

## Our Values

**Respect** – We treat each other with respect. We promote tolerance, inclusivity, diversity and equality.

**Discovery** – We will ignite the spark of knowledge through discovery, awe and wonder.

**Resilience** – We withstand adversity and bounce back from difficulties. We recover from setbacks and overcome challenges.

**Balance** – We encourage children to be active and eat well. We are secure in our relationships and build secure attachments through honesty.

**Caring** – We work hard to develop caring partnerships. We are responsive, interested and involved with children, parents, other professionals and the wider community.

**Kindness** – We are friendly, kind, generous and considerate. We support the children, parents and each other.

## Our Children Are:

**We work hard to embed our values so that each child is:**

**Rich in Potential**

**Creative**

**Respectful**

**Confident**

**Open-Minded**

**Kind**

**Curious**

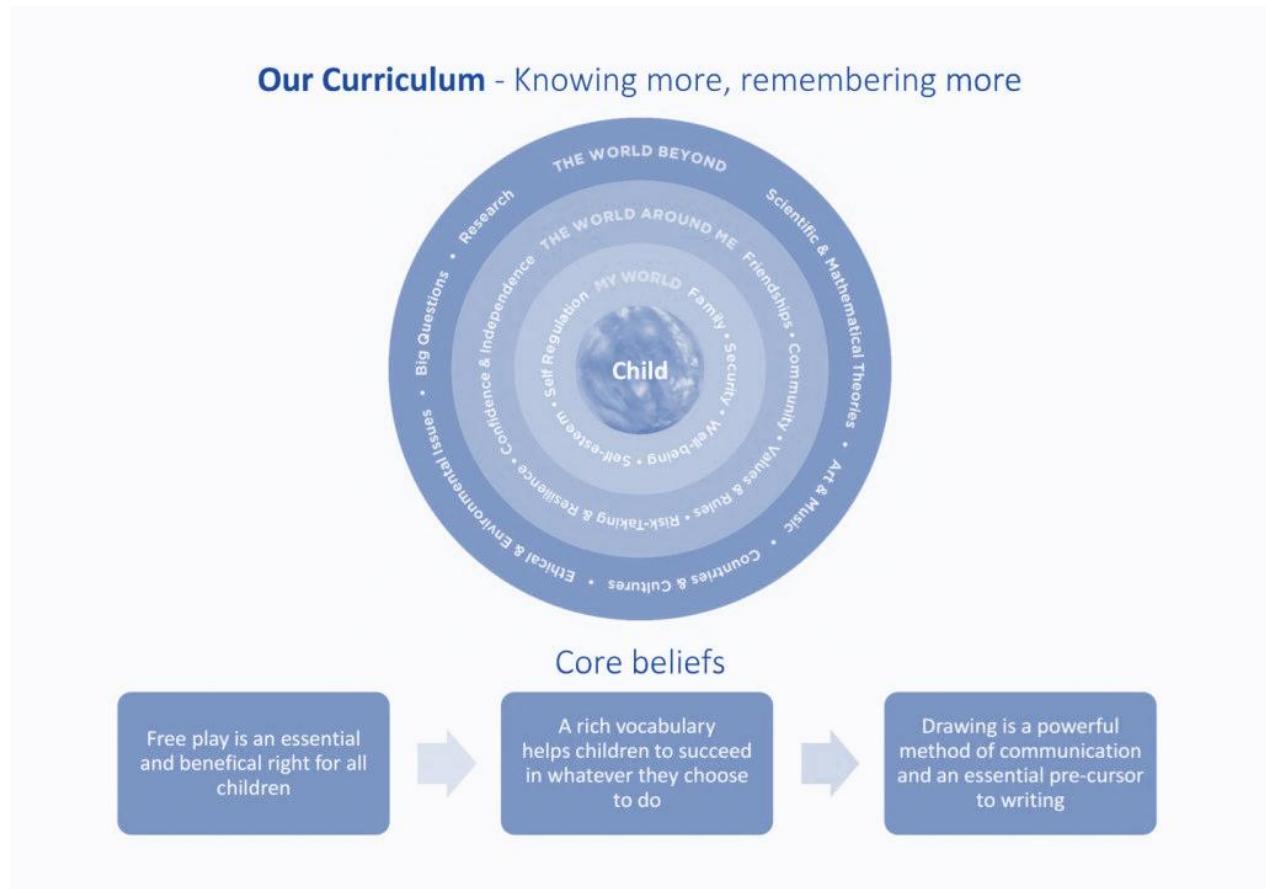
**Independent**

**Strong**

**Resilient**

# Our curriculum

Our Curriculum is based on 3 interconnecting worlds: my world, the world around me and the world beyond.



Our highly trained staff will use these worlds as a starting point for engaging children in learning across all seven areas of learning as outlined in the Statutory Framework for the Early Years Foundation Stage

- **Communication and language development**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say

with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and po

- ems, 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, story-telling 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.

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To further support inclusive communication, staff have undertaken training in Makaton and consistently use it across the setting. Key signs are introduced from the baby room and continue to be embedded throughout each child's journey with us. Makaton is woven into songs, stories, routines and everyday interactions, supporting all children to develop their understanding, expression and confidence in communication.

- Physical development**

Physical activity is vital in children's development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

- Personal, social and emotional development**

Children's personal, social and emotional development (PSED) is crucial for

children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. 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.

- **Literacy development**

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. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

- **Mathematics**

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. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base

of knowledge and vocabulary from which mastery of mathematics is built. In addition, 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.

- **Understanding the world**

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 – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. 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. Enriching and widening children's vocabulary will support later reading comprehension.

- **Expressive arts and design**

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.

## Implementation

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The implementation of our curriculum is based on a clear pedagogy which recognises the following key principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

(DFE, Statutory Framework the Early Years Foundation stage, 2020).

## Understanding and implementation of the Characteristics of Effective Learning

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These characteristics explain how young children learn.

### Playing and exploring – engagement

Relevant learning experiences that are engaging and interactive that facilitate challenging and sustained learning. Learning is defined as the progress in one or more of the following areas:

- **Skills** – being able to do something, such as a being able to pedal on a trike

- **Knowledge** – knowledge such as knowing where the small world resources are kept, or knowing that your heart needs to beat to all the time
- **Concept** : development of an understanding: such as some materials can alter their form: water to ice
- **Dispositions** – displaying of behaviours that enhances learning such as a willingness to persevere, to ask questions, to have a go.

## Active learning – motivation

For learning to flourish children need rich opportunities that promote engagement, challenge, inspiration and fascination, for example working collaboratively to build a bridge across a stream.

## Creating and thinking critically – thinking

For children's thinking to flourish, practitioners need to know the child and establish secure relationships. It is once such secure relationships are established that practitioners can tune into children's thinking. The use of thinking language can facilitate the means for children to reflect on their learning this includes: open ended questions, running commentaries, pondering and repeating children's language back to them to highlight their thinking.

## Extending Children's Thinking and Learning

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We value these teaching strategies which are underpinned by a knowledge of child development and warm, trusting relationships.

### Observe to Understand

- “Stand aside for a while and leave room for learning, observe carefully what children do, and then if you have understood well, teaching will be different from before” (Loris Malaguzzi)
- Use your words wisely

### **Open ended questions to promote thoughtfulness.**

- A commentary of thoughts and actions to model language
- Ambitious, rich language to inspire children
- Specific praise so children know what they have done well

### **Benign Neglect**

- “non-interference that is intended to benefit someone or something”
- Allow children to persevere, overcome challenges, develop independence

### **Model and Guide**

- The Zone of Proximal Development (Vygotsky) “What a child can do in co-operation today, they can do alone tomorrow”

### **The environment as the third educator**

- A Nursery school is a place of possibilities!
- New experiences in a rich environment to encourage new ways of thinking.
- Time, permission, open ended resources and a risk-taking culture.

## **Our Intended Outcomes for all children**

**Learning within a place of possibilities, children will be nurtured.**

**Their individual interests and talents will be valued and developed.**

As a result, children’s well-being will be high. They will have a belief in themselves and their abilities. They will know that they are loved, that they are strong, capable and unique. They will have resilience and the perseverance to keep on trying when things are challenging.

They will have the confidence to try new things, to take risks and be physically active. Children will know how to communicate their ideas, beliefs and feelings, choosing different ways to do this. Some children will choose to dance, others to build or draw or sing. They will have experienced and remembered a wide range of words through stories, rhymes and poems. They will have the skills to make friends

and will show kindness to others. They will know how to look after themselves, their friends, their school and the environment.

They will know about important mathematical and scientific concepts. They will have an understanding and respect of the world around them and the world beyond. They will have a desire to learn and be ready for their next stage in education.

Intended outcomes by 36 Months	Intended outcomes by 48 Months
<b>Personal, Social and Emotional Development</b>	
Shows an interest in others and makes new relationships. Explores new environments	Can play with others, sharing what they are using with help. Plays imaginatively with other children. Confident to have a go and try new things
<b>Communication and Language</b>	
Responds to questions. Asks for help if they need it. Speaks in simple sentences.	Talks about what they are doing and things they remember. Starts conversations with familiar people and asks questions. Listens when they are in a group with other children.
<b>Physical Development</b>	
Uses the toilet with some support. Moves around their environment with awareness and control. Manages a range of equipment purposefully.	Can dress themselves with some support. Gives new challenges a go and is aware of their own safety. Uses resources with some control e.g. can pour from a jug into a cup.
<b>Literacy</b>	
Enjoys sharing books with adults. Uses simple marks including lines, curves and circular movements.	Looks at books and has some favourites. Makes marks to represent their names and talks about their drawings. Knows the difference between pictures and words.
<b>Mathematics</b>	
Shows an awareness of number. Uses mathematical language in their play.	Beginning to count objects in their play. Understands how different shapes fit together. Will notice who has more or less.
<b>Expressive Art and Design</b>	
Explores and plays with a range of media and materials.	Creates with increasing thought and purpose. Knows about and appreciates the work of others.

Understanding the World	
<p>Explores natural materials and the natural world.</p> <p>Talks about their family and people important to them.</p>	<p>Show interest in the lives of others, understanding differences between people.</p> <p>Know about different beliefs and celebrations.</p> <p>Show care for the environment and living things within it.</p> <p>Observe closely and find out about the world around them.</p>

### Sequencing of Learning – Cathedral View Childcare

Area / Outcome	Baby Room	Toddler Room	Rising 3s	Pre-School
<b>Physical Development – Fine Motor</b>	Explores toys with hands and mouth, grasps rattles, bangs objects, transfers hand-to-hand, finger-feeds	Holds spoon with support → independently, begins fork use, whole-hand grasp on crayons/chalks, threads large beads, stacks blocks	Uses spoon & fork independently, knife with support, developing tripod grip, snips paper with scissors, threads smaller beads, builds with more control (Duplo, magnetic tiles)	Uses knife & fork independently, cuts most foods, holds pencil in tripod grip, cuts along
<b>Physical Development – Gross Motor</b>	Tummy time, rolls, crawls, pulls to stand, cruises furniture, first steps	Walks steadily, climbs onto low furniture, kicks ball, pushes/pulls ride-ons	Runs with control, climbs stairs alternating feet, pedals tricycle, balances briefly on one foot	Jumps with both feet, hops, skips, throws/catches ball with control, rides balance bike confidently
<b>Communication &amp; Language</b>	Responds to voices, babbling, gestures, says first words, introduced to Makaton	Uses 50+ words, joins in rhymes/songs with actions, combines 2–3 words, follows simple instructions	Speaks in simple sentences, asks “what/why” questions, retells simple events, uses descriptive vocabulary	Holds conversations, retells stories with detail, listens in a group, uses complex sentences and reasoning language
<b>PSED</b>	Forms secure attachment with key person, shows preference for familiar adults, begins parallel play	Plays alongside others, shares with support, expresses feelings with gestures/words, follows routines with help	Plays cooperatively, begins resolving conflicts with adult help, shows confidence trying new things, manages some self-care with support (toileting, dressing)	Builds strong friendships, negotiates and resolves conflicts independently, shows empathy, resilience, manages own

				needs independently
<b>Literacy</b>	Looks at books, enjoys songs/rhymes, explores books with mouth/hands, turns thick pages	Recognises favourite books, points to pictures, joins in repeated refrains, makes random marks with crayons/chalks	Talks about stories, recognises own name in print, draws with intention, copies some letters, notices print in environment	Retells stories in sequence, hears initial sounds, blends simple CVC words, writes name, writes simple labels or captions
<b>Mathematics</b>	Explores filling/emptying containers, bangs/taps rhythm, stacks blocks	Counts "1,2,3" in play, uses big/small language, simple shape sorters, begins puzzles	Counts reliably to 5–10, compares groups (more/less), matches numerals to quantities 1–5, makes patterns, sorts by colour/size	Counts reliably to 5–10, compares groups (more/less), matches numerals to quantities 1–5, makes patterns, sorts by colour/size
<b>Understanding the World</b>	Explores natural objects (sand, water, leaves), responds to changes (light/dark, hot/cold), enjoys cause-and-effect toys	Recognises family members in photos, notices animals/vehicles, explores simple tech (buttons, switches), joins in with familiar celebrations	Talks about family/celebrations, understands differences between people, plants seeds and observes growth, talks about weather	Talks about people who help us, shows care for environment (watering plants, recycling), understands simple science (floating/sinking, melting/freezing), asks "how/why" questions
<b>Expressive Arts &amp; Design</b>	Explores textures (paint, water, sand), enjoys sound-making with instruments, responds to music with movement	Joins in nursery rhymes with actions, experiments with paint/collage, enjoys role play with simple props (feeding doll)	Creates purposeful pictures, uses varied tools (brushes, rollers, sponges), engages in imaginative role play and small world	Creates detailed role play narratives, represents people/objects in drawings, composes own songs/dances, comments on and appreciates others' creations

## IMPACT of our Teaching and Learning

**Children's learning will be closely monitored** in close collaboration with parents to ensure that all children are supported to reach significant milestones for their age. We regularly **review our learning environments**. Staff meet regularly to talk about the learning that has taken place and what we can do to enrich further learning.

**Using reflective practices and strategies**, we try to see our nurseries through the eyes of the children, understanding their experiences, their learning and what we can do to support them. We watch videos of children's play, study photos and share observations.

Senior leaders carry out **regular learning walks** to assess the impact of the teaching and learning environment.

Staff have regular time out of class to **reflect on their key children's learning**. We have a **commitment of staff training** which continues to build on staff knowledge of child development and the quality delivery of the early years curriculum.

## Our Approach to Assessment

At Cathedral View Childcare we feel a responsibility to develop a model of **effective, meaningful** and **principled** assessment of young children's learning.

- By **effective**, we mean a method of assessment that ensures that all children are supported in reaching significant milestones.
- By **meaningful**, we mean that the observation made inform our everyday practice and curriculum. By gaining an insight into children's thinking, feeling and needs we can plan our environment and actions to provide future possibilities for learning.
- By **principled**, we mean that our focus is on **observing to understand** children. We will not test children or seek unnecessary

knowledge. Children are recognised as individuals, not as a percentage in a pie chart.

- We will not spend unnecessary amounts of time writing observations or gathering evidence of children's learning, but appreciate the parental desire for these in moderation. We believe that if we are **capturing** the moment, we cannot be **part** of the moment. Instead we have structures in place that enable us to regularly discuss each child as a team.