

Wellingtons Nursery Curriculum

Play is at the heart of everything we do!

Wellingtons Nursery aims to provide a broad and balanced curriculum which allows for many 'wow' moments as the children engage in play-based learning within a safe and stimulating environment. Wellingtons aim to provide opportunities for children to play and learn happily in ways which will help them develop their skills and knowledge. We provide a variety of adult-led and independent activities that support the seven areas of learning outlined in the Early Years Foundation Stage (EYFS):

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design



Partnership with Parents

Wellingtons Nursery believe that when parents and practitioners work together this has a positive impact on a child's development and learning. Working together to understand and meet a child's individual needs begins with valuing and respecting the different roles that each partner plays. It is a process that involves sharing information and skills and building relationships based on mutual respect and trust. Open two-way communication is vital to make sure that knowledge and expertise is shared between partners. Wellingtons' aims to provide strong home links from the start of a child's journey with us. An allocated key-worker is essential in developing a strong relationship with a child and their family. Wellingtons welcomes parents/carers and has an 'open door' policy. We aim to keep in touch through a variety of ways including face-face conversations, newsletters and Tapestry. Tapestry provides key workers the opportunity to further build relationships with parents. Parents/carers are kept up to date with their child's progress and can respond to observations. Tapestry enables parents/ carers to become involved in assessment and helps them to support their child's development at home.

Planning

Planning is vital to ensure that children's learning is effective and that they are making the required progress towards the early learning goals.

Long term planning is kept simple. It gives an overview of the themes and topics that will be covered over the coming year and includes any special events and occasions that are planned. It provides limited detail of the areas that provision will focus on, e.g. a Doctors Surgery role play area. Themes and topics are chosen around seasons and events that fall during the months ahead or can pick up on children's interests and hobbies. Long-term plans are changed annually to include different themes and ensure children experience a broad range of topics and continuous provision.

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Medium term planning (half termly) links long term planning to specific planned activities.

Wellingtons Nursery plans half termly topics aimed to inspire children's curiosity, understanding and development. Key-worker and whole staff observations lead medium term plans. There is evidence to suggest that topics are more successful if children are genuinely interested in them. Topics linked to long term plans may therefore be changed at times, affected by a variety of factors for example children's interests and staff observations, evaluations and discussions.

Short term planning (weekly) includes specific plans for circle time sessions and adult-led focussed activities. This planning supports children to develop and progress in all areas of their learning. Short term planning is very much linked to observation and assessment by key workers enabling them to support progression of their children's individual learning experience. All staff are involved in planning a wide range of exciting activities and children have independent access to a stimulating curriculum both indoors and outdoors on a daily basis.

In the moment planning. Free-flow activities are planned on a daily basis however this should not be restrictive and should include opportunities for extension; child requested activities and further planned adult led activities.

Observation

Observations of children are vital. Every child has a unique set of abilities and talents, observations in different situations capture these first hand. Observing what children choose to do, what their interests are, with who and with what resources they enjoy playing with, provides adults with reliable information about children as individuals. Observation provides opportunities to gauge children's needs and plan next steps in their learning. Observation take place on a regular basis as part of daily routines. Discussing these with the child, their parents and team members gives a starting point for a holistic approach that will ensure that the child is always central to what is planned.

Assessment

There are two types of assessment

Wellingtons uses Formative Assessment on a daily basis to make decisions about what a child stage a child is at and to help them to move on in their learning.

Summative Assessment at Wellingtons takes place when a child is between 24 and 36 months. Outcomes of this assessment are recorded and parents and practitioners use the information gained to identify a child's strengths and their learning needs.

Daily Routine

Routines give children a sense of security and control over their environment. Some of the important skills children learn through routines include: self-control, positive behaviour and social skills. Routines help children understand time and time-management and can establish important habits such as hand washing and tidying up. Routines can strengthen relationships by focusing on time together. Wellingtons has established a daily routine that together with observation planning and assessment ensures a variety of opportunities for learning in the Prime and Specific areas of learning in the EYFS.

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Wellingtons Daily Routine

8.00 – 9.15	<p>Arrival Self-registration, making choices, social interaction, developing self-confidence Free choice inside play Breakfast (8.15-8.45am)</p> <p>Arrival for AM pupils Self-registration, making choices, social interaction, developing self-confidence</p> <p>Structured free play activities Free choice play in a variety of areas, inside and out. To include sand & water, writing & number games, physical challenges. Provision changed on a regular basis to ensure exciting and challenging activities linked to medium term plans.</p> <p>Group planned activities Adult led activities linked to short term plans.</p> <p>Physical activity indoors or outside A variety of physical play including but not limited to dance and movement, bikes and scooters, parachute games, ball games, involving listening to instructions, sharing, gross motor skills.</p>
10.00 – 10.45	<p>Rainbows</p> <p>Circle time To include: A variety of songs and rhymes or stories . Phonics Time- Phase 1 sound recognition activities. numbers and actions.</p> <p>Snack time: Snack table open – Children choose their own snack. Table manners, communication skills, likes and dislikes, trying new things, taking turns and sharing</p>
10.00 – 10.45	<p>Raindrops</p> <p>Snack time: Snack table open – Children choose their own snack. Table manners, communication skills, likes and dislikes, trying new things, taking turns and sharing</p> <p>Free flow activity</p> <p>Circle time To include: A variety of songs and rhymes or stories . Phonics Time- Phase 1 sound recognition activities. numbers and actions.</p>
10.45 – 12.00	<p>Structured free play activities Free choice play in a variety of areas, inside and out, including sand & water, writing & number games, physical challenges. Provision changed on a regular basis to ensure exciting and challenging activities linked to medium term plans.</p> <p>Group planned activities Adult led activities linked to short term plans.</p>

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	<p>Physical activity indoors or outside</p> <p>A variety of physical play including but not limited to dance and movement, bikes and scooters, parachute games, ball games, involving listening to instructions, sharing, gross motor skills.</p> <p>Rainbows Summer Term- Phonics WRI</p>
11.45 – 12.00	<p>10-15 minutes whole group circle time</p> <p>Time for stories/ rhymes/ songs. Look at colours, number, Yoga etc..</p>
12.00-1.00	<p>Lunch</p> <p>Personal, Social & Emotional skills. Using cutlet, table manners, independence skills, communication skills, likes and dislikes, trying new things.</p> <p>Toilet and hand washing time</p> <p>Welcome PM children say goodbye to some AM children. Free play whilst tidying up after lunch</p>
1.00-2.00	<p>Structured free play activities</p> <p>Free choice play in a variety of areas, inside and out. To include sand & water, writing & number games, physical challenges. Provision changed on a regular basis to ensure exciting and challenging activities linked to medium term plans.</p> <p>Group planned activities</p> <p>Adult led activities inked to short term plans.</p> <p>Physical activity indoors or outside</p> <p>A variety of physical play including but not limited to dance and movement, bikes and scooters, parachute games, ball games, involving listening to instructions, sharing, gross motor skills.</p>
2.00-2.30	<p>Circle time/Snack time alternatively- Raindrops & Rainbows</p> <p>To include:</p> <p>A variety of songs and rhymes or stories . Phonics Time- Phase 1 sound recognition activities or Phonics Times. RWI sound recognition numbers and actions.</p> <p>Snack time : Snack table open – Children choose their own snack. Table manners, communication skills, likes and dislikes, trying new things, taking turns and sharing</p>
2.30-3.00	<p>Structured free play activities</p> <p>Free choice play in a variety of areas, inside and out. To include sand & water, writing & number games, physical challenges. Provision changed on a regular basis to ensure exciting and challenging activities linked to medium term plans.</p> <p>Group planned activities</p> <p>Adult led activities inked to short term plans.</p> <p>Physical activity indoors or outside</p>

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	<p>A variety of physical play including but not limited to dance and movement, bikes and scooters, parachute games, ball games, involving listening to instructions, sharing, gross motor skills.</p>
3.00-4.00	<p>Structured free play activities Free choice play in a variety of areas, inside and out. To include sand & water, writing & number games, physical challenges. Provision changed on a regular basis to ensure exciting and challenging activities linked to medium term plans.</p> <p>Group planned activities Adult led activities linked to short term plans.</p> <p>Physical activity indoors or outside A variety of physical play including but not limited to dance and movement, bikes and scooters, parachute games, ball games, involving listening to instructions, sharing, gross motor skills.</p>
4.00 – 4.30	<p>Teatime : Table manners, communication skills, likes and dislikes, trying new things, taking turns and sharing</p>
4.30-5.00	<p>Structured free play activities Free choice play in a variety of areas, inside and out. To include sand & water, writing & number games, physical challenges. Provision changed on a regular basis to ensure exciting and challenging activities linked to medium term plans.</p> <p>Group planned activities Adult led activities linked to short term plans.</p> <p>Physical activity indoors or outside A variety of physical play including but not limited to dance and movement, bikes and scooters, parachute games, ball games, involving listening to instructions, sharing, gross motor skills.</p>
5.30 – 6.00	<p>Tabletop games A variety of table top games to support literacy and numeracy and personal, social and emotional skills. Including but not limited to dice games, jigsaw puzzles, matching games and card games.</p> <p>Quiet activity, adult led May include letters and sounds, number songs and rhymes, circle games, story time or free choice reading or jigsaws.</p> <p>Preparation for end of day goodbyes.</p>