



Heath Lane Nursery

COMMUNITY · EDUCATION · DEVELOPMENT



Curriculum Intent at Heath Lane

HEADTEACHER; MRS GEMMA WILLIAMSON & HAYLEY YENDELL

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What we want this cohort of children to leave with	What we will put in place to achieve this
<p>A confidence in their ability to communicate knowing they are heard</p> <ul style="list-style-type: none"> Using social pleasantries Communicating effectively with adults and peers Know and use Makaton signs or gestures 	<ul style="list-style-type: none"> High quality adult led sessions Makaton signing explicitly taught and modelled by all staff Sessions/experiences planned to promote communication Adults who create time to respond A commitment to teaching ambitious vocabulary
<p>A secure knowledge of stories and an excitement about books</p> <ul style="list-style-type: none"> Recall at least 5 familiar stories Choose to engage with stories Sequence a story Use books for a purpose 	<ul style="list-style-type: none"> High quality books available throughout provision Staff who seize opportunities to promote story telling Fortnightly key group focus on a high quality text using props Adults who are excited by reading High quality resources to support storytelling
<p>A secure understanding of number, pattern and measures</p> <ul style="list-style-type: none"> To be able to sort, classify and sequence To understand number and quantity and apply in a range of contexts To have secure mathematical language to explain their mathematical thinking Recognise, count and represent numbers to 10 	<ul style="list-style-type: none"> High quality planned sequential maths teaching Focus on the pre-counting skills of sorting, classifying and sequencing Teach explicit mathematical vocabulary Staff to maximise opportunities for making number real. Regular opportunities to sing number rhymes Provide contextual opportunities for mathematical exploration
<p>A love of outdoors and understanding of the natural world</p> <ul style="list-style-type: none"> Able to identify at features of their outdoor environment (for example plants/birds) Able to take appropriate risk Able to dress appropriately and embrace all weathers Develop gross motor control and skill 	<ul style="list-style-type: none"> A commitment to seizing opportunities to work outdoors An outdoor area designed to excite and stimulate children Appropriate clothing provided A range of resources and experiences planned to promote gross motor development
<p>An understanding of the world around them and ahead of them...</p> <ul style="list-style-type: none"> To understand that they are both similar and different to those around them To understand that they have a wide range of choices and are not defined by gender, culture, ethnicity, religion, family set ups 	<ul style="list-style-type: none"> Provide rich experiences through visits and visitors; music playing, woodwork, dance Share celebrations (cultural, religious and personal) Resources that reflect the world they live in and the families they live in Staff who seize opportunities to challenge any stereotypes
<p>An understanding of how to be successful as a member of a community beyond their family set</p> <ul style="list-style-type: none"> Show kindness to others Resolve conflict in appropriate ways Care for others including animals Keep themselves physically and mentally health 	<ul style="list-style-type: none"> Use social stories, puppets, visual prompts and discussions to discuss familiar acceptable boundaries/behaviour Provide children with communication, either verbal or gesture, that will support conflict resolution Provide explicit praise for kindness and share with adults Teach sessions on ways to stay healthy and offer healthy choices within continuous provision
<p>An independence that enables them to follow their fascinations and direct their own learning</p> <ul style="list-style-type: none"> Select and use a range of resources Demonstrate care for their environment Express their fascinations and follow their own investigation Develop fine motor control to express themselves using a range of media and support self-help skills 	<ul style="list-style-type: none"> Provide an environment with accessible resources to meet a range of needs Plan explicit sessions to teach children how to use resources appropriately Have high expectations of the care of resources-including returning to original place Plan sessions and experiences that will promote curiosity and excite children Offer explicit teaching and engaging resources to develop fine motor control

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