

## 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".

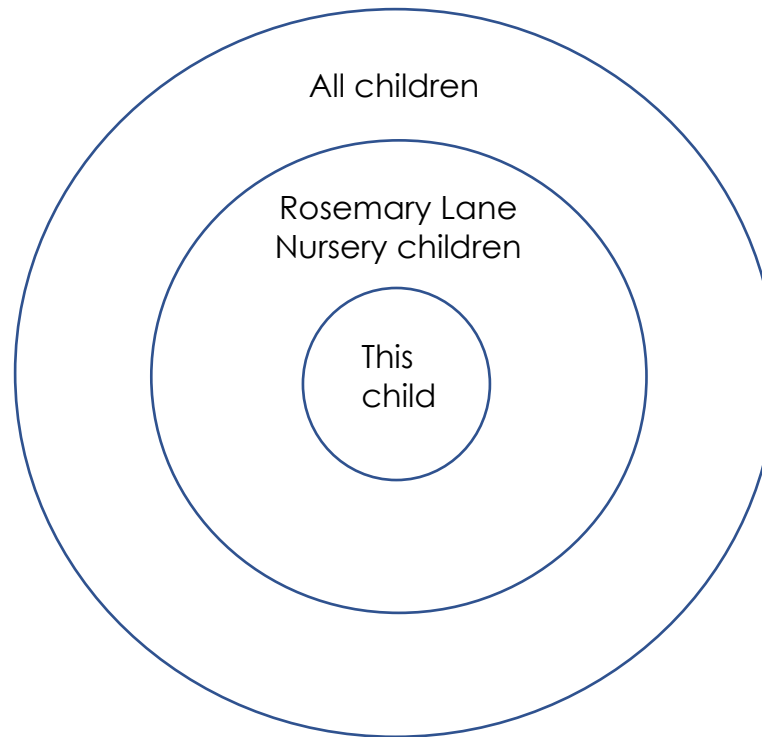
To be able to design a curriculum which supports, nurtures and encourages our young children to progress in their learning, we start with the child, looking at how they naturally develop over time. Child development is our foundation. We follow the educational programmes and recognise progression within 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.

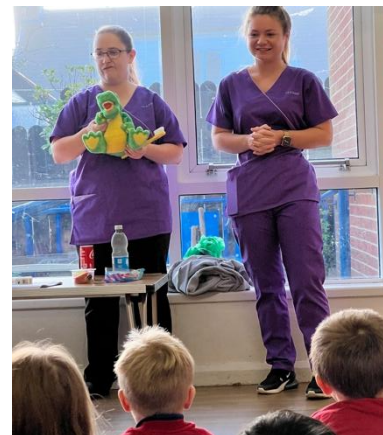
The skills and knowledge the child brings to nursery.

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 in each of our three rooms. We carefully consider the core provision we will require to maximise learning and provide children with the tools to achieve these goals. We consider our continuous provision planning documents to be a part of our long term planning.

In addition, we think about how our school specific medium term planning, phonological awareness planning, maths planning and progression in key skills. We think about their progression over time, where our children start at 2years and their end point at 3 and 4 years. We use this knowledge to weave into our curriculum goals, to make them bespoke to our school, our children and our context.



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. Each of our rooms have their own garden that is setup with appropriate provision to challenge the children who access it. Working outdoors supports us in teaching our children about the natural environment, growth and changes over time. It provides a 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

### Willow Room

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.

	Autumn Term	Spring Term	Summer
Seasonal	Children in need  Transition visits into the Maple room	Red nose day	Little movers  Transition visits into the Maple room
Cultural	Christmas including party with Tiny Tweeties music and movement	Pancake snack Easter hunt	Celebration of uniqueness End of year party
Community links	Harvest donations Autumn stay & play (Autumn 2) Sponsored bounce Christmas craft fayre	Spring stay & play (Spring 2) Spring family day	Sponsored wiggle Summer stay & play (Summer 2) Seaside trip with parents/carers.
Core Stories	Whose stripes? Pets Jump Hooray for Fish Elephant Wellyphant Oh Dear Doing the Animal Bop Dogs Where's Spot? Dear Zoo Orange Pear Apple Bear Walking through the Jungle Goodnight Moon		
Parent workshop & leaflets	Fire Safety (sparklers/bonfire) (Seesaw) Emotional regulation pre-recorded presentation (Seesaw)  Independent toileting (Leaflet) Communication checkpoints (Leaflet)	Internet safety  Independent toileting (Leaflet)	Water safety / choking Emotional regulation pre-recorded presentation (Seesaw)  Independent toileting (Leaflet) Communication checkpoints (Leaflet)

## Maple Room

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.

	Autumn	Spring	Summer
Seasonal	Children in need	Toothbrushing focus with staff Big Garden bird watch Red nose day	Transition visits into Oak room
Cultural	Christmas including party with Tiny Tweeties music and movement	Pancake celebration Easter celebration hunt	Celebration of uniqueness End of year party
Community links	Firefighter visit to explore the engine Harvest donations Sponsored teddy bear games and picnic Autumn stay & play (Autumn 2) Christmas craft fayre	Spring stay & play (Spring 2) World book day story time with staff Spring Family Day	Sponsored Obstacle course Village walks –post letter, shop, swings Seaside trip with parents/carers.
Core Stories	Toot Toot Beep Beep. Brown Bear Brown Bear What do you see? A Busy Day for Birds Ada, Look at my teeth! My World, Your World We're Going on a Bear Hunt	Joy Shark in the Park Car Car Truck Jeep How to say Hello Toddle Waddle And the train goes	Peck peck peck The Foggy Foggy Forest Still Stuck Daddy do my hair? Where is Binlky Boo? The Train Ride
Parent workshop & leaflets	Fire Safety (sparklers/bonfire) (Seesaw)  Stages of social play (Leaflet)	Internet safety (Seesaw)  Scissor skills (Leaflet)	Water safety /choking (Seesaw) Maths – noticing (pre-recorded presentation on Seesaw)  Mark Making (Leaflet)

## Oak room

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.

	Autumn	Spring	Summer
Seasonal	Seasonal changes Firefighter visit. Children in Need Mission Christmas – shopping trip to buy gifts.	Tooth brushing focus with dentist Big Garden bird watch Red nose day.	Gardening – planting the garden and greenhouse. Looking after the plants. We are all unique day Leavers celebration
Cultural	Diwali Thanksgiving Bonfire night Christmas including a party	Lunar New Year Shrove Tuesday. Pancake cafe Easter Celebration Hunt Valentine messages	St George's Day Ramadan and Eid (when appropriate to the intake) Father's Day
Community links	Autumn Walk with parents/carers Village school nativity performance. Harvest and food bank collection Nursery Christmas singalong Football sessions led by Nursery staff Jet and Ben / Police visit Craft fayre	Community reader visit World book day story time with parents Spring Family Day	Sponsored orienteering based on core books around the local community. Animal handling experience. School transition visits Seaside trip with parents/carers.
Core Stories	Owl babies Alan's big scary teeth Who's in the loo? Families, families, families We're going on a leaf hunt Aaaaagh Spider The best Diwali ever I'm Sorry Thanksgiving is for giving thanks Where's my teddy? I am Brown Goldilocks and the three bears Mr Big The Christmas story	Oi Frog Dentist Lunar New Year Penguin Pig Rosie's Hat Mr Wolf's Pancakes We are family Dogs don't do ballet Aliens Love Underpants The three billy goats gruff Peace at Last Wave Would you rather... Hop little bunnies	A good place Tadpoles Promise The Lion Inside Max the brave On the way home Be more Bernard Baby on Board Saving our Planet The Magic of me Do not enter the monster zoo Starting School The Lost Teddy The Haircut Hair it's a family affair
Parent workshop & leaflets	Fire Safety (sparklers/bonfire) (Seesaw) Maths – subitising presentation (Seesaw) Phonological awareness – sequence of videos (Seesaw)  What to expect when (leaflet)	Internet safety (Seesaw) Maths – 5 frame presentation (Seesaw)	Water safety / choking (Seesaw)

## To be read alongside:

- Reading policy
- Phonological development policy
- Mathematical development policy including subitising through snack, heuristic and treasure basket play
- Communication friendly nursery policy
- Vocabulary planning policy
- Continuous provision at Rosemary Lane
- Long term continuous provision planning
- Emotional regulation policy and guidance to support with promoting positive behaviour and relationships
- The role of the key person
- Physical development progression policy
- Malleable materials policy
- Assessment policy
- Progression in cutting skills leaflet
- Progression in mark making leaflet
- Independent toileting leaflet
- Supporting you child with big feelings leaflet
- Communication and language checkpoints

