

Curriculum

At Sherwood Green Nursery, we aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special
- Understanding that children develop in individual ways and at varying rates
- Providing a safe, secure and caring environment where children feel happy and know they are valued by staff looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways
- Encouraging children's independence and decision making, supporting them to learn through their mistakes
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions which are different to their own
- Understanding the importance of play in children's learning and development
- Providing learning experiences which reflect children's interests to encourage and develop their natural desire, excitement and motivation to learn
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development
- Providing effective learning opportunities in the whole environment, both inside and out

Seven key features of effective practice

At Sherwood Green Nursery we follow the educational programme as outlined in the EYFS statutory document.

The EYFS is based on seven key features of effective practice as set out in Development Matters 2020

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support

- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

Areas of Learning:

All seven areas of learning and development are important and interconnected. At Sherwood Green Nursery children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and are active. We provide a well-balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning.

Standards for early years providers

The early years foundation stage sets the standards that all early years providers must meet to ensure children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for future progress through school and life.

The early years foundation stage seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation of opportunities which are planned around the needs and interests of each individual child and are assessed regularly and reviewed
- partnership working between practitioners and with parents/carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported
- learning and development requirements covering the areas of learning, the early learning goals and the assessment arrangements at the end of reception year in school
- safeguarding and welfare requirements that cover the steps providers must take to keep children safe and promote their welfare

Four principles of EYFS

The early years foundation stage is based on four important principles that should shape practice at Sherwood Green Nursery.

A unique child



Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.

Positive relationships

Children learn to be strong and independent through positive relationships.

Enabling environments

Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

Learning and development

Children learn and develop in different ways and at different rates. The framework covers the education and care of all children in early years settings, including children with special educational needs and disabilities.

Within this theme are seven areas of learning and these must shape the educational programme in early years settings. All areas are interconnected but there are three areas that are particularly crucial for igniting children's curiosity and enthusiasm for learning, for building children's capacity for learning and to help them form relationships and thrive.

Within the learning and development principle of early years foundation stage, there are seven areas of learning, which shape the educational programme in early years settings. These 7 areas are split between prime and specific areas of learning.

The 3 prime areas are:

- communication and language development - giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.
- physical development - providing opportunities for young children to be active and to develop their co-ordination, control, and movement. Children 5 must be helped to understand the importance of physical activity, and to make healthy food choices.
- personal, social and emotional development - helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The 4 specific areas are:

- literacy development – encouraging children to read and write, both through listening to others reading and beginning to read and write themselves. Children must be given access

to a wide range of reading materials – books, poems, and other written materials, to ignite their interest.

- mathematics – providing children with opportunities to practise and improve their skills in counting, calculating simple additions and subtractions, and to describe shapes, spaces, and measures
- understanding the world – guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Observation, Assessment and Planning

Good planning is the key to making learning effective, exciting, varied, and progressive. Observation of what children know and can already do informs the planning that builds on and extends their knowledge. A long term plan ensures that all areas of learning and development are covered throughout the academic year. Medium term plans incorporate the learning and developmental targets. Weekly “In the moment planning” responds to the ongoing needs, interests and achievements of the children, usually within a theme. The learning opportunities include a range of adult led and child-initiated activities. These activities aim to reflect the different 6 learning styles of effective learners. Staff members support children in their active learning, critical thinking processes and creativity.

Staff carry out observations to record significant milestones in different contexts, both adult led and child initiated, these can be both planned and spontaneous observations. Observations are key to evaluation and planning the next step for each child. When children join Sherwood Green Nursery a Baseline Assessment is made at 6 weeks and their progress through the year discussed with their key person through supervision meetings. The outcome of the 6 week review and the baseline is communicated to the parent.

Blossom Educational Parent App

In Early Years, we are constantly observing and assessing the children. We take photographs and videos as evidence of the children’s experiences and achievements, and we assess and monitor the children’s progress and highlight any areas for development. We want staff to get to know children well and plan for their individual learning. We do not expect assessment to be time consuming or take staff away from teaching and interacting with children. We will record significant milestones and development each half term through a detailed observation on Blossom Educational Parent App. We will also communicate special achievements and moments during children’s time at nursery to share with parents via their Blossom learning journal.

What does pedagogy mean in early years?

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Definition of Pedagogy “Pedagogy relates to the “how”, or practice of educating. It refers to, “that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context. It refers to the interactive process between teacher and learner and to the learning 7 environment” (Siraj-Blatchford et al. 2002). It concerns the “how” of adult and child interaction, whilst recognising that how children learn and develop at this stage is not just subject to what is intended to be taught, but it is also of particular importance how it is facilitated.

Cultural capital

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.

Some children arrive at an early years settings with different experiences from others, in their learning and play. What a setting does, through its EYFS curriculum and interactions with practitioners, potentially makes all the difference for children. It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the 7 areas of learning.

Definition of teaching (Ofsted)

Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and to monitor their progress.

Learning and Teaching Style



At Sherwood Green Nursery the aim is to provide a carefully planned curriculum that helps children to work towards the Early Learning Goals. This curriculum encourages children to communicate and talk about their learning, leading to confidence and independence. A range of approaches is used to provide first hand experiences, give clear explanations, and to guide towards the development of play and language. The staff members aim to use their knowledge of the stages of child development effectively through continued observation that informs planning. The importance of partnership with parents is valued so that the children feel secure at school and develop a sense of well being and achievement. In both indoor and outdoor learning a suitable range of resources and equipment is utilised.

Learning Through Play

Play is recognised as the best medium for young children to learn. Active learning involving other people, objects and ideas can engage children for sustained periods. Therefore, the EYFS setting aims to make learning as practical as possible. Play is a powerful and flexible motivator, enabling the child to discover and utilise their own individual learning style. It can provide multiple ways for children to learn a variety of different skills and concepts. Play opportunities are made available so that children can build upon their knowledge, discover their personal interests, and make sense of the world around them.

- Assessment, Recording and Reporting
- Assessments are made in line with the EYFS
- Daily practice includes observations of children’s development and progress
- Discussions are held with all adults in EYFS about individual children’s development and next steps
- Significant observations of children’s’ achievements are recorded in their learning journeys which are shared with parents via Blossom App.
- Learning walks carried out by senior staff and managers to observe the teaching and learning for children within each room.
- Focus group times- focused group time means the key person can systematically check for understanding, identify and respond to misunderstanding or model behaviour quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

The Learning Environment the EYFS setting at Sherwood Green Nursery aims to provide a rich learning environment both indoor and outdoor. The classrooms are set up so that the children can access resources and equipment independently. The outdoor area allows a different type of learning environment, with opportunities for the children to explore and use their senses and be physically active and exuberant.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>September 2022</i>	<i>Emilia Olkowska</i>	<i>September 2023</i>