



Tudhoe Moor Nursery School

Curriculum Overview

Welcome to Tudhoe Moor Nursery School! We are a maintained Nursery School set in Tudhoe, a small town within Spennymoor, County Durham. Tudhoe was historically a mining town and families here are extremely proud of their heritage. Many of our children come from families that have lived here for many generations.

When children come to our school, it is our aim to give them as many experiences as possible so that they are able to navigate the world inside and outside of Tudhoe as well as having lots of ambition and big dreams.

Ethos and values

At Tudhoe Moor Nursery School we want all children to R.E.A.C.H for the stars! Our caring ethos provides children with a 'home from home' where they can truly be themselves and celebrate their uniqueness.

Through our nurturing environment, high-quality teaching and continuous provision, we aim for all children to be:

Resilient

Effective communicators

Ambitious

Caring

Happy

We believe that these values are crucial to developing our little learners into big explorers. Our world is ever-changing and we want children to be ready for their next steps in life and whatever the future may hold.

The Statutory Framework

The Early Years Foundation Stage (EYFS) statutory framework sets out four guiding principles which should shape practice in early years settings. These are:

- 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.
- importance of **learning and development**. Children develop and learn at different rates.

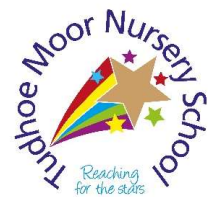
There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics



- understanding the world
- expressive arts and design

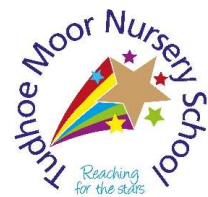
Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Communication and Language

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 poems, 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, storytelling 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.

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.

Physical Development

Physical activity is vital in children's all-round 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

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.



The Government's two key aims for the changes to the EYFS:

- To improve outcomes at age five, particularly in early language and literacy.
- Reduce workload so that practitioners can spend more time interacting with children in their care.

Our Curriculum Intent

At Tudhoe Moor Nursey School we thought carefully about the EYFS Statutory Framework as well as our ethos and values when designing our unique curriculum. Our curriculum has been developed through our knowledge of child development and our understanding of children's curiosities and interests. It allows us to plan clear sequence of teaching that builds on what children already know and creates a pathway for children to reach their full potential.

R.E.A.C.H.

Our five key aspirations for children provide the foundation for our curriculum ensuring holistic development for each and every child. Each of our key aspirations are linked to a story with a character that we feel demonstrates this message. These stories are shared with children, embedding the message and key vocabulary too.

Resilient – Mabel and the Mountain

We intend to develop children's confidence so they can freely explore and not be afraid to make and learn from mistakes. We will encourage children to bounce back when faced with disappointment reminding them as Mabel says, "Don't listen to those who say you cannot, listen to those who say you can!"

Effective communicators – What the Jackdaw Saw

We intend to support children in becoming confident communicators. Our inclusive ethos celebrates that children communicate in different ways. We will show children that being an effective communicator



means more than just speaking, it relies on understanding others. As the owl said to the jackdaw, “Why didn’t you see them?”

Ambitious – Mae Among the Stars

We intend to provide children with a varied range of meaningful experiences which will allow them to try a new adventure, embrace challenges and make their own choices. Mae’s parents tell her, “If you can dream it, believe in it, and work hard for it, anything is possible!”

Caring – The Smartest Giant in Town

We intend to create a world in which children show care for others by developing a sense of belonging in their world, the world around them and the world beyond. Through valuing children’s acts of kindness as George’s friends did we can show our children that they too can be, “the kindest giant in town.”

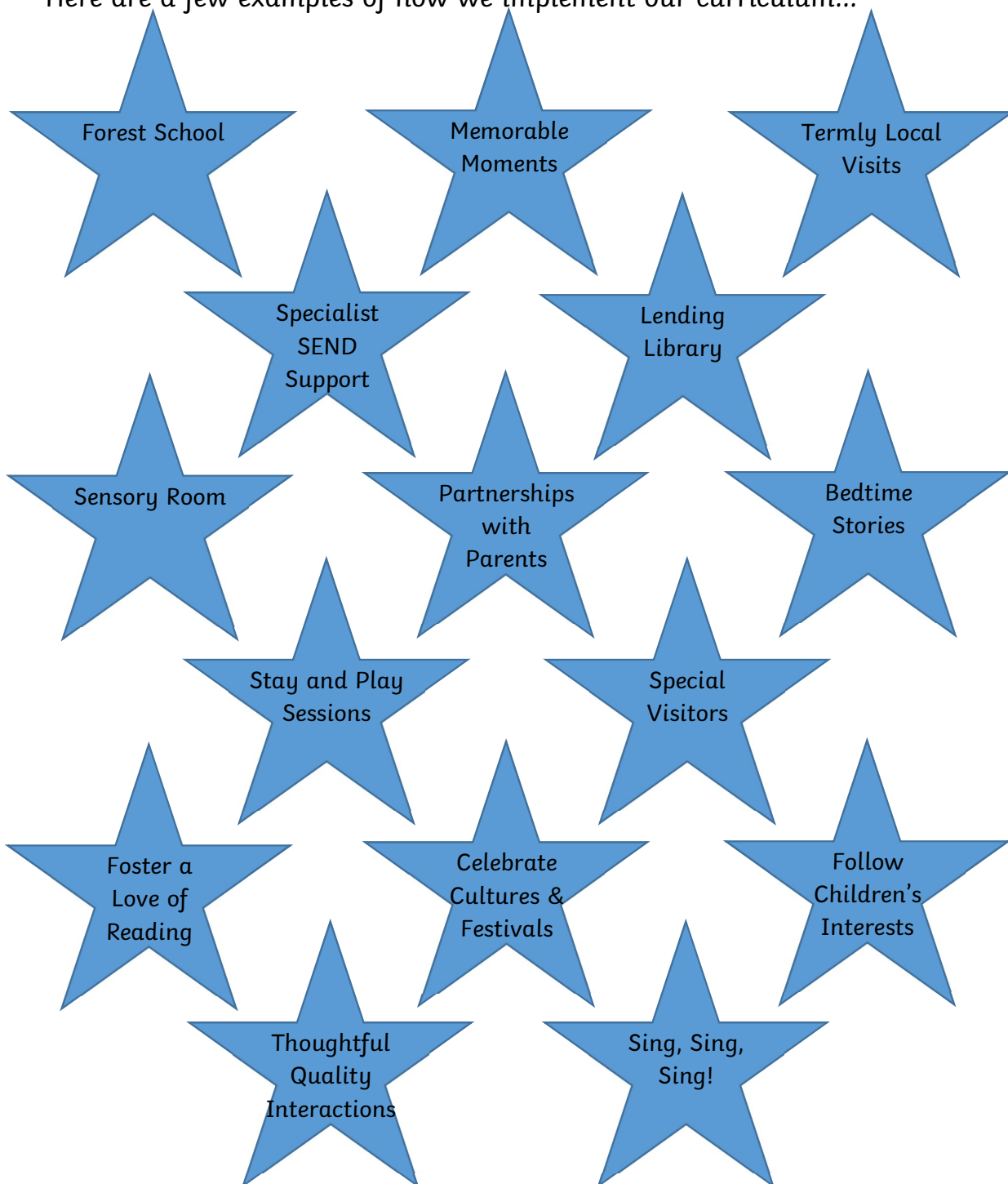
Happy – The Jar of Happiness

We intend to create an environment in which all children can be happy. We celebrate diversity and inclusivity so that each child is able to flourish in their own unique way with a smile on their face. Meg and her friends show us that we can all help each other to find happiness.

Our Curriculum Implementation

Our pedagogy ensures that what we do and how we do it, supports children's natural development, providing opportunities for progress in a holistic way. We work together to engage and inspire children by implementing a play-based curriculum alongside a carefully planned environment with purposeful resources and enhancements. We implement challenge, invitations to play, and quality interactions through thoughtful use of language and communication.

Here are a few examples of how we implement our curriculum...





Our Curriculum Impact

We continually monitor the impact of our curriculum. Our continuous use of assessment ensures that what we teach, and how we teach, are well matched to our cohort and individual children. All children are assessed on entry and throughout their time with us. All of these more formal assessments are carefully completed using our knowledge of the whole child. Staff gain this knowledge through observing children in their play and in group teaching, as well as from the valuable information shared with us by parents and carers. Once assessments are complete, we come together as a team to moderate our judgements and ensure we have a shared understanding of where each child is on their developmental journey.

Other less formal assessment takes place continuously by all staff members but particularly by children's key workers. Their role is to get to know each child individually and to work with families to find out what makes every child special and unique. This information is used to track the children's progress and evaluate next steps for individual children and groups.

Staff have worked hard to create our own pen portraits of what we feel are important goals for children in our setting. We have carefully taken into account what makes children in Tudhoe Moor Nursery School special along with what we feel is needed to broaden their worldly experiences. These pen portraits are used across the whole setting, from our youngest two year olds, up to our school leavers. Although we have rough guides for where we would like children to be at a certain age, the continuous flow allows us to assess children at all stages of development and be able to track progress regardless of their starting point. For any children who we deem to have a significant additional special need, we use a SEN Developmental Journal, as recommended by Durham County Council's Early Years SEND Team.

The impact of our curriculum can be seen in the progress children make during their time with us. Each child in our school has their own unique journey on their way to becoming 'big' school ready. As a team we are proud to be part of their journey and of the difference we make.