



FLATTS

NURSERY SCHOOL



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Independence



Curiosity



Community

Curriculum Guide

What we learn and why?



Welcome to our curriculum guide. As an Early Years Provider we follow the Early Years Foundation Stage Framework. Our curriculum covers this framework while also considering what is important to our children and our community. On this page you will find the legal framework, on the following pages you will find out more information about how we deliver this at Flatts Nursery School. If you have any questions your child's key person will be happy to help.

Andi Gilroy-Sinclair (Headteacher)

The Early Years Foundation Stage (EYFS)

This covers children from birth to 5 years. Children attending a child care setting will follow the EYFS framework. This sets out what settings should cover with children and which welfare and care requirements are needed.

The Areas of the Curriculum are divided into the following 7 areas.

There are three PRIME areas. The Prime Areas lay vital foundations in the early years

- ◆ Personal, Social and Emotional Development.
- ◆ Communication and Language
- ◆ Physical Development

There are four SPECIFIC areas. These are influenced by the Prime Areas.

- ◆ Literacy
- ◆ Mathematics
- ◆ Understanding the World
- ◆ Expressive Arts and Design

Characteristics of Effective Learning

The characteristics of effective learning describe the behaviours children use in order to learn. These abilities and attitudes support children to be strong learners. We track these characteristics to enable us to provide the right provision to develop new learning behaviours.

PLAYING AND EXPLORING

- Finding out and exploring
- Playing with what they know
- Being willing to "have a go"

ACTIVE LEARNING

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

CREATIVE AND CRITICAL THINKING

- Having their own ideas
- Making links
- Working with ideas



FLATTS' CURRICULUM GOALS

We have 6 curriculum goals, linked to our 3 vision words...

COMMUNITY

INDEPENDENCE

CURIOSITY

Each goal has a progression of developmental milestones and skills which we would expect a child to demonstrate on their way to achieving the final goal. By working towards these goals we ensure we cover all of the EYFS framework in a fun way giving children practical skills for their future.

6 Curriculum Goals—revisited during the year

To REGULATE my emotions and become a confident learner

To FOLLOW instructions to make food

To INVENT a story to be shared with others

To PLAY a game with others until someone wins

To DRAW an observation picture of myself or an object

To CREATE in different ways

As part of our curriculum we also focus on levels of wellbeing in the children and how involved their play is. We want all our children to be comfortable in their environment, confident and eager to experiment and explore. We want children to show curiosity, fascination, deep satisfaction and a genuine interest in what they are doing. This is an indicator of meaningful learning.



Our Environment

We use natural materials and textures throughout our environment. Hessian and neutral displays ensure focus is directed on the content and children's work. Low level furniture allows children to observe and learn from their peers and creates a sense of softness throughout the space. We find the natural aesthetic creates a calming space where children's needs are considered and over stimulation is avoided. Children explore the qualities of the real and natural resources in more depth than plastic toys. They love using their imagination and language to describe what these loose parts have transformed into through their play. These materials ignite curiosity and lead to interesting discussions with adults where new vocabulary is taught and a love of learning fostered.

Flatts' Fabric of Reading

We are committed to developing a love and passion for reading with all our children.

LANGUAGE

Understanding language is a vital foundation of reading. We focus on broadening vocabulary, knowledge and skills through quality interactions with our children.

READING SPINE

We have identified a set of quality books which we use regularly with the children. This allows them to become familiar with the rhythms of language, the structure of the stories and to join in and develop favourites. You can find out more about our Reading Spine on the website.

PHONICS

We cover phase 1 phonics—focusing on being able to identify different sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting. This means our children will have a solid foundation of phonic knowledge before moving onto their next phase of education.

HELICOPTER STORIES

We use this approach to give children confidence to create and share their own stories. This allows them to play with known stories and to experiment with story language they have heard.

LIBRARY

We have a library of books which children can take home and share with parents. We feel this encourages a love of books and begins a reading habit which will hopefully stay with them for life.



Flatts Nursery School

Ashworth Green

Dewsbury

WF13 2SU

01924 456771

office@flattsnursery.co.uk

