



Cambridge Nursery School Curriculum Policy

At Cambridge Nursery School we aim to support and nurture every child's unique developmental journey.

What do we do?

- We recognise each child is an individual and may start at different points and have different learning journeys.
- We provide a safe place where a child will feel secure, happy and valued.
- Provide quality play based learning experiences which provoke curiosity, introduce new concepts and build on their own interests.
- Support their communication needs whether this be verbal or non- verbal to ensure they will be able to express their needs, wants and feelings.
- Introduce new experiences to provoke and motivate learning.
- Encourage and develop the children's independence
- Ensure learning experiences provided are broad and balanced and the seven areas of learning in the early years foundation stage are used in planning learning experiences, these are listed below

PRIME AREAS

- Personal social and emotional development (PSED)
- Communication and language (CL)
- Physical development (PD)

SPECIFIC AREAS

- Mathematics (M)
- Literacy (L)
- Expressive arts and design (EAD)
- Understanding the World (U of W)

How will our curriculum be delivered?

Play is our tool for learning, through play your children will

Build
Confidence

Learn to
explore

Relate to
others

Develop curiosity

Think about problem
and solve them

Be motivated
to learn

Develop their own
learning styles

and make lots of mistakes in a safe place!

From our mistakes we learn e.g. if we put wet sand in the wheel it won't turn, but if it is dry it will!
In this play we are learning scientific principles about materials (U of W) mathematics (M) as wet sand is heavy, in talking to the teachers or the teacher talking to the children and commenting we learn how to ask questions, communicate with others, ask for help and explanations (CL) and (PSED). We may make marks with our fingers possibly the shapes of letters (L).
Planned and purposeful play is a key strategy for introducing and consolidating all areas of learning.

Play can be.....

Child initiated – children make choices from the learning environment to meet their outcome for learning

Adult initiated – practitioners provide resources to stimulate and consolidate learning

Adult directed activities – children engage in planned activities to meet specific learning outcomes

How do we decide what is the next step or best approach for a child?

We use our observations and assessments to make judgments and inform our planning. Each child has a learning journey and a record of progress (paper record), we also record on an electronic tracking system to ensure they are making progress.

Our learning environments

We have three indoor learning spaces and four outdoor spaces (2 outdoor spaces are currently under development).

The indoor environments consist of:

- The 3/4 year old room
- The 2/3 year old room
- The playroom

All three of these rooms lead to two outdoor areas which provide a continuation of provision.
Two small outdoor areas (beside the staff conservatory and training room) are to be developed further.

Home/school links

It is important that we are aware of any experiences we can support then build further in school. We want to maximize any opportunities to learn for us to teach.

We have a school email address: Nurseryschool.cambridge@schools.sefton.gov.uk

We encourage parents to email any photographs or tell us what their child has been experiencing and achieving at home.

Our newsletters provide an insight into current themes or plans and staff will post on twitter or on the notice boards within school.

Teachers also plan stay and play days for parents to stay and join in play based learning experiences i.e. Christmas Math's Day.

We also have a lending library and create spaces for parent to stay and share a book with their child. Please refer to the individual learning areas on our website which show ways in which the children are receiving a broad and balanced curriculum.

Cambridge Nursery School governors renew this policy at least annually to ensure it meets the needs of all our children and supports them to become confident, resilient and equipped for life in a constantly changing society.