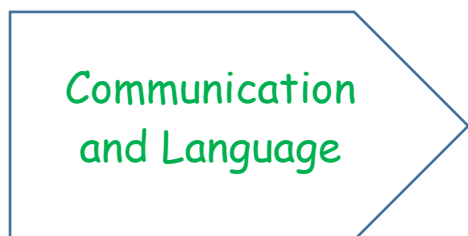




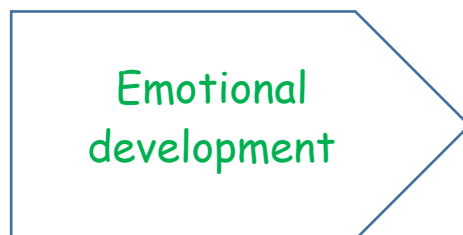
Our curriculum policy contains the overarching 'plan' of what we want our children to experience, know and be able to do as a result of being a pupil here.

Our baseline observations have identified our priorities and shown us that these children have missed out on lots of opportunities due to being born when Covid was still prevalent. Many children have transitioned to nursery with very little language and unable to speak in full sentences. Their experience of quality interactions outside of nursery is limited. Some children are showing 'big' emotions at Nursery and they do not have the knowledge or skills to manage these emotions effectively. Many of our children have incredibly limited life experiences, in part due to the pandemic but also due to the deprivation that many families are experiencing which is exacerbated by the cost of living crisis. This in turn has an impact on the breadth of their vocabulary. Many of our children speak English as a second language. There has also been a noticeable increase in the number of children who require support with toileting and personal hygiene and an increase in the number of children requiring Speech and Language interventions and referrals.

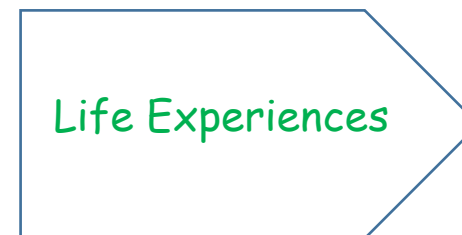
To tackle this, our Curriculum drivers have been identified as:



Communication  
and Language



Emotional  
development



Life Experiences

These aspects are threaded through the planned learning opportunities we provide.

## Our Long Term Goals

## Intent, Implementation and Impact

### What do we want for our children?

Our inclusive curriculum educates all children in knowledge, skills and understanding, to be effective, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum. **Fundamental British Values** are at the heart of our curriculum and everything we do. We endeavour to give the children the **Cultural Capital** they need for future success i.e. giving each child the best start in life and the support that enables them to fulfil their full potential and achieve future success. We are passionate about creating opportunities for children to communicate more easily through developing language and communication skills and specifically teaching vocabulary. We want our children to believe in themselves and their abilities and capabilities, to belong to the school learning community and the wider community and to become successful in their academic career and beyond. It is our intention that children experience the seven areas of learning through a balance of Key Person group teaching and play based learning using both our indoor and outdoor classroom areas. This is through the children's interests, our carefully selected core texts, themes, continuous provision activities, and phonics. Learning is carefully planned by the staff to support all seven areas of learning.

### How will we achieve this?

At Ashworth Nursery School we encourage children to demonstrate their attitudes and behaviours to learning through the **Characteristics of Effective Learning**. Our curriculum is designed around our **pedagogy** as we recognise pupils' prior learning, provide first-hand learning experiences and enable the children to develop interpersonal skills, build resilience and become creative, critical thinkers to enable them to challenge themselves. We ensure the content of the curriculum is adapted to meet the needs of all learners and is taught in a logical progression so that children build on prior learning. We plan through a theme-based approach on an annual basis, taking into account the needs and interests of each cohort. We plan for the development of skills, knowledge and concepts using both our indoor classroom areas and our outdoor classroom environment - Discovery Land. We recognise that language and communication are vital in all areas of a child's development. We welcome children from culturally diverse backgrounds and many of our children are at an early stage of learning English as an additional language (EAL). Communication and language development are therefore a consistent focus. We support children's development by providing a language rich environment, where conversations, singing and sharing stories become a regular part of the children's day. We use the **Shrec approach** to develop sustained shared thinking and promote turn taking interactions. We believe learning through play is vital. We use the environment to ensure the children's needs are met through core provision, enhanced provision and following their interests. Staff teach an objective through Key Person group time, small group teaching or 1-1 teaching and by going into provision to observe children's play and move learning forward at that point. When designing the curriculum we consider the needs of individual children including those with EAL, SEND and those who are disadvantaged, providing a stimulating learning environment and high quality teaching supported by targeted interventions where appropriate. We recognise the importance of working closely with families so that positive learning experiences are promoted both in and out of nursery. To achieve this, we hold parent event and workshops on a regular basis and signpost parents to activities they can complete at home to support the learning we do in Nursery.


## How do we measure success?

Staff are responsible for the learning journey that each child in their Key Person group takes. Tapestry is used to record specific moments across the year and as a tool for communicating interests and achievements with home. We value the important role that parents play in building a rounded picture of each child's development. Formative assessment takes place daily and staff identify how to move learning forwards. As Communication and Language is such a vital skill and one of our curriculum drivers, we use Wellcomm to identify gaps for each individual child and to compare progress and attainment data across the local authority. All children are working towards the same end goals and these are measured by our School Readiness targets. Summative assessment takes place termly to identify which children are on track in achieving these goals and which children require further support / curriculum adaptation to achieve these goals. Our curriculum is built around the knowledge, skills and concepts required to meet these targets and we endeavour for pupils to be Reception ready and prepared for the next phase of their education at primary school. We consistently receive positive feedback from feeder schools and parents about how our children are 'school ready' when they make the transition to primary school. We measure the percentage of pupils achieving age related expectations by the end of Nursery. The impact of our curriculum is also, in fact, measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.


## Our Curriculum

Our curriculum sequences are bespoke to our Nursery setting. They are adapted and altered to suit each cohort of children. They have been developed using the Early Years Framework and also using non-statutory guidance from Development Matters and Birth to 5.

### Pre-school

 The Big Question!	Autumn term		Spring term		Summer term	
	Are people all the same?	How do we celebrate?	Do bears like porridge?	What makes plants grow?	What happened to the hungry caterpillar?	Do all places look the same as here?
Themes	During this theme, children will explore themselves as an individual thinking about how they are the same / different to others. They will find out about families and show some awareness of their own family and those in the wider community.	During this theme, children will explore some of the cultural festivals / special occasions celebrated by members of our school and wider community. They will take part in celebrations as a school community and be encouraged to share celebrations at home.	During this theme, children will become familiar with fairy tales and books about bears. They will follow instructions to make porridge. They will find out about bears and this will link to learning about cold countries.	During this theme, children will explore plants and flowers. They will know what some are called and how to talk about them. They will learn to grow and care for new plants and flowers. They will find out about food that we eat which comes from plants.	During this theme, children will experience caring for and watching how eggs hatch into chicks, caterpillars turn into butterflies and tadpoles turn into frogs. They will learn about and observe many different insects and creatures.	During this theme, children will explore habitats for different animals and continue learning how to care for them. They will think about places other than their home and how they can travel to them. This links to journeys and transition to school.
	Throughout the year, the children will learn about weather and seasonal changes, talking about what they notice outdoors and the effect of the weather on themselves e.g. the clothes they need to wear.					

## Pre-Foundation

 The Big Idea!	Autumn term		Spring term		Summer term	
	Marvellous Me!	The dark and the light	Big bear, little bear	'Wow!' said the owl	Out in the garden	All around me
Themes	All about me Families Pets	Seasonal change Celebrations Bonfire night Christmas	Teddy bears	Plants Fruit / Veg Healthy me	Minibeasts Caring for animals	The world outside Transport

More information can be found in our Theme plans.