



Sandy Lane Nursery and Forest School

“Nurturing curiosity and inspiring imagination”

Sandy Lane Nursery and Forest School Curriculum Intent

1. INTENT

How does our curriculum fit in with our Vision and Values?

As with our curriculum, we spent time shaping our Vision and Values. Governors and staff sought to articulate the vision for our school and the values that underpin it.

Our Nursery School Vision makes clear our aspirations for; **‘Nurturing curiosity and inspiring imagination’**. We are **‘Committed to quality, where diversity is celebrated, children thrive and leave ready to fly!’**

This is underpinned by our Values and Aims:

1: For each child to feel happy, safe and respected in order for them to become resilient, confident, independent learners who can realise their personal potential.

2: To recognise each child’s individual interests, needs and unique ways of learning; developing sustained shared thinking through quality adult child interactions.

3: For each child to develop their imaginations and creative thinking to follow their dreams in an aesthetic environment which is stimulating, exciting and offers moments of magic, adventure, awe and wonder.

4: To provide an enabling, versatile and challenging environment which promotes inclusion and diversity and provokes and inspires children to initiate and extend their own learning.

5: To embrace the essential impact that the Forest School and learning outdoors can have on a child’s health, wellbeing, involvement and development.

6: To be knowledgeable, reflective and passionate practitioners who take pleasure in learning and discovering with the children; offering a holistic, balanced and well-planned curriculum which is reactive and relevant to individual children’s interests, needs and learning styles.

7: To demonstrate respectful and positive values that inspire, encourage and support each child, parent/carer and colleague through reciprocal relationships based on trust.

8: To promote successful parent/practitioner partnerships and realise the importance of other settings, professionals and agencies in the community in supporting and extending children’s learning and development.

Our aspiration is that:

- Each child is valued as an individual with tremendous potential for learning
- Each child is listened to and their needs and interests identified
- Children feel happy and secure in our positive, nurturing environment
- Each child develops confidence and resilience in their Learning Journey supporting them to become successful lifelong learners
- Children, parents, staff and governors are all part of our ‘Sandy Lane family’ and we work in partnership with all stakeholders to ensure the best possible outcomes.

IMPLEMENTATION

Our Curriculum is drawn from:

- The 'Statutory Framework for the Early Years Foundation Stage' published by the Department for Education, which we use as a starting point,
- The non-statutory 'Development Matters' published by the Department for Education, which we use to support assessment, tracking and planning for children's next steps.

As set out in the section above focused on Curriculum Intent, what lies at the heart of our provision is;

I. A rigorous and systematic approach to teaching each of the 7 statutory areas of learning and development:

- Communication and Language,
- Personal, Social and Emotional Development,
- Physical Development,
- Literacy,
- Mathematics,
- Understanding the World and
- Expressive arts and Design with a strong focus on the promotion of early language and

communication

II. Children being exposed to high quality experiences, through a mix of adult focused and child initiated

activities. III. A focus on the development of Characteristics of Effective Learning and children's well-being and involvement.

IV. An understanding of and a commitment to developing 'Cultural Capital' - 'the essential knowledge that children need to be educated citizens' (OFSTED School Inspection Handbook Sept 21).

How does our curriculum meet the needs of our pupils?

I. Our curriculum has been carefully designed, planned and organised to ensure breadth, balance and depth for each child at Sandy Lane Nursery and Forest School. We recognise our children's backgrounds, life and cultural experiences and have used this information to help us to design a curriculum that meets their needs and prepares them effectively for the next stage in their education.

II. Literacy and maths adult led activities are differentiated in order to provide challenge for the more able and acceleration of learning for those at risk of delay. In addition we deliver a range of 'in house' interventions for children identified as needing additional support in one or more area of their learning and development. Predictable interests and themes are planned to enable the skills and knowledge of children who have attended our two year old provision to be built upon during their time in our provision for three and four year olds. Continuous provision is planned to compliment the planning cycle whilst providing opportunities for further enquiry and learning and consolidation and recall of skills, knowledge and attitudes to learning.

III. Acknowledging the context of the school we recognise the importance of providing opportunities for our pupils to experience the benefits of a multicultural society, inclusion, tolerance and understanding. We develop this through a planned series of inclusive multicultural celebrations throughout the year in addition to our whole school inclusive practice. We want to be able to respond to national and world events, enabling the children to see different perspectives and develop their own opinions within an ever changing world (Recycling and Feelings Topics).

IV. At Sandy Lane Nursery and Forest School it is our underlying belief that every child should feel valued, develop resilience and confidence as a learner and experience the feeling of success in a wide range of curriculum areas. We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development, which means in practice our curriculum places equal importance on the seven statutory areas of learning and the promotion of characteristics of effective learning, wellbeing and involvement.

V. We place priority on ensuring children's physical and mental well-being are met. We understand that children will not be successful learners unless they are emotionally secure, therefore we created the capacity within our curriculum to be flexible and respond to emerging needs. We want children to understand that support for themselves and for each other are the key to success; that we are 'a family' and therefore look after each other – whether that be within our nursery school community or in a wider context. We support children to develop an understanding of how to keep themselves safe through our highly successful Kidsafe UK Children's Mental Health and Safeguarding programme. Staff help children to develop respect for each other and, through our conflict resolution process, we support children to begin to take responsibility for their actions and understand that actions have consequences.

IMPACT

How do children progress and achieve within our curriculum?

At Sandy Lane Nursery and Forest School, our definition of progress is; the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We designed, organised and planned our curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum. Our curriculum design and planning, means that we build in many opportunities for repetition and practice of; essential skills, knowledge and understanding in every subject. This ensures that children can revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

How will we evaluate our curriculum?

We pride ourselves in constantly improving our school and value feedback from all stakeholders. We give our parents and governors many opportunities to share and celebrate the outcomes of our curriculum. Observations which showcase learning are shared with parents and governors which celebrate children's developing skills and confidence. Home learning challenges provide parents with information about how to support their children's learning, in addition to the guidance materials available on the schools website. Experiences, including educational visits/visitors are planned in order to inspire and motivate children. Children are also given opportunities to share their learning experiences with peers during review time and with parents through a variety of 'Stay and Play' sessions and themed events. Parents are invited to complete termly questionnaires relating to all aspects of school life and the child's voice is captured through staff observation and reflection and child friendly questionnaires. Senior leaders and governors reflect on feedback received and monitor and evaluate the impact that our curriculum is having on children's learning and development.

What has been the impact of our curriculum?

We engage children in learning from the very start and expect our children to leave us as confident and skilful communicators who are curious about the world around them. From the moment children start at Sandy Lane Nursery and Forest School their journey is tracked throughout the year allowing for individual targets to be set and appropriate support and challenge to be put in place. Due to robust daily planning, evaluation and observing play and learning our children transition into reception with confidence and a strong character to meet the challenges of an ever changing world. Our daily routine has provided our children with consistency allowing them to feel nurtured, comfortable, and secure within the environment.

Our assessment systems are integral to effective learning and teaching and ensure that children reach their significant milestones supported by highly experienced staff and leaders who understand our children's experiences, needs and interest. Clear communication between home and school has ensured that parents are aware of their children's progress within the 7 areas of the Early Years Curriculum. Parents are aware of their children's key areas of strengths and areas for development. As a result our parents work in consultation with us to ensure that their child's full potential is recognised.

Our fun and engaging teaching styles allow the children to display high levels of concentration, creativity, energy and persistence. Self-esteem blossoms and children develop crucial social skills as they support each other in their learning journey. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number of quality of conversation children have with adults and peers throughout the day in a language-rich environment has increased. This has supported our children to learn new vocabulary, talk confidently about their learning and share their experiences with others.

Through our curriculum our children learn about risks and safety, how to make good choices and gain an understanding of boundaries using Conflict and Resolution approach. As a result our children develop into independent, confident and successful learners who are resilient and persevere to keep trying when things get challenging. Our curriculum provides the building blocks for every area of learning and our children flourish and go on to be the best they can be.

If you have any questions or would like to learn more about our curriculum, please don't hesitate to contact the Head teacher, Marcia Atherton at school. If your question is about your child's curriculum then please contact their key worker in the first instance.