



Christchurch Pre-School Nursery
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CURRICULUM POLICY

We work in partnership with parents and/or carers to promote the learning and development of all children at Nursery and to ensure they are ready for school.

There are 3 Prime Areas of learning –

- **Communication and Language Development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities, and to develop an age appropriate understanding of how to keep themselves safe.

And 4 Specific Areas through which the 3 Prime Areas are strengthened and applied:

- **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding The World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. We make an ongoing judgement about the balance between activities led by children, and activities led or guided by adults, responding to each child's emerging needs and interests, through warm, positive interaction.

We have the use of 4 separate rooms within the Nursery and a small outside area for the children to enjoy.

RAINDROPS ROOM (aged 2 from September – December) & RAINBOW ROOM (turning 3 before 31st August):

For our youngest children. Raindrops operates on two mornings a week in the back rooms of Nursery, whereas Rainbow Room runs across the whole week, using one half of the main hall. We focus strongly on the three Prime Areas, which are the basis for successful learning in the other four Specific Areas. The three Prime Areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three Prime Areas. Throughout the early years, if a child's progress in any Prime Area gives cause for concern, we will discuss this with the child's parents and/or carers and agree how to support the child. We would consider whether a child may have additional needs which requires specialist support. We would then link with, and help families to access, relevant services from other agencies as appropriate.

All toys, resources and equipment and any activities on offer are all planned in accordance with the age of the children in mind. We work together to help settle the children into their new environment, we introduce them, through play, to early learning experiences. Each child has an assigned key worker who is responsible for observing and recording the child's progress on Tapestry.

SUNSHINE ROOM: The children progress to our Sunshine Room where they are encouraged to become more independent and choose their own activities and toys, they are encouraged to come into Nursery without parents, find their coat pegs (with the help of staff) find their own names and place them on our self-registration board, before finding a seat ready for registration. The children all have designated key workers who concentrate on observation and recording and planning activities to enhance the child's interests and abilities, these findings are all recorded on their Tapestry account. The room is spread across two learning areas – one half of the main hall & our upstairs learning area. Children start in the main hall, then are split in two, sharing their sessions across the week between the two areas. Children have more space in the main hall for physical activities, lots of role play, tuff trays to explore etc. Our upstairs learning area is excellent for quiet times, reading, listening activities, conversation, bubble times.

In each room the activities are placed around the room either on tables or mats on the floor. Our activities, resources and toys are planned for with the help of the children and are changed weekly, or of course daily according to the needs and requests of the children. The children use the Toy Catalogue to select their continuous provision. We like to provide children with variations and encourage them to self-select and move freely and confidently around the Nursery and to explore their surroundings. We feel that by moving the layout around weekly and with the large variety of resources we have to offer this provides the children with a stimulating and varied environment which keeps them interested and willing to learn through their play. All staff have completed speech & language training to support children when there is a delay and waiting list with SLT. Sarah Cutts is our Speech & Language Co-ordinator & has completed Level 4 Supporting Children & Young People with Speech, Language & Communication Needs (SLCN). She can assess using iCan, Talk Boost & we are undertaking the Making It REAL Programme to identify speech difficulties early. Both Sarah & Kerry Potter are our Makaton Leads & ensure Makaton is used in daily Nursery life. These methods are proving invaluable in our sessions to improve the communication and language development for the children.

We encourage them to learn by using our Characteristics of Effective Learning -

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our outside area is somewhat limited, but we make full use of what space we do have, the children enjoy an outside classroom with a variety of physical resources to support both fine motor and gross motor skills. We enjoy basketball, bat & ball & catching, throwing & kicking balls. We support physical development, hand / eye co-ordination & maths development by throwing bean bags into numbered and coloured hoops. We have several ride on toys & bikes. We have road safety equipment to support children's understanding of keeping safe. We have an outside kitchen for the children to explore loose parts & cooking and a water wall to explore measurements, pouring, scooping, tipping and filling. We use paint brushes to paint surfaces with large marks, as well as areas to paint or use chalk and other mark making materials. We use sand and water play to take part in

simple experiments such as floating and sinking. Children are given opportunities to explore and create and use their imagination and work together in building, team work and role play. We have pots and tubs planted with flowers to brighten up the outside area, which the children help with and we have a small piece of garden at the other side which the children plant seeds and watch them grow and help to look after them, giving them a good interest in the world in which they live.

PLANNING AND ASSESSING

When a child joins a Nursery we meet with the parents and talk about the child's needs. The parent completes an "All About Me" form which we use alongside our observations of the child's first few sessions to complete a baseline assessment (childs starting points at entry to Nursery). We also chat with parents to see if they have seen the health visitor and completed the child's 2 year check (using the childs red health/development book). A further meeting with parents takes place in the following half term after the child has had chance to settle. We will identify the child's strengths and if there are any concerns, and share this with parents at this meeting, including any plans or next steps we have identified at this early stage to support the child. All children in receipt of 2 year FEEE funding will have an integrated 2 year check, here at Nursery, with their parent, keyperson and the health visitor.

The children's ideas and thoughts are used to decide make our plans. It helps them gain confidence and to think for themselves, to begin to take responsibility and to give them the confidence to make their own decisions. We find this from our conversations during each session. Our plans are flexible at all times; we change them daily if required, according to the wants and needs of our children.

Staff plan activities which are linked to our current theme, and support children's learning & is planned according to the children's differing abilities.

In addition, each keyperson will be aware of their key children's learning journey and current development needs. They take time to interact, observe and assess their childrens interests, level of achievement and learning style so they can plan purposeful play activities (intent and implement) and then through observations, assess the impact of the activity. We share our children's learning with their parents via Tapestry – a digital learning journey. Parents can also use Tapestry to comment and feedback to use about their child's learning at home.

Periodically we have other formal meet the teacher events, but parents are welcomed to chat with us anytime.

We also complete a leavers report at the end of the summer term for the Sunshine Room children when they are leaving us to move onto "big school". We invite reception teachers from the local primary schools to visit Nursery so they can meet children at the end of the summer term, to help children with their transition to school. We visit the schools with the children where possible for stories, songs, picnics.

This policy was reviewed, updated and agreed by the nursery committee at a meeting in August 2026.

Signed

Manager

Signed

Committee member