Oakhill

faith stronger than the oak

**Oakhill Nursery Early Years Curriculum**

**Birth to 5**

Oakhill Nursery warmly welcomes children and families of all faiths. We are committed to providing a happy, safe and stimulating educational environment within a nurturing, family-oriented setting

We seek to **develop** spiritual awareness; to **nurture** a sense of self-worth; **challenge** children to achieve their individual potential; **inspire** creative thinking and **encourage** independent learning; **instil** mutual respect and understanding, and **teach** the value of service to others.

All teaching and learning is underpinned by our Safeguarding and Child Protection Policy, ensuring children feel safe, secure, and supported

# Quality of Education

# Curriculum Intent

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential”. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

We want our children to be caring, resilient, capable, independent, communicators, creative and confident learners

At Oakhill Nursery, our curriculum is **ambitious, coherently planned, and sequenced** to ensure children develop the knowledge, skills, and attitudes they need for future learning.

We aim for all children to:

- Develop strong communication and language skills
- Build independence and self-regulation
- Become curious, creative, and motivated learners
- Form positive relationships and understand emotions
- Be well-prepared for the next stage of education

Our curriculum is designed in line with the **EYFS statutory framework** and is underpinned by:

- The **four principles of EYFS (**A Unique Child**,** Positive Relationships**,** Enabling Environments**,** and Learning and Development)
- The **Characteristics of Effective Teaching and Learning** playing and exploring (investigation**),** active learning (concentration/perseverance), and creating and thinking critically (developing ideas).
- Knowledge of each child's starting point, interests, and needs

We ensure that all children, including those with SEND and EAL, have equitable access to a broad and balanced curriculum.

The EYFS is divided into seven areas of learning.

**Prime Areas:** (development in these areas is fundamental to children's success in the specific areas)

Communication and Language

Physical Development

Personal, Social and Emotional Development

**Specific Areas:**

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

We will provide a carefully planned ambitious curriculum helping children build their learning over time across all seven areas of learning where language plays a vital

part through a mix of adult led and child-initiated activities and experiences. In doing this we aim to create an in-depth learning experience. The environment will echo this and all the children including those with SEND and EAL will be exposed to high quality varied opportunities to enhance their learning and development supporting every child to achieve their best in an inclusive environment.

All children deserve to have an equal chance of success.

We will regularly review and reflect on our practice and the effect it has on children's learning and development. Working closely with parents, guardians and outside agencies.

We will be mindful of the **seven key features of effective practice**:

1. The best for **every** child
2. High quality care
3. The curriculum – what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

# Curriculum Impact

**Measuring progress**

Assessment focuses on identifying significant moments in children's learning and development. Practitioners use professional judgement, high-quality interactions, and ongoing dialogue with colleagues and parents to identify next steps
Next steps can be set and met in the moment as they occur and don't always need to be written down. Holistically we develop the whole child socially, emotionally, physically and intellectually.

The impact of our curriculum is measured through:

- Children's progress from their starting points
- Their levels of engagement and wellbeing
- Their ability to apply skills across areas of learning
- Their readiness for the next stage of education

Assessment is:

- **Ongoing and formative**
- Based on observation, professional judgement, and dialogue
- Used to inform teaching and next steps

We ensure that:

- Gaps in learning are quickly identified and addressed
- All children make **good progress**, including vulnerable groups
- Children develop the knowledge, skills, and behaviours needed for future success

# Personal Development

We place strong emphasis on children's:

- Emotional wellbeing
- Independence and resilience
- Understanding of diversity and respect for others

Children are supported to:

- Manage their emotions
- Build positive relationships
- Develop confidence and self-esteem

# Behaviour and Attitudes

We promote:

- Positive behaviour through consistent expectations
- Turn-taking, sharing, and cooperation
- Curiosity and a positive attitude to learning

Children are encouraged to:

- Persevere with challenges
- Take pride in their achievements
- Develop self-regulation skills

# Progression Through the Nursery

Children move through age-appropriate rooms where learning builds progressively over time.

Each room provides:

- Clear developmental expectations
- Opportunities to revisit and embed learning
- Support tailored to each child's stage

The curriculum is structured to ensure children:

- Build on prior learning
- Develop increasing independence
- Gain the knowledge and skills needed for school readiness

**Infant room**

- Build relationships with parents and offer advice where possible or direct to other information sources and outside agencies such as HV, BBC tiny happy people
- Gather information through the settling in sessions provided and the all about me booklet from parents and guardians
- Settle children into nursery routine, develop own routine alongside parents
- Baby massage as part of settling in and wellbeing
- Develop physical development, sitting, crawling, walking, copying movements and gestures, waving.
- Support their weaning journey / self-feeding.
- Drinking form a cup with a lid independently.
- Respond to their name by turning head
- Tummy time to strengthen backs, rolling, pass objects from one hand to another
- Progression in sleeping, from cot to day bed to sleeping mat.
- Turn taking – what's in the box, nursery rhymes
- Sensory play and exploration
- Moving from high chair to low tables

**Baby room**

- A more generic routine, sleep once a day where possible
- Gain independence at mealtimes and feed self
- Introduce open top cups
- Wash own faces
- Starting to know where things are and begin to tidy up

- Begin to introduce feelings and emotions using facial expressions
- Repetition in songs/routines – good morning song
- What's in the bag, nursery rhymes – start to understand that pictures represent things
- Enjoy a range of books and rhymes
- Gain some control over their body/balance, begin to walk
- Progression from low chair with lap belt to no belt.
- Introduce turn taking
- Progress to sleeping mats
- Begin to understand emotions

**Toddler room**

- Continue to introduce more independence, begin to find their own belongings, wash hands, thinking about potty training getting 'the feeling' personal hygiene
- Promote communication and language building up a repertoire of nursery rhymes and favorite stories, enjoys finger rhymes
- Physical skills, starting to use climbing equipment safely
- Concentrating on a chosen task for up to 2/3 mins
- Sitting in group activities for up to 3 min, short stories
- Increasingly curious about the world around them and staring to ask questions
- Run and jump
- Strat to recognize 'the same', uses language like 'more, same, big, small'
- Complete inset puzzles
- Waiting for turns
- Starting to initiate conversations
- Begin to understand their emotions and others
- Two feet to a step – safely negotiate steps outside holding on
- Use 2-4 word sentences

**Nursery room**

- Starting to play more with peers collaborating and extending play.
- Starting to share and take turns with support from adults
- Developing emotional literacy, starting to understand what makes them feel sad, happy, excited
- Developing independence, find coat/shoes/wellies, have a go at putting them on, using a knife and fork.
- Toilet/potty training
- Independently washing hands
- Concentrating on a chosen task for up to 3-4 mins
- Use 5-6 word sentences
- Starting to ask simple questions, what, why, who?
- Understand basic concepts, big/small, heavy/light, day/night,

- Starting to sort objects into groups
- Aware of number names and starting to count in order to 10
- Starting to self-regulate
- Jump with two feet together
- Starting to put simple 4/6 puzzles together
- Explore materials
- Develop physical skills indoors and outdoors
- Build confidence and self-esteem
- Support children to develop independence in daily routines (choices, tidying up and self-care)
- Work with parents/carers to support each child's individual needs and development
- Support children to recognise and begin to manage all emotions and teach that all feelings are ok.
- Encourage understanding and use of prepositions such as in, on, under, behind, in-front through play

**Preschool room and pre-prep room**

- Able to build friendships
- Able to collaborate and extend play with peers with some support
- Able to build friendships
- Able to share and taking turns
- Describe events in detail and enjoy sharing these with peers.
- Articulate ideas and thoughts using well formed sentences
- Enjoy listening to longer stories, predict endings and or make up their own short stories. Engage in non-fiction stories.
- Follow two instructions
- Understand what, why, how, questions
- Use 6 plus-word sentences
- Starting to rhyme and alliteration
- Show preference for dominate hand and beginning to form letters
- Foundations for handwriting
- Finding it easier to self-regulate, express emotions and understand them more.
- Able to use the toilet independently
- Fluent body movements
- Aware of number names and starting to count in order to 20

**Inclusion - Children with EAL**

Our SENDCo leads provision and ensures all children receive appropriate support to achieve the best possible outcomes.

Greet and say goodbye to the child in their home language - check with parents correct pronunciation.

Ensure children know key words such as; toilet, hello, goodbye, yes, no, drink, unwell, or signs they may do to communicate this.

Does the child need cue cards or sign language? Use interpreters where possible.

Support staff to find resources to support the child's first language, maybe find support from other families with the same language.

Provide lots of experiences and activities that promote language through play, embedding language.

Ensure children learn language in social situations by interacting with adults and other children.

Offer differentiated and challenging play activities to support language development, e.g., storytelling with props.

Provide positive imagery ensuring children's home languages and experiences are reflected in the settings resources to develop a child's well-being and positive self-image.

Listen to and encourage a child's attempts at communication and model the correct language.

Constantly model language in a variety of situations.

Encourage the family to still use the home language regularly so that they support their child's learning, well-being, and self- image, as well as their developing communication skills in both languages.

Ensure that parents and families are involved in the setting and community. Share their culture and language with the setting (use bilingual skills for storytelling, labelling, sharing information and artefacts/skills).

Encourage the sharing of bilingual books between settings and home. Sharing songs and rhymes in home languages reinforces similarities in patterns of languages and fosters home to settings links. Parents and bilingual staff can help translate favourites such as "twinkle, twinkle, little star" and "heads, shoulders, knees and toes" as well as sharing traditional rhymes and songs.

Celebrate our children's families' festivals.

Find out about family customs, religion, dress code.

Ensure we know the pronunciation and spelling of family names (phonetically will help).

**Children with SEND**

We are committed to inclusive practice and ensuring all children, including those with Special Educational Needs and Disabilities (SEND), are fully supported to reach their potential

We have appointed a fully qualified SENDCO for the nursery who works closely with the school SENDCO and outside agencies.

Space across the site for intervention groups.

Regular TAF meetings with parents and outside agencies

Changes to the environment and resources to meet the needs of all children

Specialist training where needed for staff

Extra staff to support intervention work such as; bucket time and other intervention groups/time

Alternative ways of communication and language tools to support learning such as; wellcomm, ATTS tracking documents, PECS, visual timetables

Work closely with inclusion team and other outside agencies.

Supporting parents and guiding them to support groups or information sources, Find magazine

SENDCO to attend regional cluster meetings regularly

**Safeguarding**

Safeguarding is central to all practice. We ensure that:

- Children feel safe and secure
- Staff are trained to identify and respond to concerns
- All learning takes place in a safe, supportive environment

**Leadership and Management**

Leaders ensure that:

- The curriculum is regularly reviewed and improved
- Staff receive ongoing training and support
- Practice is consistent and of high quality
- Outcomes for children are continually monitored.

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