

Curriculum goals 2020-2021 Greenfield Nursery School

The team at Greenfield Nursery School have developed a working draft of our curriculum goals for children. Our curriculum goals are holistic and cover multiple areas of learning. It is broad and balanced because it set alongside 1) Teaching and Learning based on children's interests 2) A range of core experiences – looking after rabbits, gardening, caterpillars and living eggs 3) core books, rhymes and songs 4) trips and forest school.

Most of the curriculum planning will take place from child led learning and building on children's strengths; interests and learning needs. Our curriculum has to be flexible to meet the needs and fascinations of our children as children learn a huge amount through the play they choose. This play and learning written on weekly planning sheets that record children's spontaneous play and teacher scaffolding.

However, we also believe that children benefit from developmentally appropriate adult guided learning. This is where our curriculum goals for our children fit in. Staff will plan for learning opportunities to support the development of our curricular goals. We will also provide adult guided group sessions that are developmentally appropriate. These will be planned and focused to 1) Phonics Phase 1 2) Core books 3) singing and rhymes 4) opportunities to listen, talk and take turns and talk about their day.

Our curricular goals are adaptable to the children on roll. We are aware that all children will have different starting points and will work through our curriculum at different pace. Some children may skip some parts of the curriculum altogether (e.g go straight to a balance bike and not ride a trike). Scaffolding allows for us to support children from their starting point to make progress towards our curriculum goals. Where children move on quickly, we focus on deepening understanding rather than introducing new skills or concepts

Some children may be identified as needing a small amount of additional support in developing skills and accessing the curriculum (e.g Listening and attention, speaking). Adaptations may be made. For example, Pre teaching of core books may take place during the session, 1:1, additional group teaching. This is quality first teaching. Children's progress towards curriculum goals will be discussed at weekly children's meetings and shared with parents during their Spotlight month. Where children are making little or no progress, the SENCo/ SLT will be informed and additional support made available as set out in our SEND Policy.

Supporting and developing high levels of Wellbeing and Involvement is pivotal to our curriculum as this encourages 'deep level learning' (Laevers et. al). We do not have a specific curricular goal for this as the curriculum itself is providing opportunity to develop these skills (concentration; energy; creativity; persistence; satisfaction; flexibility; self-confidence and self-esteem; assertiveness; enjoyment; vitality)

OUR CURRICULUM AIMS



Our goals are set out beneath with links to [“Development Matters”](#) and [“Birth to 5 matters”](#). We have provided reflection points which are points we, as Early Years Professionals” reflect on when we make assessments. In addition, we have provided an indication of what we expect EY professionals to do when they teach as well as a list of things (not exhaustive) that we will provide in our setting. This curriculum will be evaluated each year.

To write for a purpose and give meaning to their marks.			
Reflection Points	What we expect to see EY professionals do	Some of the provision we may provide to support	Links*
<p>First point of reflection- children develop upper arm and body strength by engaging in gross motor and fine motor activities.</p>	<p>Children are supported to develop their gross motor skills and fine motor skills. They engage in activities for longer and extended periods. Phase 1 phonics activities begin</p>	<ul style="list-style-type: none"> - Outdoor play - Painting with water - Large chalk drawing - Throwing (ribbons, tennis ball etc.) - Malleable activities such as Playdough, shaving foam, salt/sand drawing 	<p>Birth to 3 DM links- PD, L</p>
<p>Second point of reflection- Children make random marks with their fingers and with tools. They engage with various mark making materials.</p>	<p>Children explore mark making materials and tools, noticing the marks they leave behind. Adults comment on children’s marks, modelling giving them meaning. Adults model purposeful writing (e.g., making a list).</p>	<ul style="list-style-type: none"> - Larger movements activities - Using musical instruments - Hoola hopping - Drawing pictures and child showing us who they are drawing - Large Scrunches (pulling/pushing) 	<p>Birth to 3 DM links PD, L 3-4 DM links PD, L, CL</p>
<p>Third point of reflection - children start to draw different types of lines and circles and give meaning to them. Children can recognise their name card They can use their gross motor skills to retrace vertical lines and draw using anti-clockwise movements</p>	<p>Children give meaning to their marks and to their drawings. Adult’s scribe what they say. Children recognise familiar print and logos. Children ‘write’ their name in purposeful play and use their name cards to help them (e.g make squiggles in the corner of their artwork to represent their name)</p>		<p>3-4 DM links PD, L, CL</p>
<p>Final point of reflection- Children’s marks become more controlled and frequently write for a purpose (e.g. shopping list) and tell adults what they mean. Children write the first letter of their name using their name card. They can identify a few graphemes and phonemes.</p>			

To follow a recipe to make a bread roll

Reflection Points	What we expect to see EY professionals do	Some of the provision we may provide to support	Links*
<p>First point of reflection- children explore and learn to combine different ingredients/messy materials (e.g., sand and water, cornflour, and water; mud and water). They learn how to use different tools (e.g., sieves, spoons, knives, rolling pins)</p>	<p>Children have lots of opportunities to access messy play; mud kitchen; water play and sand play. They learn how to use the tools with more precision and control. Children take part in cooking activities with an adult and learn how to use knives safely at the snack table (e.g., for buttering and cutting toast)</p>	<ul style="list-style-type: none"> - Using a range of malleable materials – mud, making potions, cooking food – using pretend situations such as home corner, mud area etc. - Start using correct language for measure – teaspoons etc. - Counting out for cooking - Using scales – thinking about balancing and weight 	
<p>Second point of reflection- with an adult, children follow steps to make a flat bread. They are supported to follow a simple recipe, completing each step with adult help</p>	<p>Children have opportunities to make gloop, slime and play dough and paint with adult guidance. Simple instruction cards are used to support and counting out encouraged.</p>	<ul style="list-style-type: none"> - Using simple recipe cards (depicting photos with numbers 0-3, 0-5, 0-9) etc. - Mixing - Exploring baking - Campfire cooking? - Using the oven – safety - Moving towards measuring with support to independently measuring out and mixing. 	<p>Birth to 2 three DM links- PD, L, UW,EAD</p> <p>3 to 4- PD, , M, UW,EAD</p>
<p>Third point of reflection- in small groups children follow steps to make in individual bread roll. They can use the correct tool to measure and fill it up to the top and count out what they need. They can subitise to 3. They know the last number they say is the total.</p>	<p>The amount of adult support is reduced. Counting during play activity is encouraged to support subitising and 1:1 counting. Instructions are available for children to make their own play dough.</p>		<p>3 to 4 DM links- Comm, PD, L, UW, M,</p>
<p style="text-align: center;">Fourth point of reflection- children can make a bread roll independently by following the recipe card. They get it ready for cooking by putting it on a baking tray.</p>			

Talk about my day in a small group

Reflection Points	What we expect to see EY professionals do	Some of the provision we may provide to support	Links*
<p>First point of reflection- children are active learners and make choices</p>	<p>Children are supported engage in the learning environment and make choices in their play. Play is supported sensitively by adults. Children’s ideas are extended and verbalised adults. Adults support children to make relationships with each other. Talk with adults and peers is modelled and encouraged other.</p> <p>Early identification of SLC difficulties and augmentative strategies used to support communication ie Makaton</p>	<ul style="list-style-type: none"> - Listening skills games - Show whats - Picture books reflecting home/life/school - Labelling resources - All about me/family photos - Making books with children using photos of them - Selecting resources that children are already interested in - Home corners resources – real - Talking about what they are doing, commenting- maybe alongside others using names of other children 	<p>Birth to 3 DM links- PSED, CL</p>
<p>Second point of reflection- children communicate interests and preferences and start to plan their play.</p>	<p>Child initiated play is supported and extended with a variety of teaching methods. Communication with other children is actively encouraged and listening skills promoted. Children can talk about what they want to play and may choose from a choosing board.</p>	<ul style="list-style-type: none"> - increasingly use of resources eg. Food in house, talking about the work, reflecting - Listening walks - Talk to children about what they want to do – asking for 	<p>Birth to 3 DM links- PSED, CL, L</p> <p>3 to 4 DM links- PSED, CL, L</p>
<p>Third point of reflection- children are active listeners and respond to comments, questions, and suggestions from their peers</p>	<p>Play and learning is celebrated. Photos of children’s play are shared at group time. Children are active listeners in play and are encouraged to respond to peer’s comments, questions, and suggestions. Children start to plan their play and can talk about what they want to play the next day.</p>	<ul style="list-style-type: none"> - requesting resources – using visuals - Talking about your own home like making dinner/their pets - Visits out – shopping list/menus/birthday cards - Opportunities at group time to speak and allow others to speak while you listen - Involving parents at all stages, sending in photos from home about what they like to do 	<p>3 to 4 DM links- PSED, CL, M, UW</p>
<p>Final point of reflection –Children are active communicators. Children share their learning at small group time with others. E.g., they may talk about a picture they have made, a model they have built. They may share a photo of something they have done during the day. They can name something they have done in the day and talk about their learning. Children actively listen to their peers and may comment on their friends play.</p>			

To plan and make a model

Reflection Points	What we expect to see EY professionals do	Some of the provision we may provide to support	Links*
<p>First point of reflection-children explore a range of materials to build, balance, join and manipulate. They explore one handed tools and equipment (e.g. scissors, spoons, knives, clay modelling tools).</p>	<p>Children can engage in construction play using a variety of different resources indoor and outdoors. They explore resources for joining e.g., glue, tape, jigsaws. They have frequent experiences to manipulate playdough. Children are introduced to a range of one-handed tools and equipment and with adult support understand how to use them safely.</p>	<p style="text-align: center;">- Provision ideas</p> <ul style="list-style-type: none"> - language modelling, exploring resources using senses. - Makin Marks using range of resources - Malleable resources such as flour, pasta, clay, cornflour - Use one handed tools, paints, scissors - model, encourage, support language. Follow interests. Boxes, posts, tap, glue, paint, recycled materials. Brushes (range of). Recording using cameras/ipads, displaying their models. 	<p>Birth to 3 DM links- PD, M, EAD</p>
<p>Second point of reflection- children are introduced to build for a purpose e.g., a road for their cars, an obstacle course, a den, create a castle for their small world people. They use one handed tools and equipment to create changes in materials.</p>	<p>With support, children increasingly use their construction play in their pretend play (e.g. make a shelter to using den making materials). Children are introduced to tools in the woodwork and explore using the tools and how to be safe. Children are introduced to junk modelling and other manipulative materials (e.g. clay)</p>	<ul style="list-style-type: none"> - Use of modelling resources - Making plans, talk about safety and taking risks - Increased use of reflections, exploring Ideas, evaluating Ideas. 	<p>Birth to 3 DM links- PD, M, EAD</p> <p>3 to 4 – PD, M, EAD, UW, CL</p>
<p>Third point of reflection- Children have repeated experiences at the woodwork table and engage more frequently in junk modelling. They are given opportunities to think about what they are making and what They are confident in using playdough, clay and other materials for modelling. They talk about their models and what they want them to look like.</p>	<p>Children learn how to safely use a range of tools and techniques in the woodwork area. Whatever their chosen media, Children are given opportunities to improve and make changes to their work e.g changing or adding colour, so it meets their expectations.</p>	<ul style="list-style-type: none"> - Use paper pens, real tools and wood - Large constructions, rulers, measures - Use of safety goggles, recycled resources - Increased ability to display and label they work 	<p>3-4 DM links- PD, PSED, EAD, M</p>
<p>Forth point of reflection- children decide on a model they want to make. They decide on their material and their joining technique. They adapt their work (ie add colours) and use tools to shape or join materials together.</p>			

To tell a story

Reflection Points	What we expect to see EY professionals do	Some of the provision we may provide to support	Links*
<p>First point of reflection- to show an interest in stories and rhymes</p>	<p>Children start to actively engage with stories and rhymes by listening, joining in with actions, repeated refrains and movements related to a story or rhyme. They start actively look at books by themselves or with others interacting with pictures (e.g., naming). Children may begin by pretend-playing on their own with toys like farm animals, wild animals, dinosaurs, or people. They may put on a costume to become a superhero or another characters. In their role play they start to pretend and putting play sequences together (e.g feeding a baby and putting them to bed)</p>	<ul style="list-style-type: none"> - Read rhymes and stories regularly and help children remember and recall favourites - Use story sacks and rhyme regularly - Use plenty of props when adults tell stories and ensure that children have access to these to re-enact them - Use core book collection to ensure that children can read stories that grow in complexity as they develop. - Ensure children's ideas are listened to and taken seriously - Enable mark making and adults will role model reading and the fact the marks carry meaning. - Scribe children's stories from the initial mark making to stories that are more complex 	<p>Birth to 3 DM links- CL, L, EAD, PSED</p>
<p>Second point of reflection - children take part in pretend play, making up and developing a story</p>	<p>Over time, Children’s play becomes more complex. They are able to play with other children, developing the play together (e.g. deciding who will play what role in the home corner, or telling a story with the Duplo people where different Duplo people have different characters).</p> <p>They look at books independently or with other children, holding them the correct way up. They begin to ask questions about stories and infer information from pictures.</p> <p>They interact with Tales Toolkit and make suggestions to help adults tell the story.</p>	<ul style="list-style-type: none"> - Always record children's ideas use the language appropriate to stories such as beginning, middle, and end. - Encourage children to record their ideas and stories. - Record children's verbal stories on Ipads and play it back to children (individually or in a group) 	<p>Birth to 3 MN links- CL, L, PSED, CL, EAD</p> <p>3 to 4 – PSED, L, EAD, CL</p>

<p>Third point of reflection- children start to tell their own stories using Tales Toolkit with help from an adult. They become aware of story structure.</p>	<p>As children become confident in using Tales Toolkit, they increasingly take over, using the symbols and finding props to develop their own stories. Adults support with prompts, suggestions, and modelling story language. Photos are taken and stories are scribed for children to keep and retell with others. Children can talk about familiar stories, naming characters and recalling events. They can make predictions about unfamiliar stories.</p>		<p>3 to 4 DM links- L, EAD</p>
<p>Forth point of reflection- Children use Tale Toolkit to develop their own stories. They are able to tell their story to one or more people.</p>			

<p style="text-align: center;">To dress myself independently</p>			
<p>Reflection Points</p>	<p>What we expect to see EY professionals do</p>	<p>Some of the provision we may provide to support</p>	<p>Links*</p>
<p>First point of reflection-As children develop a special relationship with their key person, they trust them to help with changing their clothes and to look after their personal care. They listen to their key person and start to learn that clothing serves a particular purpose.</p>	<p>Children are co-operative with care giving experiences.</p> <p>Children may be reluctant to wear certain clothing due to sensory needs. These are accepted, shared with carers and adaptations made to meet the child's needs.</p>	<ul style="list-style-type: none"> - Find out previous experience and give time to get to know individual children and visa versa including their preferences and physical needs. - Use fine motor boards i.e. zips/buttons - Busy finger activities etc. to strengthen their finger/hand muscles - Backward training - Encouragement, praise 	<p>-</p>
<p>Second point of reflection-Children identify when they need changing or require an item of clothing in a particular situation. They can put an apron over their head by themselves.</p>	<p>As children become more aware of their personal needs they start to want to help with dressing. They ask for help to put on dressing up clothes, coat and shoes. They begin to realise that clothing serves a purpose and attempt to pull clothes on with support.</p>	<ul style="list-style-type: none"> - Visual aids - books with stories - Visual aids - Naming clothes, where they go. - dolls/teddies. - Home corner - Build relationship with parents, give pointers to parents to help as well as encourage easy to dress clothes such as jogger etc. 	<p>Birth to 3 DM links- PD, PSED</p>
<p>Third point of reflection-Children can put clothes on with help which includes verbal prompts and reminders from an adult. They can</p>	<p>As children develop their gross and fine motor skills, adult support is reduced. Children become more confident in selecting appropriate clothing for situations. They can identify if their clothes are wet or dirty.</p>	<ul style="list-style-type: none"> - Help children to recognise when they are wet etc. - Talk to children about where they are playing - do they need an apron, what do you need to play there? 	<p>3 to 4 DM links- PD, PSED, UW</p>

put on an open fronted jacket independently			
Fourth point of reflection- Children know what clothes are appropriate (e.g. apron for water play) and can access them and put them on without reminders. They know that laces need to be tied and can ask for help with this. Children can slip their shoes on most of the time by themselves but may not always be on the correct feet. They can do up their own zip or can help a friend to do their zip.			

To ride a bike			
Reflection Points	What we expect to see EY professionals do	Some of the provision we may provide to support	Links*
First point of reflection- child sits on a trike and uses their feet to scoot along	As children become more confident at scooting, they will develop more control through steering and stopping/starting. They will not crash into so many things.	<ul style="list-style-type: none"> - 2 year olds: focus on muscle development – climbing/balancing, walking upstairs, using trikes and scooters – using lots of praise. Commenting on what they do. Use soft play and opportunity to explore different ways for moving. 	
Second point of reflection- children pedal and steer their trike	As children become better at co-ordinating pedalling and steering, they will be able to navigate challenges e.g. riding in and out of cones, or over a set of hollow blocks.	<ul style="list-style-type: none"> - more complex balancing equipment, opportunities to run and explore different ways of moving. I - Introducing verbs: fast, slow, make obstacle courses, - use wheelbarrows. Increased focus on hand-eye co-ordination. 	Birth to 3 DM links- PD
Third point of reflection:- children sit on a Balance bike with good balance with both feet on the ground	Once children become confident at balancing, they scoot slowly along keeping one or both feet on the floor. They begin to use the handlebars to avoid obstacles and other children. Adults will slowly raise the seat to encourage balancing.	<ul style="list-style-type: none"> - Provide opportunity for heavy lifting, trapeze, rope walk - Cooperative play equipment - Risk talking, talking to children. Describing their experiences and feeling. 	3to 4 DM links- PD 3-4 DM links- PD
Final point of reflection- children ride a Balance Bike, balancing with both feet off the ground, and maintaining control by steering and being able to slow down or speed up. They can ride a Balance Bike safely along the pavement.			