



## **Howard Street Nursery**

### **Curriculum Statement 2021-2022**

At Howard Street Nursery School we provide a nurturing, motivating and inspirational learning environment alongside exciting opportunities for children to learn. The carefully thought out learning environment ensures children have endless possibilities to learn, our adults model language and play, support and challenge children's thinking. Through child and adult led learning children can explore their fascinations, be creative and imaginative while being taught key skills and knowledge.

We are an inclusive school and all our staff are well-trained in early year's education.

Our curriculum is guided by Julian Grenier 'Development matters' and follows the characteristics of effective teaching and learning. At Howard Street Nursery we believe that a highly engaging early year's curriculum consists of many layers.

Very young children need to be able to follow their own interests in order to explore, practise, revisit and rehearse new skills/knowledge.

**Our curriculum intent, implementation and impact are documented on the following pages.**

**Planning for Learning**

**Adult Guided**  
Small group learning opportunities to support knowledge and skills.

**Spiritual, Moral and Cultural Learning**  
British values.  
Celebrating diversity.  
Developing cultural capital.

Ongoing play based learning experiences and opportunities to practise skills and knowledge through a spiralling curriculum that maps sequencing and progression.  
Opportunities to consolidate learning through play in the learning environment.

**Seasonal Calendar**  
Enriched learning opportunities through visits out and visitors into the nursery.

**Outdoor Learning**  
Children to spend extended periods of time.

**Communication Friendly Learning**  
Opportunities to practise speaking and listening skills in home language and English.

**Partnership with parents**  
To enrich home learning environment.

Planning led by children's interest, robust assessment through observation and planning.  
Interventions for vulnerable learners and challenge to ensure deeper learning through focus child approach.



**Literacy and Maths**  
Learning environment that supports early reading, phonics writing and maths.

**Key Relationships**

**The child**

**Ambitious curriculum to ensure all children reach age related expectations.**

**Established care routines/supporting children towards self-regulation and promoting high levels of well-being and involvement.**

**Responsible pedagogy**

**An enabling play based environment both inside and outside.  
Promotes learning outdoors and physical activity.**

**Inclusive Learning Environment**  
Removing barriers to learning – especially for disadvantaged and SEND children – post Covid-19.

**An understanding of child and their family.**

## The Child in the Early Years Foundation Stage

### Key Relationships

Children feel safe, secure and valued in the learning environment through a key person system.

Nurturing relationships between adult and children.

Parent/Carer's trust and are at ease with staff.

Key person is highly responsive to the needs of the child.

Staff relationships with each other are good role models.

### The Child and their Family

Key person, responsive to the needs of the family.

Learning shared and home learning opportunities available each week through Tapestry.

Regular open dialogue between staff and family.

Community and family diversity embraced and celebrated through the curriculum and enrichment.

### Enabling/Inclusive Environment

Planning that is based on the knowledge that young children learn best through play, using the characteristics of effective learning.

Opportunities for free flow play to promote high levels of involvement and well-being.

All areas of the EYFS represented in carefully designed learning bays which promotes independence.

Children are encouraged to be active in their learning and exploring using all of their senses to promote creativity and critical thinking.

Environment enriched to support individual children's learning journeys and to create challenge.

### Inclusive Learning Environment

Environment enriched to support individual children's learning journeys and to create and support challenge.

Planning based on supporting children reach developmental milestones which are recorded on Tapestry.

Balance of adult led and child initiated learning experiences and activities.

High quality interactions promote communication and language alongside sustained shared thinking.

A provision map of intervention to support all learners.

Support transitions within the nursery and to Primary School.

### Care and well-being routines supporting self-regulation

Developmentally appropriate routines, boundaries and transitions established.

Opportunities to be independent, resilient, take risks and be challenged in learning.

Development of healthy relationships and learning to make friends.

Children are supported to develop a sense of identity and feel good about themselves.

A nurturing learning environment with high expectations of behaviour.

Carefully planned transitions – preparing for the next stages in learning.

## Curriculum Implementation Planning for Learning

### Areas of Learning

All areas of the EYFS represented in the learning environment.

Characteristics of Effective playing and exploring, active learning, creating and thinking critically.

Prime areas to be given priority, on entry through starting school framework.

### Prime Areas

Personal, Social and Emotional Development  
Communication and Language  
Physical Development

### Specific Areas

Literacy  
Mathematics  
Understanding of the world  
Expressive arts and design

### Early Communication

Priority given to developing children's early communication skills in every learning opportunity.

Visual clues, timetables and Markaton used to support early communication – sign of the week. Children taught and staff model.

All staff to be Eklan trained and communication friendly status achieved.

Listening and paying attention.

Understanding language.  
Speaking.

The learning environment is designed so that children can play and work co-operatively. The learning environment has quiet spaces for reluctant speakers.

Vocabulary is taught explicitly during play and group sessions modelled by adults. Staff ask open questions to promote thinking skills. Staff use blank level questioning.

The children are all assessed using the WellComm screening and intervention groups delivered.

### Literacy and Early Reading/Mathematics

Phonics sessions – letters and sounds (Phase 1).

Rhyme of the week.

Lending library.

Core books – dialogue book talk.

Opportunities to practise literacy and maths skills in the enabling environment independently.

Writing mark making areas – access to mark making materials.

Cosy and relaxing book corner/access to big books.

Role play, small world, puppets and school library.

Free access to maths resources, shape, space and measure, capacity apparatus.

Maths learning opportunities developed in the context of how math's is used in everyday life.

### Play Based Learning

Continuous provision promotes active learning through all the senses.

Learning bays developed to foster independence.

Learning bays enhances to follow children's fascinations.

Routines and boundaries let children feel safe and autonomous in their learning which promotes self-regulation.

Provision facilitates the characteristics of effective learning.

Enhanced provision provides challenge and deeper learning for each child

Children are expected to select items independently to play with and tidy them away.

### Adult Guided Learning

Daily whole class, small group, paired or individual adult led learning opportunities, all with planned learning intentions.

### Group daily sessions

Mathematics  
Phonics  
Story time

### Inclusion Groups

Barriers to learning identified and timely.

### Intervention

WellComm and BLAST.

### Shared Thinking

Children's thoughts and provocations explored and recorded on displays in the classroom.

## Curriculum Implementation Planning for Learning

### Planning

Child initiated learning that promotes the characteristics of effective learning.

Focus children approach allows key people to be highly responsive to children's fascinations.

Ongoing communication with families to support children's learning and assessment.

Tapestry online assessment system allows key people to assess children and identify next steps.

Programme of short and long interventions that support vulnerable learners.

Weekly enriched learning environment which supports children's interests and fascinations.

### Seasonal Calendar (Developing Cultural Capital)

A carefully planned seasonal calendar that promotes the seasons and opportunities beyond the classroom.

Festivals.  
Events.  
Charities.

Use of the outdoor classroom.

Provide challenges to enhance the learning environment.

### Outdoor Learning (Developing Cultural Capital)

#### Forest School

Forest school is an outdoor learning experience where children learn personal, social, communication, independence and technical skills in natural spaces.

#### Adventurous Pursuits

Rafted canoeing.

#### Natural Thinkers

This helps support the children to connect with nature through practical activities that inspire and motivate them,

### Spiritual, Moral and Cultural Learning British Values (Developing Cultural Capital)

Children's natural curiosity is nurtured through learning opportunities inside and outside.

Clear routines and boundaries.

Rights and responsibilities shared through daily activities.

Circle time in talking time/developing social skills.

Seasonal calendar.

Parental involvement and events.

Celebrations of festivals.

Child voice opportunities.

Environmental learning.

Anti-racist/challenging stereotypes in education.

### Partnership with Parents and Home Learning

Home learning environment is recognised in the classroom.

Learning shared with families.

Weekly lending library.

Home learning activities are provided weekly that relate to class activities via Tapestry.

It is understood that children develop in the context of relationships and the environment around them. This is unique to each family and reflects individual communities and cultures.

Family Friday's.

Family learning workshops.

## Seasonal Calendar

### Autumn Term

#### Celebrations/Festivals

Diwali.  
Hanukkah.  
Christmas winter festival for families.

#### Off site visits/on-site visitors

Music with Jo Jingles.

#### Seasonal Events/Annual Events

Harvest – end of September  
National walk to school day – October  
Black History Month – October  
World Nursery Rhyme Week – 15/11/2021  
Road Safety Week – 15/11/2021

#### Charity Events

Children in Need – 19/11/2021  
Christmas/Seasonal Jumper Day – 10/12/2021

#### Natural Thinkers

Planting spring bulbs.

### Spring Term

#### Celebrations/Festivals

Chinese New Year.  
Shrove Tuesday.  
Easter.

#### Off site visits/on-site visitors

Police visit/fire fighters – vehicles  
Mini bus trip – Greenbank wild area/allotments.  
Dark tent.

#### Seasonal Events/Annual Events

National storytelling week – 30/01/2022  
Safer internet day – 08/02/2022  
World book day – 03/03/2022  
Walk to school day  
Science week – 11/03/2022  
Queen's Platinum Jubilee – 06/02/2022  
Mother's day

#### Charity Events

Comic Relief (every other year)

#### Outdoor Learning

Forest School – 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> March 2022

#### Natural Thinkers

RSPB bird watch – feed and count birds.  
Sowing vegetables and herbs.  
Hatch ducklings or chicks.

### Summer Term

#### Celebrations/Festivals

International Day  
Eid Ul Fitr – 02/05/2022  
Eid Al Adha – 09/07/2022

#### Off site visits/on-site visitors

M6 Theatre 'Pebble on the beach'  
Visit from the farm.  
Visit from 'Creepy Crawlies'.

#### Seasonal Events/Annual Events

Healthy eating week – June  
Earth day – 22/04/2022  
Online safety day  
Walk to school week  
Father's day

#### Charity Events

Book trust Pyjamarama.  
Parent forum cakes sale.

#### Outdoor Learning

Rafted canoeing – 14 – 16<sup>th</sup> June

#### Natural Thinkers

Caterpillars.  
Sow vegetables.