

Curriculum intent

At Monkchester Road Nursery we are proud that our curriculum develops and reflects our core values of happiness, sharing and caring, respect, independence and creativity.

Our school and the curriculum are unique to our children and the community that we serve and our curriculum intent is embedded in our teaching and learning. At Monkchester Road we endeavour to provide children with the necessary skills, knowledge and attitudes to achieve in everything they do ensuring they are prepared and supported for their transition into their next stage of learning, education and life.

We work in partnership with parents to support all children to develop their capabilities as successful learners through providing strong routines and boundaries, quality experiences, nurturing independence and inquisitive minds as well as promoting and demonstrating positive relationships and role models.

Monkchester Road's curriculum is not confined to the 'indoor class room' and the outdoors and forest are truly embedded within our day to day learning. We strongly believe that the outdoors not only supports with well-being, along with the health and physical benefits, but also enables children to thrive, build confidence and empathy, to manage risk and offers opportunities to transfer skills that have been learned in new ways.

The curriculum celebrates diversity and is broad, balanced and rooted in real and meaningful experiences that are child led and acknowledge the community they live in, while providing opportunities to explore, experiment and engage in the new and unfamiliar in order to challenge, deepen knowledge and embed understanding. Our curriculum empowers, enables, engages and inspires children to be happy and inquisitive life-long learners.

Implementation

Pupils learn through a balance of child-initiated and adult-directed activities. Child initiated learning is valued and encouraged. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child initiated activities.

The timetable is carefully structured to ensure children are getting what they need in a personalised curriculum. Focused group time means that staff can teach new skills and systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.

EYFS curriculum is designed to develop the characteristics of effective learning:

- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Active learning – children keep on trying if they encounter difficulties, and enjoy their achievements.
- Playing and exploring – children investigate and experience things, and ‘have a go’.

These characters play a leading role in the teaching and learning that takes place in the curriculum and how to embed knowledge and understanding for all children.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn. The curriculum engages all children and ensures that all children make good progress from their starting points.

Where possible the children’s own interests are used by the adults to engage the children in higher level thinking and deeper learning.

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in learning at home.

Impact

We want each child to get the best possible start in life and to be ready to thrive within school. At Monkchester Road Nursery we do this by ensuring ongoing assessment is an integral part of the learning process to ensure all children are making at least good progress at their individual rates. Staff observe pupils and these observations are used to plan next steps.

We use a paper based learning journey to record assessments which is also shared by parents. The EYFS team meet for regular meetings and receive necessary training linked to the school development plan.

The EYFS team meet for regular meetings and receive necessary training linked to the School development plan.

Both internally and across our Federation we carry out moderations and attend regular pupil progress meetings to ensure progress is being made for each individual child.

The EYFS leads are committed to raising standards by attending relevant CPD and ensuring each child at Monkchester Road Nursery has the best start on their life in education.