



# Two year old Nursery Provision

## Curriculum Policy

# Curriculum Rationale

At Rimrose Hope we understand that an Early Years curriculum must serve to reaffirm core principles which values:

- The child at the centre of practice
- The child's connections within family, communities, cultures & the wider world
- The whole child
- The rights of the child as outlined in the UNCRC (1989)

We appreciate that all children have agency and a desire to learn and make connections. As such this curriculum aims to provide high quality provision based on: **A Unique child, Positive Relationships, Enabling Environments, Learning and Development**. Through this provision, we will ensure that our children are listened to and recognised as experts in their own lives, promoting inclusive principles for practice that all children are entitled to.

We recognise the importance of providing children with experiences that enhance and develop their dispositions to learning and their right to play. Our vision is to provide experiences that support children to think and learn for themselves, helping to form the foundations of long-life learners.

Our curriculum has been developed in recognition of research based pedagogical approaches that best meets the needs of our youngest children. The chosen approaches are also in line with our belief as a whole school and provide a valuable steppingstone into the next phase and beyond.

## Principles:

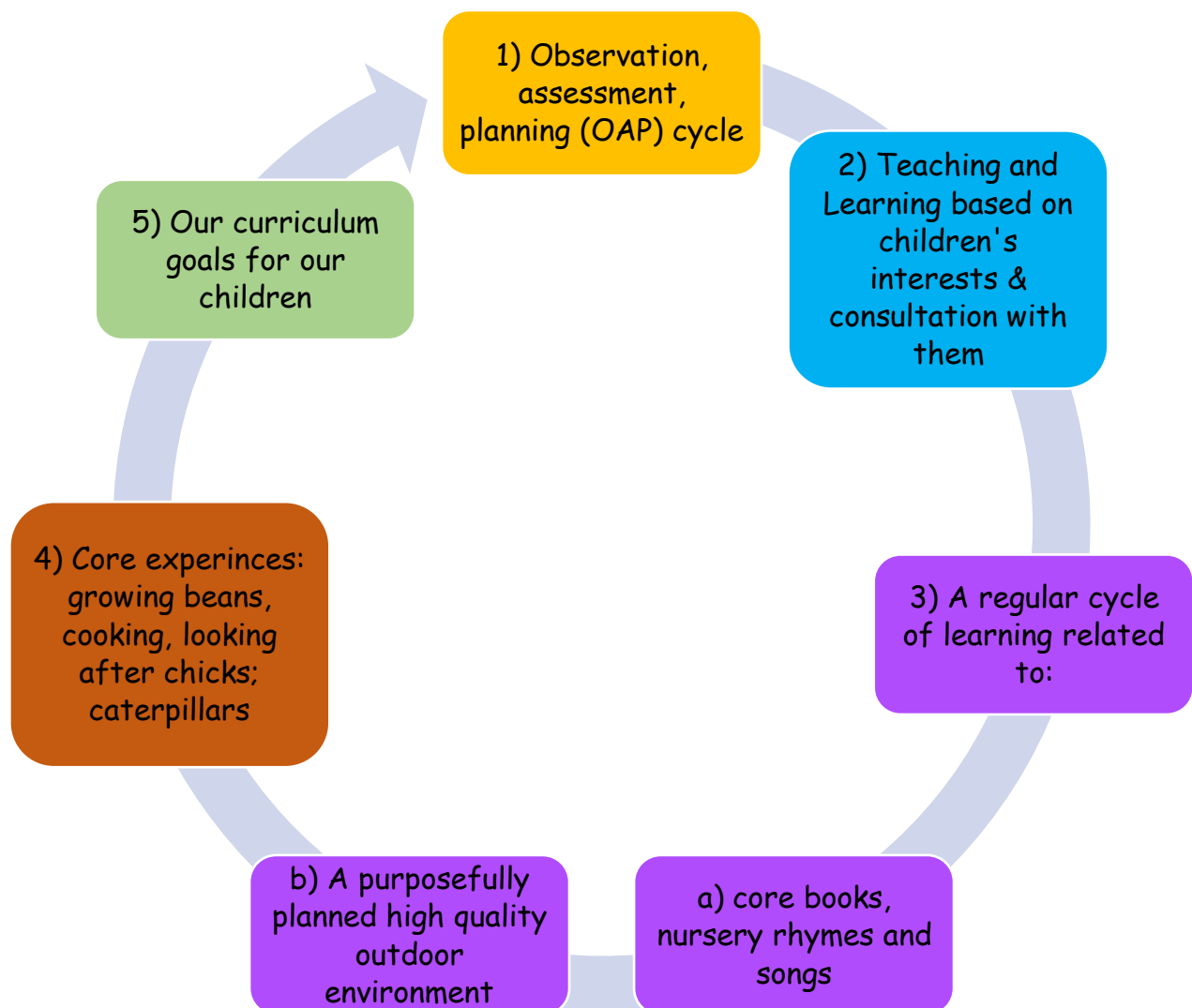
- ⇒ Children learn best when they feel happy, safe and secure.
- ⇒ Children are experts in the own lives and as such are co-constructors of their learning, alongside skilled adults.
- ⇒ Children learn at different rates and learning journeys are all unique.
- ⇒ Effective learning must be meaningful to a child in order for them to use what they know and apply it in new contexts.
- ⇒ Children need opportunities to develop the Characteristics of Effective Learning (CoEL) so that they are able to approach learning situations with curiosity, energy and enthusiasm.

## What?

The prime areas of learning in EYFS - **Communication and Language, Personal, Social and Emotional Development, and Physical Development**, are recognised as the fundamentals to a broad and balanced base of learning for children. Described as the "*universal core aspects of early child development*" (Early Education, 2021), they are time sensitive due to the biological factors that enable rapid brain connections, particularly in the first three years of life. Our curriculum reflects this, with a strong emphasis being placed on the three prime areas of learning in particular.

## Curriculum overview

We offer a high quality broad and balanced curriculum which consists of five key elements:



<p>1) Observation, assessment, planning (OAP) cycle</p>	<p>Ongoing formative assessment is at the heart of effective early years practice.</p> <ul style="list-style-type: none"> <li>⇒ <b>Observe:</b> what the child is doing</li> <li>⇒ <b>Assess:</b> reflect on what you notice to help your understanding of the child and their development</li> <li>⇒ <b>Plan:</b> decide how best to support, extend and teach, ensuring children are exposed to new experiences</li> </ul>
<p>2) Teaching and Learning based on children's interests &amp; consultation with them</p>	<p>All aspects of our curriculum require reflexivity from practitioners and must take into account what has been observed. Consultation with children is ongoing.</p>
<p>3) A Regular cycle of learning</p>	<p>All aspects of our curriculum have a 'progress model' that is built upon as the children move through our EYFS phase (Two Year Old Provision, School Nursery &amp; Reception)</p>
<p>4) Core experiences: growing beans, cooking, looking after chicks; caterpillars</p>	<p>Observing the children is as much about identifying the learning experiences they lack as it is about identifying their current interests. It is vital that planning broadens and deepens those interests, providing opportunities for children to engage in new experiences.</p>
<p>5) Our curriculum goals for our children</p>	<p>The progress model is particularly highlighted through the third, fourth and fifth elements.</p> <p><b>Example:</b> in our two-year old provision, core texts will begin with simple, repetitive language. As the children progress through the EYFS, our key texts become more complex in vocabulary and structure.</p>

## Learning at Rimrose Hope's Two Year Old Provison

- ⇒ Play based learning that takes place within a high quality indoors and outdoors environment
- ⇒ Children are actively involved in their learning experiences
- ⇒ There is a balance of child-initiated and guided learning experiences driven through effective early years pedagogy such as scaffolding and sustained shared thinking
- ⇒ We seek to embed strong relationships with parents/carers and understand that parental involvement is vital

Our curriculum is tailored to the needs of the children in our school community and focuses on their strengths and needs. Our curriculum goals are ambitious and flexible. They have been created through reflection and in consideration of the skills that we believe our children largely seem to lack upon entry into Nursery. They consist of skills that we believe will give our children an advantage as they move through the EYFS phase and experiences we feel are important for them to have during their time with us.

### Our Curriculum Goals

Curriculum goals are unique to each setting. The emphasis is on deepening their learning rather than quickly moving onto the next skill.

**Settle in:** Settle in, away from their main caregiver, and become a confident learner

**Recite:** Recite 3 simple nursery rhymes confidently

**Participate:** Participate when read a familiar story

**Ride:** Ride on a balance bike

**Perform:** Make up and perform your own story

**Make:** mark make using visible marks

**Build:** build a den outside that keeps you dry

**Bake:** Follow a simple recipe to bake a cake

## How?

### Our Pedagogy

#### **Play:**

Children have a right to play, and it has been recognised as vital to their wellbeing and development. As they play children immerse themselves in a process to find out about themselves and the world around them. Through interactions with a quality environment, open ended resources and a playful adult, children build on existing learning and make connections and extend their knowledge. In an enabling environment children experience autonomy through their ability to make choices and take responsibility. Play is vital to healthy brain development and research has identified many different types of play - sensory, exploratory, schematic, symbolic, pretend, cooperative, risky, fantasy / superhero.

#### **Observation, assessment, planning (OAP) cycle:**

Children's development and learning is best supported when the child is at the centre of it. The observation, assessment, planning (OAP) cycle describes our assessment for learning. It involves observing the child to understand how he/she is developing, learning and growing. This allows us to ensure that the needs of the child is met and opportunities to support and extend are appropriate. Children bring knowledge-based interests into the setting and are motivated to learn through connecting new experiences to what they already know and can do.

#### **PLOD's (Possible Lines of Development):**

The PLOD is a working document that uses observations to build children's prior experiences and interests into your teaching. In this way children have co-ownership over the planning and practitioners can seek to find ways to extend the children's experiences. Conversations with parents / carers can also inform PLOD's and in this way support an active partnership.

#### **Planned high quality indoor & outdoor provision:**

The children will spend the majority of their time freely accessing resources within the indoor and outdoor continuous provision. Resources have been carefully chosen to allow for:

- maximum exploration - open ended resources such as loose parts
- to support our curriculum
- to develop the Characteristics of Effective Learning
- to support our children as active agents of change.

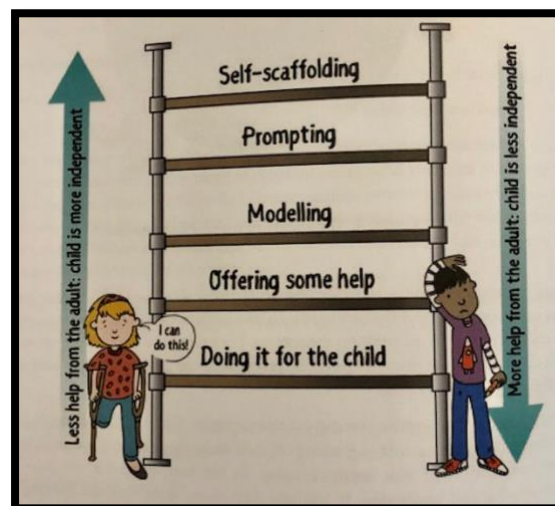
The environment reflects the children who inhabit it and as such is subject to change. To ensure that the environment remains consistently of high quality we use the Infant/Toddler Environment Scale (ITERS-3).

### **Scaffolding:**

Scaffolding is one of the most powerful ways to support children's learning. The idea is that each child has two levels of development:

- what they can do on their own
- what they can do with the help of another person (child / adult)

Skilled practitioners must think carefully, and often in the moment, about their interactions with children to ensure that the right amount of support is given to ultimately aid future learning and independence. The diagram below (Grenier, 2020) highlights some scaffolding techniques used:



### **Sustained shared thinking:**

Sustained shared thinking is related to scaffolding. This refers to times in which two or more individuals "work together" to clarify a concept, solve a problem, extend a narrative and so on. It may occur through 'thinking out loud', asking appropriate questions, using language related to metacognition. All parties contribute to thinking that extends and develops.

### **Helicopter stories:**

Helicopter stories is based on the work of Vivian Gussin Paley's *A storytelling curriculum*. It is an approach for young children and is built on the notion that story making and fantasy play are the original learning tools that children use to understand and make sense of the world. It is a tool used to develop speaking and listening, as well as children's confidence, social and emotional skills. An adult scribes a child's story word for word and once there is a collection of stories the

children gather at the end of the session to observe and take part in the stories of their peers, bringing them to life through dramatic play.