

OUR CURRICULUM GOALS AT THORNTON HEATH NURSERY SCHOOL

I can talk about my favourite stories using some story language

I can share and express a wide range of feelings

I can share my ideas with others using simple sentences and I can listen to others

I can explore moving in a variety of ways and use a range of equipment purposefully

I can form some letters from my name and give meaning to the marks that I make

I can use my imagination to share my ideas in a variety of ways such as singing, role play, art and models

I can count, order, represent and solve mathematical problems including numbers up to 5.

I can talk about my family and the world around me. I can talk about different celebrations around the world comparing similarities and differences to my own experiences.

I can explore objects of different shapes and sizes within patterns and arrangements

Thornton Heath Nursery School
51 Pridham Road, Thornton Heath, Surrey, CR7 8RS

020 86840494
www.THNS.org

What is a curriculum?

A curriculum is what we want the children to learn (intent) in the time they are with us at the nursery.

It is unique to our setting and is tailored to meet the needs of our children. The diversity of the cohort may change from year to year so it is important that the curriculum also changes with the children's emerging needs.

It must be based on the statutory early years foundation stage (EYFS), which gives us a framework that we can build on, through 7 areas of learning. These are:

Prime Areas	Specific Areas
Personal, social and emotional development: <ul style="list-style-type: none">➤ Self regulation➤ Managing self➤ Building relationships	Literacy: <ul style="list-style-type: none">➤ Comprehension➤ Word reading➤ Writing
Communication and language: <ul style="list-style-type: none">➤ Listening, attention and understanding➤ Speaking	Mathematics: <ul style="list-style-type: none">➤ Number➤ Numerical pattern
Physical development: <ul style="list-style-type: none">➤ Gross motor skills➤ Fine motor skills	Understanding the world: <ul style="list-style-type: none">➤ Past and present➤ People, culture and communities➤ The natural world
	Expressive arts and design: <ul style="list-style-type: none">➤ Creating with materials➤ Being imaginative and expressive

How did we plan our curriculum?

We started with the EYFS framework. The seven areas listed above are high-level curriculum summaries that we must follow and work into a format that meets the needs of our children.

From there, we broke down those high-level curriculum summaries into smaller steps. We decided what we wanted children to learn, the activities we wanted to do with them and how we would support their learning to ensure every child has a chance to thrive.

We used 'Development Matters' and 'Birth to Five', both non-statutory curriculum guidance documents for the early years foundation stage to support our planning of the curriculum. We ensured that every goal allowed us to have coverage of the 7 areas of learning and the developmental milestones children should achieve whilst with us.

We watched the children, studying how they lead their own play. We asked the staff what they had observed and what key skills they notice that our children have and need to thrive.

We decided on the following 9 goals to focus on. Primarily this is achieved through play and a carefully planned 'book of the week'.

Curriculum goals	
Personal, social & emotional development (PSED) Self regulation Managing self Building relationships	I can share and express a wide range of feelings
Communication & language (CL) Listening, attention & understanding Speaking	I can share my ideas with others using simple sentences and I can listen to the ideas and needs of others
Physical development (PD) Gross motor Fine motor	I can explore moving in a variety of ways and use a range of equipment purposefully
Literacy Comprehension Word reading Writing	I can talk about my favourite stories using some story language
	I can form some letters from my name and give meaning to the marks that I make
Maths Number Numerical pattern	I can count, order, represent and solve mathematical problems including numbers to 5
	I can explore objects of different shapes and sizes within patterns and arrangements
Understanding the world Past and present People, culture & communities The natural world	I can talk about my family and the world around me. I can talk about different celebrations around the world comparing similarities and differences to my own experiences.
Expressive art & design Creating with materials Being imaginative and expressive	I can use my imagination to share my ideas in a variety of ways such as singing, role play, art and models

The curriculum goals are shared with all stakeholders in the nursery, primarily being children, parents and carers and governors.

Our curriculum goals are re-visited and adjusted accordingly to reflect the cohort of children attending the nursery.

The following information outlines our reasoning for choosing these goals, why we think that they are important, how we support children to achieve these goals and how we will know our children have achieved the goals.



PSED: I can share and express a wide range of feelings

‘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.’ Development matters

Why do we want our children to be able to do this?

It is common for children to struggle with their emotions when they first enter nursery. They may find it difficult to separate from their parents or caregivers, share with others, follow daily routines, and understand the feelings of those around them. There has been a noticeable increase in these struggles since the COVID-19 pandemic, as many children spent more time at home and had less access to early education settings. Our aim is to equip children with the language and tools they need to understand, express, and manage their emotions effectively.

How will we support and develop these skills?

- Using ‘The Colour Monster’ by Anna Llenas the children will learn to recognise emotions and the colours that represent them in the book: happy, sad, angry, scared, calm and feeling loved
- The book and emotions are introduced during our PSED / circle times
- When the children come into a nursery session they will be encouraged to say how they feel and ‘self register’ their name against an emotion. They can change this during their session if they wish to
- Staff respond swiftly to the information gathered from the emotions board, offering support to those children who are experiencing adverse emotions

How will we know our children have achieved the goal?

Children will be able to identify and discuss their emotions, articulate how they feel and why, and demonstrate strategies for managing those feelings. They will also show an understanding of how others feel and why, which will be reflected in their ability to solve problems and maintain friendships.

C & L: I can share my ideas with others using simple sentences and I can listen to the ideas and needs of others

'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, storytelling 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.' Development matters

Why do we want our children to be able to do this?

Basic communication begins with two important skills: listening and understanding. They are the foundation for later learning and development, for example talking, writing and communicating with friends. Children's speech, language and communication skills affect the way they behave, learn and interact with the world. Communication requires two foundation skills, listening and understanding. Listening is different to simply hearing. It means interpreting different sounds, while beginning to understand social interactions. Understanding means processing what's being communicated, beginning with simple ideas and vocabulary. Children's language skills are connected to their overall development and can predict their educational success. As speaking and listening develops, children build foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing.

How will we support and develop these skills?

- Regular listening activities are planned throughout the week including early phonics games, listening moments and story time
- Circle time is used to teach children to listen to each other and take turns in conversation with all children being encouraged to participate
- Teaching and learning groups vary in size to meet the needs of all children
- The learning environment has quiet areas, dens and hideaway spaces for children to spend quiet moments
- Adults model good listening, when talking to children, they get down to their level, they make eye contact and ask open-ended questions, listen to their opinions and show interest in what they are saying
- We provide a playful, language rich environment with opportunities to learn new words through hands-on experiences, songs and rhyme, listening to and sharing stories, imaginative play, creativity and role play
- Adults model language through daily interactions structuring communicative sentences and extending children's spoken language

How will we know our children have achieved the goal?

Children will be able to listen attentively and appropriately respond to what they have heard. They will be able to hold conversations with familiar adults and their peers using a growing range of vocabulary. Children will be able to participate in small group and one-to-one discussions, offering their own ideas using simple words and sentences and listening to the ideas of others.

P.D: I can explore moving in a variety of ways and use a range of equipment purposefully

'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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.' Development matters

Why do we want our children to be able to do this?

Physical development is central to children's all-round development. Gross motor skills are the skills that children develop using their whole body. Physical activity helps children develop strength and coordination with activities such as running, jumping, and climbing not only building muscle but also improving motor skills, balance, and coordination. Group games teach children valuable social skills such as teamwork, cooperation and communication and through these shared activities children form friendships. By using their whole bodies children become increasingly confident, agile and flexible. Research shows that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important. Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue and eyes. Developing fine motor skills helps children do things like eating, writing, manipulating objects and getting dressed. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them.

How will we support and develop these skills?

- Children have unlimited access to the outdoor learning environment which offers challenge through its permanent climbing structures as well as the natural digging space, sand pit, gardening area and bikes / trikes / scooters
- Additional challenge is planned for through the use of "free" apparatus, with children being supported by practitioners to collaboratively create "assault" courses that encourage the development of different ways of moving such as crawling, creeping and slithering, balancing, pushing and pulling. Adults model movements and also signpost children to peer role models
- Our weekly sports coaching sessions teaches children new skills and gives opportunity to refine these skills as well as promoting social skills and building friendships
- The environment provides rich and varied opportunities for large and small scale movements such as manipulating materials, exploring wet and dry sand, cooking, fixing things and manipulating playdough.
- Opportunities for mark making run throughout the curriculum with staff modelling how to hold implements, create recognisable shapes and model letter and number formation for those children that are ready

How will we know our children have achieved the goal?

Children will be confident to move in a wide variety of ways to access apparatus, challenging their own abilities and skills. They will successfully ride on balance bikes / trikes safely navigating spaces. Children will be able to use mark making tools with increasing control and make recognisable marks.

Writing: I can form some letters from my name and give meaning to the marks that I make

'Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)' Development matters

Why do we want our children to be able to do this?

As our children develop they will reach a point where they begin to write letters including those in their name. To get to this point requires physical development as well as hearing and understanding letter sounds and that they can be represented by marks. To work towards this we need to focus greatly on gross motor skills through physical play and fine motor skills and hand / eye coordination to enable children to gain pencil control to make marks and develop recognition of and the ability to form recognisable marks (see physical development above)

How will we support and develop these skills?

- Large PE equipment eg climbing frame, climbing wall etc
- Use the muscles in their arms and hands to wave flags, drapes and streamers
- 'Heavy' work such as digging in the garden, moving large scale building blocks
- Dough disco (intervention)
- Music and movement sessions
- Rollers and water, big chalks and paper on wall or floor / chalkboards, whiteboards and pens etc
- Use of small PE equipment e.g. bats, throwing balls etc.
- Manipulate malleable materials such as playdough and clay
- Push and pull large objects showing increasing coordination e.g. trolleys, bikes, large construction
- Use one-handed tools and equipment, for example, making snips in paper with scissors, using tweezers, toothbrush, knife and fork
- Activities such as pegging, pegboard, puzzles, formboards, weaving, lacing, pipe cleaners, small construction
- Name cards at group time, self-register, name writing cards to develop recognition of name
- Phonics games resource bags and stories, rhyme, rhythm and alliteration
- Singing - whole nursery, at group times
- Mark making materials such as clip boards and pens available in all areas of the learning environment as well as in designated mark making area

How will we know our children have achieved the goal?

Children will give meaning to their marks – lists, instructions, recipes, labels and will begin to draw pictures with more details. Formation of marks will be recognisable for example squares, circles. Children will recognise their own names and attempt to replicate it, often copying from name cards and then moving on to making independent attempts at writing their name with increasing control.

Comprehension: I can talk about my favourite stories using some story language

“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.” *Development matters*.

Why do we want our children to be able to do this?

We aim for all children to love books, to desire stories, to want to be immersed in books and have imaginations that can go anywhere. Through stories adults can model and children can develop language structure, conversation and vocabulary. Storytelling and shared reading activities have consistently been shown to improve children's language comprehension skills. Children need time to develop their language comprehension by talking with adults about rich and interesting texts. Sharing books and having discussions with adults help the child to build conceptual knowledge that, later, will feed into their writing and their understanding of texts and extend their knowledge of the world. Reading stories aloud to children can also inspire their play: they gain knowledge about real and fantasy worlds that they can use later.

How will we support and develop these skills?

- A wide range of books always available in the indoor and outdoor learning environments
- A carefully selected set of core books are consistently revisited
- Sharing, telling, acting and devising stories at group times
- Comfortable spaces to share a book with a friend
- Soft toys, costumes, small world animals, people, drapes, vehicles etc
- Phonics games resource bags and stories, rhyme, rhythm and alliteration.
- Singing and rhyme time – whole nursery, at group times
- Story book props to support the retelling of core books
- Each child takes a book home every week to be shared at home
- Parent workshops targetting sharing a book with your child
- Bookstart initiative
- Dual language books
- Timetabled, adult led book browsing and story time
- QR codes available to independently access story books being read

How will we know our children have achieved the goal?

Children will enjoy choosing books to look at independently, talk about favourite books and recall some key events in a story. They will enjoy sharing books with friends. They will retell and make up stories through role play, often using repeated phrases from stories to enhance their retell and will use talk in play to share ideas confidently. They will begin to answer questions asked by an adult, speak in full sentences regularly and confidently hold a two way conversation.

Number: I can count, order, represent and solve mathematical problems including numbers to 5

“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.” Development matters

Why do we want our children to be able to do this?

Children need to develop a positive attitude to maths and not be afraid to make a mistake. We aim to develop children's understanding of quantity and number through play. Numerals and counting appear in the world around us and it is important that children understand not only what '5' is but also how it can be represented in many ways. Children often come to us able to count but do not understand the actual concept of number. We aim for all children to have a solid understanding of the concept of number when they leave us.

How will we support and develop these skills?

- Pictures of different ways to represent three (fingers/dice/numicon)
- Immerse children in the language of subitising when playing with sorting objects, turn taking games, small equipment outside, small world toys etc
- Five frames / photos of children for self registration. Use of five frame regularly at group time with Hello song.
- Introduction of 5 frames with coloured counters/ number tracks.
- Pictures of regular and irregular ways of making numbers to five (dice/fingers/numicon)
- Adults model / talk about / support subitising / mathematical problems in group times and areas of provision
- Develop fast recognition of up to 5 objects, without having to count them individually, for example, point to small groups of 2 or 3 objects and say 'look, there are 2'
- Whiteboards with magnetic dots so that children can begin to manipulate numbers/objects.
- Subitising materials in setting with opportunities to sort pictures/spots/dots into three not three etc.
- Opportunity for children to talk about number within the setting and at home. What can they see in the world around them?
- Counting songs, opportunity to match a number of objects with a numeral
- Opportunities in areas of provision to represent numbers in different ways using different media (chalk/paint/pens etc.). Numerals and number lines in areas of provision.

How will we know our children have achieved the goal?

Children will be able to join in a simple counting rhyme and show 1,2,3,4,5 on their fingers. They will instantly recognise 1 to 5 objects (subitising) and recite numbers to 10. Children will identify and talk about patterns that they see and compare numbers and amounts. They will link numerals and amounts practically and solve problems with numbers and objects to 5.

Numerical pattern: I can explore objects of different shapes and sizes within patterns and arrangements

“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” Development matters

Why do we want our children to be able to do this?

Children’s ability to see patterns forms the basis of early mathematical thinking. When you teach children to become aware of patterns, they will build up the skill of spotting patterns for themselves, they will see how patterns change and notice irregularities. Patterning supports the foundations for recall of the counting sequence and understanding number operations. Learning about patterns and connections will help children to make their own predictions and form logical connections. Understanding the physical properties of objects allows children to picture shapes in their minds and think about how they could be manipulated. This is an important building block of mathematical thinking. It lies behind problem solving and later maths skills, including geometry. Children will start to recognise and remember how objects have characteristics such as shape, size, volume and weight.

How will we support and develop these skills?

- Singing songs to practise recall such as ‘head, shoulders, knees and toes’
- Reading stories with repeated refrain
- Provide a range of materials such as gingham, polka dots, stripes and introduce words such as spotty, stripy to describe the fabric
- Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make their own patterns with.
- Model repeated pattern making using loose “resources” and provide pattern cards for children to copy and extend
- Use claves to engage children in rhythmic pattern making using a call and response approach
- Pointing out and recreating patterns in the immediate outside area such as bricks in a wall, lines on pavements, petals on flowers, veins on leaves or fencing
- Use the routines and sequences of the day to show them how patterns are repeated in time
- Provide a range of 2D and 3D shapes looking at which fit together.
- Within our environment we carefully select images, photographs and factual books for children to access to support their learning of natural patterns and architecture in our local community and beyond

How will we know our children have achieved the goal?

Children will be able to talk about natural and manmade patterns that they see in their environment. They will be able to notice and create a range of simple repeating patterns that include shape, colour, sound and number recognising irregularities and “correcting” it if necessary. Children will begin to make links between the patterns they see. They will be able to talk about simple 2D shapes using some properties to describe the shapes.

Understanding the world: I can talk about my family and the world around me. I can talk about different celebrations around the world comparing similarities and differences to my own experiences.

“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 – 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” Development matters

Why do we want our children to be able to do this?

Having an idea of who they are as a child, within a family, leads naturally to being curious about everyone else. Knowing their own family history is the first step to understanding diversity. From an early age children form attitudes towards children different from themselves. They need to be able to form positive relationships, especially with other people who do things differently to themselves and their family. Nurturing children’s natural curiosity will equip them to become respectful of others and become a positive member of a diverse world.

How will we support and develop these skills?

- We have a focus on a different language each half term and teach children to say hello and goodbye in the promoted language
- We cook and try foods from other cultures, our International Day celebrates our diverse cohort of children
- We look at and re-create artwork and listen to music from a wide range of cultures
- We use technology to take children on a virtual field trip to explore the world around them and QR codes provide children with opportunity to independently access information about other countries
- We learn about and celebrate key festivals such as Chinese New Year, Ramadan, Diwali
- Talk about different countries, their culture and traditions
- Through our All About Me Topic we look at our families, or similarities and differences
- The learning environments are resourced to reflect different cultures particularly through books, home corner equipment and dressing up clothes
- Through our circle times and behaviour policy we teach children about respecting each other, kindness and promote British Values.

How will we know our children have achieved the goal?

Children will play and learn alongside each other whilst being respectful of each others’ backgrounds, differences and ideas. Children will experience and talk about celebrations and festivals from across the world. Children will be able to talk confidently about their families, family traditions and the world around them.

Expressive art and design: I can use my imagination to share my ideas in a variety of ways such as singing, role play, art and models

“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” Development matters

Why do we want our children to be able to do this?

Being creative and playing with materials, encourages and supports children’s imagination and thinking process development. Creativity is children’s unique response to all that they see, hear, feel and experience. A child’s individual responses to materials, experiences and ideas inspire their creativity and imagination. Children’s responses can be physical, emotional, social, cultural or a combination. Younger children might respond in verbal and non-verbal ways, for example, swaying to music. Opportunities to manipulate materials are essential for children to develop their physical and problem solving skills and express themselves.

How will we support and develop these skills?

- Small world activities in all areas to develop language and play
- A permanent home corner area so that children can draw on their personal experiences in their play
- Paper, pens, glue, scissors, reclaimed materials etc. available daily
- Song and rhyme sessions to support language development and build-up a repertoire of songs. Musical instruments available daily.
- Large spaces for creating models from construction resources as well as reclaimed materials
- Self service paint station offering primary and monochrome colours to encourage colour mixing skills
- An outdoor stage area with costumes and props
- Termly focus on an artist / sculpture / painter and music genre
- Woodwork area with access to nails, hammers, drills, screws, saws, pencils, paper, clipboards
- Adults model use of tools and joining techniques to create models eg scissors, Sellotape, split pins
- Pictures / photos / books to inspire children’s design ideas

How will we know our children have achieved the goal?

Children will be able to plan the models they want to make and collect the appropriate resources, they will be able to talk about their model. Children will independently create the colours that they need for their artwork and will use the skills that they have learnt through the focus artist to create pieces that they can discuss. Children will be heard singing learnt songs and “made-up” songs.