

# Sandy Lane Nursery Curriculum Intent and Implementation



## **Fulfilling Potential:**

Our aim is to provide a school community which embraces excellence for all. Pupils, parents, staff and volunteers work together in order to recognise and achieve their highest aspirations; knowing that to achieve the greatest for oneself is the very foundation of fulfilling potential for all.

## **Unlocking Opportunity:**

Our aim is to provide a clear pathway to everyone's highest aspiration. A wider world of opportunities introduced by the use of a creative curriculum design with imaginative use of resources and partners across the community. We will use the skills of resilience and self-awareness to instil a passion for new learning experiences. Using these crucial life skills to dissolve barriers and embrace a future of life-long learning and success in our chosen path.

## **No one left behind:**

A school that truly understand and embodies an empathy for all who pass through its doors. Our actions reflect the needs of all our pupils, to be the people who they want to be, by providing the encouragement and resources to make the improvements that they need in order to make the best possible progress towards their life goals.

## **The Child**

Our children feel safe, secure and valued, this is enabled by our nurturing environment and positive relationships with adults. Children are assigned a key worker to respond to their individual needs and interests. Children's experiences and achievements are recorded on our online learning journals via 'Tapestry'.

## **Our Families**

Families are encouraged to open dialogue with staff members. We welcome parents into our Nursery for play sessions, story sessions and other specific activities. Families can communicate through class dojo, access the school website, Twitter and Ping. Families have access to their child's learning journey on Tapestry which they can also contribute to.

## **Enabling Environments**

Planning is based on play and engaging children in using the Characteristics of Effective Learning. Children have access to inside and outdoor areas throughout the day to promote high levels of engagement. The learning environment is divided into

areas of provision to promote choice and independence. Provision is regularly updated to reflect topics, children's interests, special events and to extend challenges. Children are encouraged to be active in their own learning; adults support children to think critically, creatively and imaginatively.

### **Inclusive Learning**

The adaptable environment is designed to support the individual and their next step progression. Planning and provision is in place to support the children to achieve their development milestones. Progress and next steps are monitored on the 'Nursery Assessment Tracker'. The children are able to access a balance of adult-led and child-initiated activities and experiences. The children engage in high quality interactions where adults promote sustained shared thinking.

### **Care and |Routines**

The children adopt developmentally appropriate routines, boundaries and transitions. We provide endless opportunities to be independent, resilient, take risks and be challenged in learning. We support and encourage the development of healthy relationships and learning to make friends. Children are supported to develop a sense of identity and feel good about themselves. We provide a nurturing learning environment with high expectations of behaviour. We prepare carefully planned transitions - preparing for the next stage in learning. Our Intimate Care Policy ensures children are treated with dignity and respect.

### **Areas of Learning**

The EYFS Areas of Learning are split into Prime Areas and Specific Areas. Details of our curriculum are included in our Long Term Plan and Medium Term Plans.

#### **Prime Areas**

Communication and Language

Personal, Social and Emotional Development

Physical Development

#### **Specific Areas**

Literacy

Mathematics

Understanding the World

## Expressive Arts and Design

### **Planning**

Nursery planning begins with the Long Term Plan; a 2-year rolling curriculum designed by the Nursery leader based on topics that spark interest and shows a clear path of progression. Long term planning in Nursery aims to provide a seamless transition to Reception by building on skills and knowledge children will need to be successful in each stage of their Early Years Education.

Medium term planning posters are provided to parents half-termly.

Weekly planning is generated to outline specific provision and adult-led tasks.

### **Safeguarding**

Safeguarding is at the heart of everything we do within the Early Years and as a school. We provide a safe and nurturing environment for our children and provide them with opportunities to progress and succeed in all areas of learning. We build positive relationships with families. Staff adhere to the school's Safeguarding Policy. Designated Safeguarding Leads are: John Cooper, Fiona Newsome, Linda Walker.