



Our Curriculum



What makes a curriculum effective?

An effective curriculum and assessment help us identify where additional help is needed. As Early Years Practitioners we play an important role in considering and meeting our children's intellectual, physical and emotional needs, these are met through a balanced and adaptable approach for teaching to fully support all the children in our care, supporting children with English as an additional Language (EAL) plays an important role in how we deliver our curriculum to fully support children learning a new language.



Pedagogy:

This is our approach to how we implement our curriculum in our setting. To teach, support, plan & deliver a curriculum that encourages our children with what we want them to learn and experience.

Our Curriculum.

Our Curriculum **Intention** is what we want every child to learn while they are with us, we follow the early years foundation stage statutory guidance on child development (EYFS) this is set out at different age stages of development and targets what we want every child to reach and achieve, we also support our curriculum with stages of development taken from 'development matters' a non-statutory guidance.

Our curriculum is both holistic and ambitious, it is tailored to each age group and sets out what every child will learn and experience across the 7 areas of learning, these are the 3 **Prime Areas**: Communication & Language, Physical Development, Personal, Social & Emotional Development and the 4 **Specific Areas**: Literacy, Mathematics, Knowledge of the world & Expressive Arts & Design

We **implement** our weekly planning with a balance between child and adult Initiated activities. We ensure that our planning contains child choice/child interest activities, we may link our activities to current topics or items of interest or Cultural Celebrations. We always ensure that everything the children experience in our nursery is purposeful, interesting and exciting, to encourage participation, and learn new skills. We Implement our planning through fun and engaging activities, promoting memory & questioning by asking open ended questions.

We Introduce new language to the children to extend their vocabulary range, we encourage regular risk taking and teach the children to understand risk and how to look after ourselves, we are constantly expanding their knowledge, by ensuring all our activities are developmentally challenging, meaningful & inclusive.

We ensure that we as a team understand our curriculum intentions so that it becomes imbedded and implemented effectively through the setting, we all contribute to the curriculum with our knowledge and ideas and this is enhanced through our own relationships with the children and what we know about them and their families.

Every activity is assessed as to its **Impact**, what is its effect or influence that the children have experienced, did it teach them new skills, was it challenging enough? was the activity well balanced and achievable. Ultimately reaching that '**children know more & are able to do more**' and can remember more.

Cultural Capital

In the early years, cultural capital refers to the diverse experiences, knowledge, and skills that children bring to an early years setting, shaped by their personal backgrounds and home environments. It's about recognizing and building upon these individual assets to help children thrive and develop. Essentially, it's about providing opportunities for children to explore, learn, and grow, based on their individual interests and needs. We promote cultural capital by providing children with a broad and balanced curriculum that reflects diverse cultural perspectives to improve children's knowledge and to prepare them for their future success and to be educated citizens.

Self Evaluation of the setting (SEF): Self-assessment offers numerous benefits, including increased self-awareness, enhanced learning, and improved motivation. It helps the setting as a whole & individuals identify strengths and weaknesses, set realistic goals, and track their progress. This process fosters independent learning and develops crucial skills like reflective practice, self-monitoring, critical thinking, continued improvement & effective communication. The Continued Professional Development of staff is crucial for SEF, allowing the team to have a voice and contribute to the settings approach for improvement. By adapting a positive SEF approach this informs our curriculum planning for future child development and setting success.

