



Our Vision:

We view Huntingdon Nursery School for everyone, where staff and families come together to deliver a broad-ranging, interesting and exciting curriculum which aims to give all children the best possible start to life and their education.

Intent:

To provide a warm, welcoming and inspirational School that everyone contributes to and feels part of, whether they are children, staff, parents, volunteers or those who train with us.

To help children develop shared common values of kindness, understanding and respect for each other.

For children to gradually develop an understanding of their own, and each other's feelings and views, with adults supporting and helping them to develop self-regulation of their behaviour.

To help children to develop independence and confidence during their time at Huntingdon Nursery School, a key factor if they are to become resilient adults in the future.

To follow the statutory early years framework to create our own curriculum to provide a broad and exciting education across all seven areas of the curriculum which are: Personal Social and Emotional Development, Communication and Language, Physical Development, Literacy, Maths, Understanding the World and Expressive Arts and Design.

For staff and children to focus not only on what they learn, but also on how they learn. We use the EYFS 'Characteristics of Effective Learning', to support and encourage children as they play and explore, actively engage in their learning, and develop the skills of concentration and perseverance. Our aim is that they become independent critical thinkers, who are able to plan how best to execute their ideas, whilst problem solving along the way.

To have a creative, fun and playful approach to activities, fostering children's curiosity about the world around them, and a love of life and learning. At Huntingdon this might be through our regular cooking, or planting sessions.

We aim to develop a deep love of rhyme, reading, and storytelling. This is achieved through a carefully planned developmental curriculum of nursery rhymes and songs, core books and helicopter story telling sessions. We also enjoy walking to our town library

To develop an understanding of Maths in many practical ways, especially at group times and snack times, for example when children help by getting the correct number of cups for the number of children in their group that day.

To celebrate the diverse and rich wealth of languages and cultures that make up the community of staff and families; we plan to share, celebrate, and learn about each other through parents sending in photos or sharing special food that they have enjoyed as part of their family celebrations. We try to learn key words to enable us to use each child's home language as part of their day. We are developing home language sheets to support us with extending our knowledge and confidence to use a range of home languages.

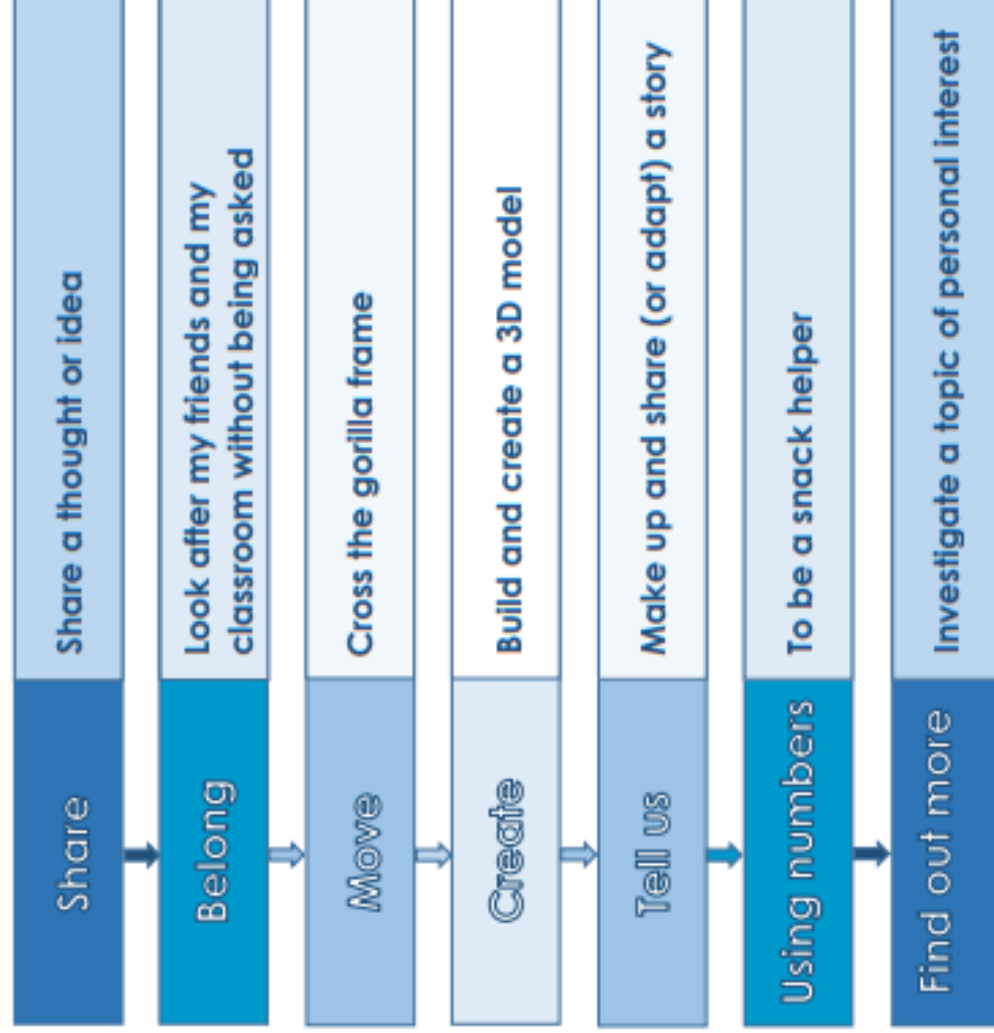
For staff to be fully involved with sharing their own passions and interests with children whether they be in cooking, poetry, gardening, growing food to eat or enjoying the outdoors. Staff enthusiasms are both infectious, and a very good way of extending children's knowledge and vocabulary.

Our Curriculum Ambition

Big ideas that collectively encompass all areas of the EYFS



Core Beliefs – Our 7 Curriculum Goals





Our Curriculum

Big ideas that collectively encompass our priorities

SHARE BELONG MOVE CREATE TELL US USING NUMBER FIND OUT

Our highly trained staff will engage children in learning across all seven areas of learning as outlined in the Statutory Framework for the Early Years Foundation Stage

Communication and language development

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence



Personal, social and emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Literacy development

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy **rhymes, poems and songs** together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing)

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently**, develop a **deep understanding of the numbers to 10**, the relationships between them and the **patterns** within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of **knowledge and vocabulary** from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their **spatial reasoning skills** across all areas of mathematics including **shape, space and measures**. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – **from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.** In addition, listening to a broad selection of stories, **non-fiction**, rhymes and poems will foster their understanding of our **culturally, socially, technologically and ecologically diverse world.** As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to **engage with the arts, enabling them to explore and play with a wide range of media and materials.** The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in **interpreting and appreciating** what they hear, respond to and observe.



Our Pedagogy

The implementation of our curriculum is based on a clear pedagogy which recognises the following key principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

(DFE, Statutory Framework the Early Years Foundation stage, 2020).





Understanding and implementation of the characteristics of effective learning

We use the characteristics of learning in our focused observations.

These characteristics explain how young children learn

Playing and exploring – engagement

Relevant learning experiences that are engaging and interactive that facilitate challenging and sustained learning. Learning is defined as the progress in one or more of the following areas:

Skills -being able to do something, such as a being able to pedal on a trike;

Knowledge - knowledge such as knowing where the small world resources are kept, or knowing that your heart needs to beat to all the time;

Concept - development of an understanding: such as some materials can alter their form: water to ice

Dispositions - displaying of behaviours that enhances learning such as a willingness to persevere, to ask questions, to have a go.

Active learning – motivation

For learning to flourish children need rich opportunities that promote **engagement, challenge, inspiration** and **fascination**, for example working collaboratively to build a bridge across a stream.

Creating and thinking critically – thinking

For children's thinking to flourish, practitioners need to **know the child and establish secure relationships**. It is once such secure relationships are established that practitioners can tune into children's thinking. The use of thinking language can facilitate the means for children to reflect on their learning this includes: open ended questions, running commentaries, pondering and repeating children's language back to them to highlight their thinking.

Extending Children's Thinking and Learning

We value these teaching strategies which are underpinned by a knowledge of child development and warm, trusting relationships.

Observe to Understand

“Stand aside for a while and leave room for learning, observe carefully what children do, and then if you have understood well, teaching will be different from before” (Loris Malaguzzi)

Use your words wisely

Open ended questions to promote thoughtfulness.

A commentary of thoughts and actions to model language

Ambitious, rich language to inspire children

Specific praise so children know what they have done well

Benign Neglect

“non-interference that is intended to benefit someone or something”

Allow children to persevere, overcome challenges, develop independence

Model and Guide

The Zone of Proximal Development (Vygotsky)

“What a child can do in co-operation today, they can do alone tomorrow”

Using the environment as the third educator:

Huntingdon Nursery school is a place of possibilities!

New experiences in a rich environment to encourage new ways of thinking.T

Time, permission, open ended resources and a risk-taking culture.





Our Intended Outcomes for all children

Learning within a place of possibilities, children will be nurtured.

Their individual interests and talents will be valued and developed.

As a result, children's **well-being** will be high. They will have a **belief** in themselves and their abilities. They will know that they are **loved**, that they are **strong, capable and unique**. They will have **resilience** and the **perseverance** to keep on trying when things are challenging.

They will have the **confidence** to try new things, to **take risks** and be **physically active**. Children will know how to **communicate** their ideas, beliefs and feelings, choosing different ways to do this. Some children will choose to dance, others to build or draw or sing. They will have experienced and remembered a **wide range of words** through stories, rhymes and poems. They will have the skills to make **friends** and will show **kindness** to others. They will know how to **look after themselves**, their friends, their school and the environment.

They will know about important **mathematical** and **scientific** concepts. They will have an understanding and **respect** of the **world around them** and the **world beyond**. They will have a **desire to learn** and be ready for their next stage in education.





Please see our Overview of Priorities and Stages Document in Red Curriculum Folder.

IMPACT of our Teaching and Learning

Children's learning will be closely monitored in close collaboration with parents to ensure that all children are supported to reach significant milestones for their age. (OP&L)

We regularly **review our learning environments**. Staff meet at the end of every day to talk about the learning that has taken place and what we can do to enrich further learning.

Using reflective practices and strategies, we try to see our nurseries through the eyes of the children, understanding their experiences, their learning and what we can do to support them. We watch videos of children's play, study photos and share observations.

Senior leaders carry out **regular learning walks** to assess the impact of the teaching and learning environment.

Staff have regular time out of class to **reflect on their key children's learning**.

We have a **commitment of staff training** which continues to build on staff knowledge of child development and the quality delivery of the early years curriculum.

