources, which form part of a predictable provision and items, or activities, which will enrich learning, planned based on children's interests.

Adult interactions will inform the planning and assessment cycle, which will drive learning forwards for each child. Practitioners will spend time observing children's interests and fascinations and skilfully engage with their play, offering ways to further and extend it. They will introduce new vocabulary as part of these quality interactions and then reflect on them to plan for what will happen next. They will question, model and scaffold sensitively, building on a child's existing skills and knowledge.

The routine of the day has been carefully structured to enable the curriculum to be delivered adequately. Daily morning and afternoon story group time provides structure and opportunity for delivery of direct teaching, whilst long periods of time for child initiated play mean children can engage deeply with their learning uninterrupted. Repetition of songs and stories daily, enable consolidation and embedding of skills.

The topics we cover over the year will follow the rhythm of the seasons and calendar events whilst children's interests will drive and inform the direction of the learning. There are events and celebrations which every child will take part in. These will include but are not limited to:

Whole school events such as sports day, the summer Teddy Bears Picnic and light up for Christmas will form part of the schools offer of cultural capital.

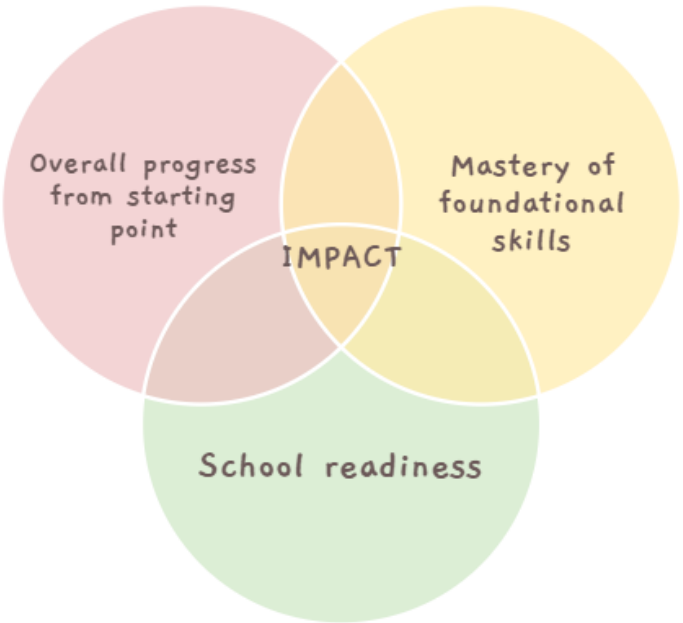
At Abbey Wood Nursery School we recognise that parents and carers are a child's first educator. Parental contribution to a child's learning journey are highly valued and give practitioners essential insights into a child's development and help to ensure consistency between home and school. We encourage all parents and carers to share special occasions with us and their child's unique achievements so that we can celebrate these in school too! Families are welcomed into school in a variety of ways, stay and play sessions, use of the school library, and participation in whole school events. We pride ourselves on the relationships we have with parents and families.

The curriculum has been designed to be reflective of the local community, which we serve. We know that many of our children enter the school with English as an Additional language, with over 25 languages spoken by families the school serves. Staff routinely communicate in a multitude of languages and we welcome families in school, to share stories in a different language for our children. We also know that a large number of our children are entitled to Pupil Premium and that an increasing percentage are on the SEND register. The curriculum is inclusive, ensuring equal opportunities and access for all.

Curriculum Impact

At Abbey Wood Nursery School we intend that on exit, children will remember more, know more and be able to do more.

The impact of the curriculum is in three parts:



Each child's learning journey will be completely unique. The curriculum is not seen as a tick box exercise, children will be at varying stages of mastery when they leave us. However, we are determined to make sure each child reaches their full potential and does not leave with gaps in knowledge or skills, which will mean they are not ready for primary school.

The child will leave our setting not only ready for primary school but as the best version of themselves. They will be well rounded, thoughtful and inquisitive, kind and respectful, a solid grounding for their future self as a citizen of the world.

The impact of the curriculum will be measured in a number of ways:

- Ongoing observation
- Regular practitioner assessment
- Tracking against the curriculum goals
- Conversations with parents and carers.