Appletree Nursery School

Our Intent

Curriculum of Intent statement.

"Life must be lived as play" *Plato.*

At Appletree Nursery School we believe in providing rich learning opportunities that allow children to grow and develop through exploratory and imaginative play, whilst supported by staff who will extend and challenge their learning helping children to become independent learners who can think critically and problem solve.

Our ethos and curriculum are both underpinned by the belief that the development and support of social and emotional wellbeing underpins resilience, a positive sense of self and a lifelong love of learning and achievement.

The following aims are developed through interactive experiences within the learning environment and interactions with significant adults and peers. Our Curriculum of Intent works alongside the Early Years Foundation Stage and Characteristics of Effective Learning.

Aim 1	Aim 2
Wellbeing	**Curriculum**
For children to be emotionally resilient and physically healthy to enable them to achieve positive dispositions to learning and develop characteristics of effective learning.	For children to experience a broad and varied curriculum with exciting opportunities to encourage a love of learning and skills to support future learning.
Aim 3	**Aim 4**
Communication	**Community**
For children to communicate effectively using an ever increasing vocabulary, that will enable them to collaborate with others and achieve social mobility.	For children to engage within the local community, allowing them to develop an understanding of the immediate and wider world, a sense self and belonging.

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Implementation of intent

Aim 1: Wellbeing

For children to be emotionally resilient and physically healthy to enable them to achieve positive dispositions to learning and develop characteristics of effective learning.

How?

- Consistent school routine.
- Children's learning reflected in all areas.
- Targeted behavioural support given as required.
- High priority given to supporting and developing self-regulation.
- Consistent approach to supporting conflict resolution.
- Staff modelling and reinforcing our high behavioural expectations.
- Consistently applied behaviour management system i.e. Golden Rules, visuals and dedicated Group Time.
- Adult modelling of care and use of resources.
- Access to high quality outdoor learning environments throughout all sessions.
- High profile given to outdoor learning.
- Children make a contribution to nursery by being given roles and responsibilities.
- Use of SStew scales to monitor and support well-being and involvement when needed.

Aim 2: Curriculum

For children to experience a broad and varied curriculum with exciting opportunities to encourage a love of learning and skills to support future learning.

How?

- Well planned curriculum based on high quality play experiences.
- Priority /emphasis on the Prime areas of learning.
- Implementation of the Pie Corbett reading spine, to support a rich story curriculum approach.
- Planned Letters and Sounds session, to support speaking, listening and phonically awareness.
- Maths and literacy taught explicitly through a sequenced progression outlined in specific skills progression documents across all areas of learning.
- Weekly planned Write Dance sessions to develop fine and gross motor development.
- The development of the five social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision) nurtured through planned mindfulness provision, story massage, yoga and mindful music time.
- Continuous provision and planning that supports the curiosity approach.
- Robust monitoring systems in place.
- Provision mapping in place to ensure Special Needs (SEN) learning is supported.
- High quality resources in the environment that reflect the current learning and learning needs of the cohort.
- Effective Key Worker system in place.
- Communication friendly learning spaces.
- Forest School sessions.
- Consistently applied behaviour management system in place, underpinned by high expectations.
- Ambitious targets for all children.
- High quality CPD.
- Focus on Parental involvement with Parental workshops being introduced.

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Aim 3: Communication

For children to communicate effectively using an ever increasing vocabulary, that will enable them to collaborate with others and achieve social mobility.

How?

- Use of Wellcomm to assess and set targets.
- Early Talk Boost intervention groups.
- Rapid referral to Speech and Language (SALT) when we have concerns.
- Input from Special Education Needs-Coordinator (SENDCO) and specialist teachers.
- Use of visuals and Makaton.
- Adult modelling and extending vocab and sentence structure.
- Small group times.
- Bi-lingual story books and listening to songs and music from countries.
- Use of Key Texts from the Pi Corbett reading spine story curriculum.
- Use of key rhymes and action poems from Poetry Basket curriculum.

Aim 4: Community

Children who engage with the local community, allowing them to develop an understanding of the immediate and wider world
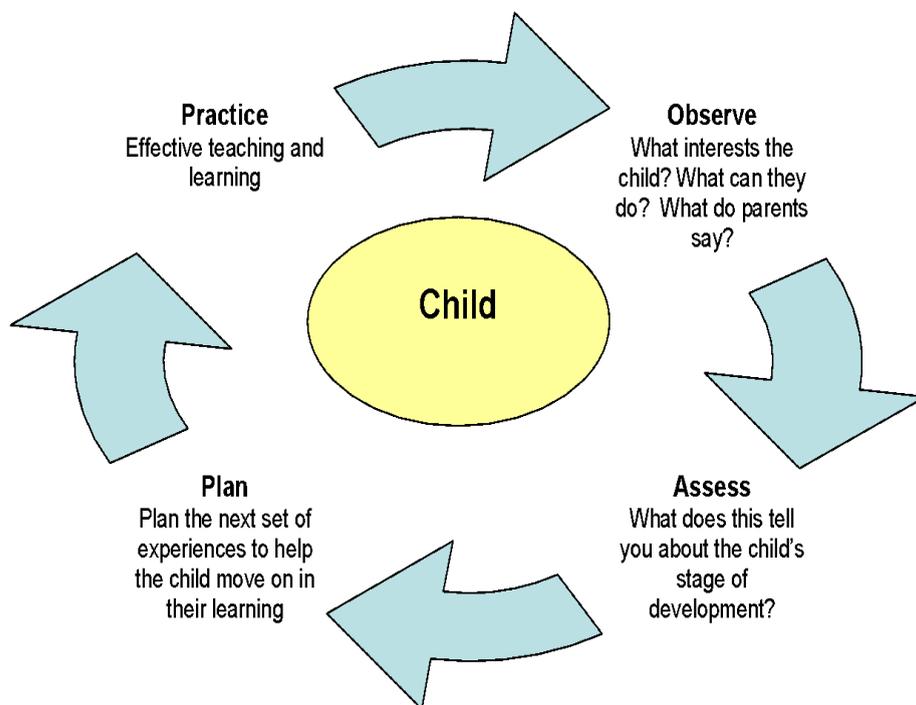
How?

- The curriculum is planned to ensure that we find out about and celebrate a range of different cultures.
- A range of cultural stories are used throughout the yearly planning.
- A range of cultural music and songs are used and learnt within the environment.
- Different cultures are reflected within the Continuous Provision.
- Children go on visits to the local community and we welcome visitors from the community.
- Forest School sessions are planned weekly.
- Links with the local school through 'We are reading' volunteers.
- Parental partnership given high priority.
- A programme of parental workshops take place over each academic year.
- Strong links and engagement with local schools.
- An open, welcoming ethos towards local community engagement.
- Annual reviews of community engagement, supported through the school action plan.

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Impact

Our curriculum ensures that the needs of all children are met within a high quality environment both indoors and out. The majority of our children leave Appletree Nursery School ready for the next stage in their education.

Adults use the observe, assess, plan, practice cycle to ensure that they plan for the next steps in children's learning through a play based curriculum, supported by targeted interventions when appropriate.

Practice
Effective teaching and learning

Observe
What interests the child? What can they do? What do parents say?

Child

Plan
Plan the next set of experiences to help the child move on in their learning

Assess
What does this tell you about the child's stage of development?

As a team, we carry out regular internal moderation sessions to ensure that we are confident with our judgements and that they are consistent and accurate. In addition to regular formative observations, staff input summative data on a termly basis to ensure that our children's progress is monitored carefully.

Our curriculum is designed through consideration of topic led, child led and skills led targets and aims to instill and support the development of kind, confident and inquisitive learners, who have a sense of self within their community and within the world.

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Curriculum Map

Our curriculum map is an overview of the progression/development of skills. Our curriculum is based on the learning needs and interests of the children and will be changed, adapted and developed in response to need.

Nursery Class 3 (Appletree room)			
Area of development	**TERM 1**	**Term 2**	**Term3**
PSED	• To use resources independently • To follow simple rules and routines • To play cooperatively with others • To develop self -help skills • To separate happily from parents. • To develop self-regulation. • To develop the ability to deal with conflict.	• Further develop awareness of behavioural expectations. • To communicate with others confidently. • To manage and deal with own emotions and behaviour. • To care for nursery resources and use them appropriately.	• To take turns and share independently • To deal with and resolve conflict appropriately. • To deal with change
CAL	• To listen in a small group • To join in with simple rhymes • To speak in short simple sentences. • To respond to simple instructions. • To develop and extend vocabulary.	• To follow instructions. • To use and understand basic questions. • To use talk to recreate experiences and in imaginary play. • To listen to stories with increasing recall.	• To Join in with familiar stories • To continue to develop a wide ranging vocabulary. • To speak in full sentences.
PD	• To use large equipment with confidence • To use the toilet independently. • To develop fine motor strength and control • To develop self – help skills	• To develop core strength and balance. • To develop the ability use space safely showing an awareness of others. • To move in a range of ways. • To use equipment safely. • To develop an effective tripod grip.	• To use space safely showing an awareness of others • To move in a range of ways, showing control of large scale movements • To use a pencil effectively and with control. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (self-help + care)
Maths *SEE SKILLS PROGRESSION DOCS*	• Counting • Number • Shape	• Number • Value • Space and measure	• Value • Shape, space and measure
Literacy *SEE SKILLS PROGRESSION DOCs*	• Listening to stories • Handling books carefully	• Joining in with familiar stories • Retelling and reenacting	• Sequencing events • Story maps • Story scribing
Phonics Phase 1 S	• Environmental Sounds • Body Percussion • Rhyme	• Voice Sounds • Instrumental sounds • Rhyme	• Alliteration • Sound Blending • Rhyme
Phase 2			Initial Sounds(Small group)
KEY TEXTS	**OURSELVES – September** **Pi Corbett: Monkey Puzzle** We all went on Safari (cultural story) The Three Billy goats gruff (Traditional Story) Tree (UTW) **BEARS – October** **Pi Corbett: We're Going on a Bear Hunt** Goldilocks and the Three bears. (traditional story) Whinnie the witch / Room on the broom (Seasonal) **Light and Dark - November** **Pi Corbett: Whatever Next** Moon (UTW) Peace at last Can't you sleep little bear Rama and Sita (cultural story) **WINTER – December** **Pi Corbett: Stick Man** The Gruffalo's child / The Gruffalo Nativity (cultural story)	**JOURNEYS – January** **Pi Corbett: Hairy McClairy from Donaldson's Dairy** **Pi Corbett: Rosie's Walk** Lost and Found (UTW) **JOURNEYS – February** **Pi Corbett: Rosie's Walk** **Pi Corbett: Each Peach Pear Plum** Gingerbread Man (Traditional story) The runaway Chapati/Runaway Pancake (cultural stories) **GROWING + PLANTING - March** **Pi Corbett: Each Peach Pear Plum** The three Little Pigs (Traditional story) Plant a seed (UTW) The Little Red Hen Non fiction texts.	**GROWING + CHANGE - April** **Pi Corbett: Jasper's Beanstalk** Jack and the Beanstalk (traditional tale) The Enormous Turnip (traditional tale) Shhhhh! **Pi Corbett: The Hungry Caterpillar - May** The bad tempered ladybird (PSED – angry) Other text: What the ladybird heard, 9 ducks 9. **Pi Corbett: Handa's Surprise- June** Bee (UTW) Africa – Hot Hippo One Seed Amazing Grace The Selfish Crocodile (PSED – sharing/friendship) **Pi Corbett: Mr Gumpy's Outing- July** The Lighthouse Keepers Lunch Billy's Bucket
Action Poems	**Poetry Basket:** Chop, chop, Leaves are falling, Pointy Hat, 5 Little Pumpkins, Basket of Apples **Other Poems** • What is in the bag action songs • Maths action spoons	**Poetry Basket:** Put on your Mittens, Pancake, A Little Seed, A Little House, Hungry Birdies **Other Poems** • What is in the bag action songs • Maths action spoons	**Poetry Basket:** 5 Little Peas, I have a little frog, Pitter Patter, Slice Bread, Thunderstorm **Other Poems** What is in the bag action songs Maths action spoons
Understanding the World	• **People and communities** My family and the special people in my life • **The World** Seasonal change • **Technology** To operate simple tools and equipment	• **People and communities** The local area • **The World** Seasonal change / Growth New Life Care and concern for living things • **Technology** To use technology for s specific purpose/effect.	• **People and communities** To develop a sense of time • **The World** Seasonal change Investigating the natural world • **Technology** To be able to use programmable toys.
Exploring art and design	• To develop the ability to use and select creative resources. • To use and explore colour. • To use first hand experiences in Role Play. • To explore a range of musical instruments	• To use a range of creative resources purposefully. • To use and explore a range of open ended /natural transient art resources. • To develop an awareness of rhythm and movement. • To use role play to represent experiences.	• To mix and use colour for a purpose • To use transient art materials purposefully. • To use a range of creative media to make representations. • To recreate rhythm and movement using voice, home -made/real instruments. • To use props to engage in open ended role-play.
Predictable interests Cultural Events and Celebrations	• Harvest festival – September • Halloween / All Hallows Eve – October • Bonfire Night – November • Remembrance Day - November • Diwali and Christmas – December	• Chinese New Year – January • Snow/Ice • Pancake day – February • Mothering Sunday - March • Diwali - Easter	• Eid • Ramadan • Holidays
Visits/Visitors (Subject to change)	• Orchard – Teddy bears picnic • Visit from a local Bat keeper. • Visit to memorial village – Remembrance Day • Olive Branch food boxes • Visit a retirement home to sing Christmas songs. • Father Christmas	• Walk to Thomas Church and visit Peace Garden to deliver story stones. Meet lollipop lady on the way. • Visit from Architect.	• Fire service and police • Visit to Morecambe Lifeboat Centre and the seaside.

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Nursery Class 2 (Apple Blossom Room)			
AREA OF DEVELOPMENT	**TERM 1**	**TERM 2**	**TERM 3**
PSED	• To begin to form relationships with adults and peers • To begin to show awareness of some simple rules and boundaries. • To begin to explore the different areas and resources.	• To begin to develop the confidence to communicate. • Make simple choices. • To play alongside others. • To continue to develop awareness of nursery rules.	• Join in with play of others • To develop relationships with others • To begin to show care and concern for others and our resources.
CAL	• To listen to others, showing a basic understanding • To respond to rhymes with simple actions. • To begin to use simple 2 word phrases.	• To listen to stories and rhymes with a developing interest and understanding. • To respond to key words and phrases. • Use simple 2/3 word phrases. • Demonstrate age appropriate understanding.	• Listen with interest to stories and rhymes. • Understand age appropriate sentences and questions • Use simple sentences when talking to others.
PD	• To develop self- help skills • To try new foods and textures • To begin to run safely • To use blocks to build appropriately	• To jump and climb and balance with confidence • To use resources with control eg jugs, hammers, mark making tools.	• To begin to develop an effective tripod grip. • To develop core strength and balance. • To use toilet independently • To develop basic ball skills.
Skills progression document	• C+L • Writing • PSED	• C+L • Writing • PSED	• C+L • Writing • PSED
KEY TEXT	<u>Zoo</u> • **Pi Corbett: Where's Spot** • **Pi Corbett: Dear Zoo** • The Tiger who came to tea	<u>Bear</u> • **Pi Corbett: We are going on a Bear Hunt** • Goldilocks and the 3 Bears (traditional story) • Brown bear, Brown bear. • Whatever Next	<u>Growing</u> **Pi Corbett: The Hungry Caterpillar** • The Enormous Turnip (traditional story) • Jack and the Beanstalk (traditional story)
RHYMES	**Poetry Basket:** • Chop, chop **Traditional Poems**	**Poetry Basket:** • Pancake **Traditional Poems**	**Poetry Basket:** 5 little peas **Traditional Poems**
Understanding the world	• **People and Communities** Show awareness of self and immediate family • **The World** Explore objects and toys by use of the senses	• **People and communities** Engage in simple imaginative play, imitating events from home. • **The World** To begin to use small world toys • **Technology** Develop ability to use some basic mechanisms eg buttons and flaps	• **People and communities** Develop friendships with others • **The World** To show an awareness of the immediate environment. • **Technology.** To begin to operate simple mechanical toys
Expressive art and design	• To engage in sensory exploration • To listen and respond to music	• To use objects to represent and pretend • To create different sounds and respond to sound with actions. • To explore different textures.	• To communicate by representing using creative media. • Explore making sounds with simple percussion instruments. • Use sound and music as a form of expression. • To begin to engage on make believe play

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