



WEOLEY CASTLE NURSERY SCHOOL, PRESCHOOL & EARLY LEARNING HUB

Curriculum Intent Statement

Our curriculum is unique and bespoke to the needs of our school and the children from our local community. It is designed using the research-based principles of the High Scope Approach to deliver EYFS and ensure accessibility, a personalised programme for each individual and progress for all children in an emotionally literate climate of problem solving, active learning and positive partnerships. We regularly review and research to better understand the dynamics of our local children and their communities. We actively promote community initiatives and strive to be a centre for families at the heart of our community. This influences our practice and the ways in which we promote and generate learning and development for our pupils. We believe that a 'family's culture' is unique and important to each child and their personal identity and we use this as our base for building on.

We continually evaluate the effectiveness of our curriculum in terms of personal and academic development of pupils, the quality of teaching and learning and transition to the next stage of learning.

The design and implementation of our curriculum enables our school to sustain an outstanding quality of teaching and learning which stimulates, inspires and raises standards for every child in our school.

We have developed a set of practical tools and resources which support all teachers and support staff to implement outstanding curriculum practice in our school. The ongoing development of this is a school improvement focus for us.

Alongside our curriculum focus runs our inclusion programme which is inextricably interwoven in terms of ensuring accessibility and focused planning to enable all children to engage readily in their learning.

As a school we are totally committed to personalised learning and meeting individual need to ensure all children reach their full potential and are ready for the next stage of their learning. We consistently review all aspects of our delivery to ensure that it is ready for the children who will use it.

From initial registration onwards, our whole package of assessment procedures provide detailed knowledge of each child that informs and directs our planning and enables sharply focused intentional teaching interventions which create personalised and relevant learning and play for all children.

*We continually review and evaluate our curriculum to ensure it meets the needs of our children.

*We strive to provide the best quality teaching and learning for every child.

*We work as a team to design learning experiences that engage all learners in thoughtful and real experiences.

*We plan projects that are immersive using creative approaches exploring a wide range of media, books, artefacts and real experiences to inspire all children and we aim to bring learning to life by linking our curriculum to the real world and our projects are planned from the current interests of our children.

Through our curriculum we endeavour to develop a lifelong love of learning; give opportunities to explore, question and investigate to enable all children to achieve their potential and know their rights and encourage children to become global citizens.

Aims and aspirations

*For all children to become enthusiastic, successful and independent learners who make good progress, achieve their full potential and develop a positive mindset.

*Confident individuals who know how to live safe, healthy and fulfilling lives and who are aware of their rights and those of others.

*Responsible citizens who are able to make a positive contribution to society, both locally and globally.

*Individuals who understand the value of learning and who continue that process throughout their lives.

Purpose

The curriculum will:

*Promote high standards, across all areas of learning.

*Provide broad and varied learning experiences.

- *Promote a positive engagement with, and commitment to, learning, enabling children to develop a positive mindset.
- *Enable children to develop effective skills of co-operation and collaboration.
- *Develop an understanding of the relevance of learning to each individual's life and prepare them for life as a member of the wider community.
- *Prepare children for the next stage in their education and ensure school readiness.
- *Create a sense of wellbeing centred around a sense of fulfilment and achievement.
- *Develop a wide range of skills and broaden children's life experiences.

Pedagogical Strategies

We believe educators are competent and capable, curious and rich in experience. They are knowledgeable, caring, reflective and resourceful professionals. They collaborate with others to create engaging environments and experiences to foster children's learning and development. Educators are lifelong learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research and their own experience and their understanding of the children and families they work with. Every educator should feel he/she belongs, is a valuable contributor and deserves the opportunity to engage in meaningful work.

1. The adult watches and listens to what the child is doing before intervening.
2. The adult knows about the child's family experiences and links what they have done previously to what they are doing now.
3. The adult shows the child they are interested by their facial expression, by being physically close to them, by mirroring the child's facial expressions and verbal intonation, therefore empathizing with the child's expression of emotions.
4. The adult encourages the child to make choices and decisions and to take appropriate risks.
5. The adult encourages the child to go beyond what the adult knows about and is open to learning new things alongside the child.
6. The adult is aware of the impact of his or her own attitudes and beliefs and how these might affect the child's learning.
7. The adult plays and learns alongside the child. The adult is committed to their own learning and encourages the child's curiosity.

8. The adult checks out the child's meaning and gives the child time to respond or to question.
9. The adult offers language to support the child's actions and offers new information to the child.
10. The adult acknowledges both the child's feelings and the competence and capability.

Our children will experience:

- Adults who take time to get to know each child and to understand their context and interests.
- Adults who give each child time to explore their surroundings and who notice and respond to what the child is exploring.
- Adults who respond to verbal and non-verbal signals.
- Adults who position themselves at a child's height when listening or talking to them.
- Adults who provide each child with lots of affirmations by their facial expressions /body language /being alongside a child in play, showing a genuine interest in what each child is doing.
- Adults who provide commentary on each child's play supporting their communication skills.
- Adults who congratulate children when they follow rules and boundaries.
- Adults who model appropriate behaviour giving individual instructions, prompts support, allowing extra time.
- Adults who show an appreciation of and verbalise children's feelings when upset, angry, tired etc and support them to resolve conflict and solve problems.
- Adults who show sense of fun and enjoyment of being with the children - they are playful partners in play.
- Adults who enhance the learning environment in response to the children's interests.
- Adults who build capacity in children as learners by building on what they already know.
- Adults who intervene sensitively in play.

- Adults who support children to make choices in the provision.
- Adults who engage with children in individual and small group discussions in all areas of the provision.
- Adults who scaffold children's learning and concentrate on supporting groups of children while showing an awareness of what other children are doing in the room.

Children will be developing independence because:

- Adults model and support conversations throughout the session.
- Adults value and respond to children's comments.
- Adults include children in the planning process.
- Adults provide alternative methods of communication e.g. photos, pictures, puppets for reluctant talkers.
- Adults provide commentaries on children's actions to support more sustained play and interaction with others.
- Adults support children to respond in more complex sentences by allowing more waiting time, adding comments and asking simple questions.
- Adults reframe/rephrase children's responses and model correct language conventions.
- Adults model language with individual children that is slightly above the child's current level.

Children developing as critical thinkers because:

- Adults model and extend vocabulary to display their own thought processes during play.
- Provide a stimulating environment that supports consolidation of skills but also provides challenge to children.
- Adults extend children's thinking by asking open ended questions that allow the children to expand upon and extend their thinking.
- Adults ensure that children get some 1-1 attention during the session.

- Adults support children's curiosity by providing provocations and stimulus to prompt conversation.
- Staff talk aloud to model thinking and problem solving & support children to undertake and to review the activities.

We extend children's thinking by the use of supportive questioning:

- Asking questions that encourage language development (verbal, written, and receptive).
- Paraphrasing—repeat what the child said. Then add extra information to keep the child thinking.
- Adding new vocabulary. Use new words like “observe”, texture words (sticky, rough, silky), measurement words (gigantic, tiny, humongous, miniscule), etc. when repeating and extending what children say.
- Open-ended questions require more “think” time so be patient as you wait for children to respond.

What do we want for our children as learners?

Children who are confident and independent learners and able to be themselves.

Children who are sociable and link with others to develop their learning.

Children who are able to communicate well and express themselves in a range of ways.

Children who are imaginative and creative thinkers and are able explore many possibilities in their learning.

Children who are curious and lead their own learning as they question and explore.

Children who are confident to explore a range of possibilities and whose enthusiasm for learning is infectious.

Children who are comfortable with who they are.

Children who are resilient learners who persist to overcome difficulties.

To enable this, we will offer:

Seamless education, support and care provision which puts children and families at the heart.

A stimulating, safe, secure and welcoming environment, inside and outdoors.

Appropriate, responsive, differentiated, open ended and challenging learning opportunities.

Experiences that value, reflect, celebrate and build on our diverse community.

Effective working partnerships to ensure the needs of all are represented and heard.

Respectful, trusting and effective relationships which display emotional warmth.

Supportive induction procedures and routines.

A proactive learning community with a belief that learning is learnable.

A highly skilled, motivated and committed staff team.

We will demonstrate our commitment to this by:

Establishing and maintaining a dynamic and inclusive ethos which ensures there are consistently high expectations for all.

Maintaining professional integrity, high standards and being effective role models.

Being inspirational leaders and learners - ready to support and challenge others in their learning.

Valuing and respecting all, celebrating individuality and diversity.

Listening, reflecting and continuously improving on our previous best.

Working within all agreed policies, procedures and working practices, ensuring they are brought alive

Supporting innovation, being flexible and playful.

Promoting healthy lifestyles.

Ensuring all staff have access to high quality on-going professional development opportunities.

Challenging discrimination and stereotyping, breaking down barriers to inclusion.

Ensuring all systems of communication are open and transparent.

Making the best of all the resources we have available to us.

Becoming co-constructors in learning, watching and learning alongside our learners.

Sharing and learning from best practice, locally and nationally.

Four considerations for planning - in its broadest sense planning is about the way we organise the space, time, adults, opportunities and experiences.

| Space | Time | Adults | Opportunities |
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| The organisation of the space, the environment and the resources, shape the continuous provision that is available to children everyday indoors and out. We plan to enhance the continuous provision, according to the current interests of the children, but also the natural world, seasons and celebrations linked to our medium-term planning. We believe the continuous provision influences the quality of children's learning when they are not with an adult and as such plan carefully and thoughtfully to provide a responsive environment that makes sense to children. When children feel it is their space and take ownership of it they | We think of the way in which time is used with the curriculum as a rhythm - a rhythm that children understand as a pattern of time. We give plenty of time to think, to talk to do, to re-think, to refine to evaluate. Slowness or taking our time is something we work hard to promote, ensuring nothing is rushed or hurried. Children need lots of uninterrupted time to play and develop ideas, to concentrate, to revisit and rethink their own planning. Children are enabled to learn at their own pace within a well thought out space. | Having organised the time and space, the next and most important consideration is the adults and their relationship with the children - how carefully they watch, listen and take note in order to understand and recognise learning. When adults are aware of children's interests, engage with them in their thinking, are mutually curious and together develop an idea or skill, this is when the best quality learning happens. It's what we call 'sustained shared thinking' which, if modelled through the relationship between children and adults, can be cascaded to a concept shared | We believe there are things that are important for young children to know about and understand. Direct, intentional teaching is important and as such, is built into our planning. However, the key is the balance between adult-led and child-initiated opportunities that are incorporated into short term planning. Wherever possible, we ensure that at least half of our planned experiences in a week are centred around child-initiated learning - which can be split between individual children's interests and those of groups of children. |

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| will make use of that space to their best advantage to meet their own needs indoors and outdoors. | | between the children themselves. | |
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| SPACE | <p>Our use of space to facilitate the children's learning and development is regularly reviewed and adapted where necessary to ensure that the environment offers the best possible opportunities and we can respond 'in the moment' to children's interests and self-initiated play and explorations.</p> <p>Conflict resolution is a fundamental part of our thinking and well thought through use of space can minimise the potential for conflict to occur. We are always mindful of this in our planning.</p> |
| Time | <p>We make plenty of time to talk, play, think, re-think, remember, evaluate, refine and adapt.</p> <p>We strive to create and maintain a climate where nothing is rushed or hurried.</p> <p>We believe that a routine designed for young children is a key aspect of learning about time and provides opportunities for plan-do-review, making choices and decisions, reflecting on experiences and learning and sharing special times with special friends and caring adults.</p> |
| Adults | <p>We follow the High Scope adult-child interaction strategies which are strategies for adult-child interactions where adults are sharing control with children, communicating as a partner with children, scaffolding children's play,</p> |

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| | <i>using encouragement instead of praise, and taking a problem-solving approach to supporting children in resolving conflicts.</i> |
| Opportunities | Active learning is at the centre of our High Scope Curriculum. It's the foundation of young children gaining knowledge through their natural play and interactions with the environment, events, and other people. Within this process we believe intrinsic motivation is essential for real deep transferable learning. To this end we enable learning from their own interests at every possible opportunity. |

Key Opportunities/Long Term Planning for 3-4 year olds

These key experiences are at the heart of children's day to day play. The rich menu of opportunities forms the foundation upon which to build throughout the year and will develop and be thoughtfully enhanced to meet the needs of all areas of learning and development and to allow children to grow and flourish as a community of learners. Most key experiences are available to children every day and each one promotes learning across the whole of the Early Years Foundation Stage.

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| Block Play /Construction | Book area and story telling | Music, movement and dance | Role play | <p>Long Term Planning.</p> <p>We believe that children are learning all the time. They learn from each other, from adults around them and from the environment.</p> <p>Because play is what children do well, this is when their learning is at it's best.</p> <p>When they are busy, focused, engrossed, thinking, talking, doing, making, exploring, investigating.</p> <p>This is why we invest in creating an inspiring environment rich in opportunities to provide such learning.</p> |
| Small World | Found resources and loose parts | Dough and malleable | Mark making and writing | |
| Paint and colour mixing Art studio | Outdoor play, gardening and forest school | Sand, water sensory | Mathematical exploration | |

Key Opportunities/Long Term Planning for 2-3year olds

These key experiences are at the heart of children's day to day play. The rich menu of opportunities forms the foundation upon which to build throughout the year and will develop and be thoughtfully enhanced to meet the needs of all areas of learning and development and to allow children to grow and flourish as a community of learners. Most key experiences are available to children every day and each one promotes learning across the whole of the Early Years Foundation Stage.

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| Block Play | Books and talk | Music, movement and dance | Domestic Role play | Long Term Planning. We believe that children are learning all the time. They learn from each other, from adults around them and from the environment. Play is what children do well, and we know this is when their learning is at it's best - when they are busy, focused, engrossed, thinking, talking, doing, making, exploring, investigating. This is why we invest in creating an inspiring environment, rich in opportunities to provide such learning. |
| Small World | Found resources | Dough and malleable | Mark making | |
| Art studio | Outdoor play, gardening and forest school | Sand, water sensory experiences | Loose parts Mathematical exploration | |

Rhythms of the year

Medium Term Planning

We believe that there are some things that are important for children to simply know about, understand and experience focused around the seasons, multi-cultural celebrations and the natural world around us. To respond to this, we plan to immerse the children in real life experiences and encourage them to use their senses to investigate a vast array of objects, play experiences, artefacts and food, to name just a few. We then use this immersion to light the flames of wonderings, then allow the children's interests and fascinations to guide us.

| | Examples of some of the immersions | Celebrations and Events | |
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| Autumn Term September to December | "I am me" Autumn Falling Leaves Harvest and Pumpkins Gardening Planting bulbs Light and Dark Weather Snow and Ice | Bonfire Night Diwali Harvest Christmas | Medium Term Planning There is plenty of scope to plan for key experiences each term, things that we want them to do, experience, know about and understand. We feel that combined with daily access to the key experiences in the continuous provision, the opportunities to follow their own interests and become involved in child-initiated projects, these seasonal possibilities provide a balanced, all round, appropriate curriculum for young children. |
| Spring Term January -March | Winter Weather Spring flowers Planting New life Eggs Chicks and birds | New Year Chinese New Year Valentine's Day Mother's Day Easter | |
| Summer Term April - July | Summer weather Life cycles Trees in Blossom Planting Holidays /Camping Beaches Transitions | Ramadam Eid Father's Day Sports Day Celebrations for school leavers | |

Taking children to experience new places such as local library, farm, care home etc.

Rhythms of the week

Short term planning

Staff at Weoley Castle Nursery School come together briefly to review learning on a daily basis and come together once a week to plan for children's learning.

| How it works | |
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| <p>Staff are responsible for knowing children very well - their current interests, passions, fascinations and most importantly, their current stage of development and learning, so that they plan effectively for progression. They will know this through:</p> <ul style="list-style-type: none"> • Family group times • Planned experiences • Observations of children during child-initiated play • Daily contact and good meaningful relationships with families • Differentiated story groups <p>The weekly planning sessions are a time to talk about the children, what their needs are and how together, we can plan to meet these needs.</p> <p>Staff bring their observations of children's play i.e. what they have NOTICED is going on, so that the team may begin to RECOGNISE what's happening and to consider the possibilities for ways in which to RESPOND. Planning should therefore develop child-initiated play.</p> <p>Enhancements in the continuous provision in the indoor and outdoor areas are planned by staff working in these areas, thinking practically about what the children need to develop their ideas and skills.</p> <p>It is the careful weaving of all these possibilities into our short-term planning that provides a well-balanced curriculum to enable high quality learning to take place.</p> | <p>Short Term Planning</p> <p>Staff review learning briefly with short discussions at the end of every session as part of a short ten-minute review of learning.</p> <p>They also meet once a week to plan more rigorously for children's learning. Much of the discussion is about what staff have come to NOTICE and what they collectively RECOGNISE is happening so that they may RESPOND in such a way that the learning is deepened or extended to facilitate progression. Combining adult and child-initiated learning, alongside continuous provision of "key experiences", the week ahead is planned for by the whole team.</p> |
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Rhythms of the day

Routines

We believe that children need a routine and a "rhythm to the day" that they recognise and within which they feel safe and emotionally secure. The key person role is crucial in providing reassurance and friendship to the child and its family, in a way that fosters happiness and well-being for all. Parents need to know that their child is loved and cared for, but most importantly, that their child is well understood and well supported by adults who respond appropriately. Our daily routine is designed to respond to the developmental needs of our children at that time of the year. Our routine is stable and predictable and children know what to expect, what is happening now and what is coming next at all times throughout the day.

Considering our role and responsibilities, as reflective early years practitioners

We believe it is our duty to capture and make visible the learning that is taking place.

We aspire to create a thoughtful, provocative, responsive and inspirational environment that entices and motivates children to become captivated and fascinated by opportunities and experiences that promote happiness, well-being and lead to meaningful deep level learning.

We notice what children do, what they are interested in and how they interact with the environment and each other.

We recognise the learning - what is being learned and what the potential for extended learning is.

We respond in a consistent way through sensitive interaction that enables the next step of learning to take place.

Autumn Term Focus

Settling in to nursery routine

Opportunity to play freely, explore and investigate.

Making relationships with key person and friends.

Building relationships with families.

Becoming familiar with expectations and boundaries.

Introduce routine/rhythm of the day - Greeting Time, Work Time, Plan-do-review, Small Group Time, Large Group Time.

Recording children's ideas, comments, plans and reflections.

Introduce the key experiences in depth, both indoors and outdoors.

Incorporate medium term planning - seasons and celebrations, e.g. Autumn, Christmas.

Core books for term one.

Problem solving approach introduction, modelling use.

Six principles of nurture.

Spring Term

Opportunity to play freely, explore and investigate.

Encourage creative thinking and reflection.

Understanding similarities and differences.

Working on confidence and communication skills.

Encouraging children to enjoy mark making and emergent writing skills.

Supporting children to develop and extend vocabulary.

Fostering a love of books and story.

Building upon early development of fine and large motor skills.

Incorporate medium term planning - seasons and celebrations, e.g. Easter, spring, Chinese New Year.

First hand experiences, indoors and outdoors.

Working on understanding spoken language.

Core books for term two.

Embedding problem solving approach and encouraging children to join in alongside adults.

Nurture principles.

Summer Term

Ongoing nurture principles.

Supporting transition and ensuring children are ready for the next stage of their education journey.

Encouraging independence skills and self-care, managing own needs.

Exploring all types of books, including non-fiction.

Building upon existing literacy and numeracy skills.

Working on attention building activities.

Encouraging resilience and perseverance, respectful relationships and self-moderation.

Core books for term 3.

Working with children to use the problem-solving approach independently, occasionally needing support.