

What Children are Learning at our Nursery Schools.

Our Curriculum Road Map 2023



Settling

Children at our school may settle at any point during the school year.

Settling is different for every child and we work with the families to ensure this is done with professional love and respect for the child's past experiences and parental expectations

Term 2 (2 year olds)

To begin to communicate through speech and gesture.
To explore the environment both inside and outside to gain new skills and experiences.
To form attachments to staff and peers.
To learn to interact with other children with support.
To develop gross and fine motor skills through range of physical experiences.

Term 1 (3 year olds)

To separate from main carer with confidence
Form positive attachments to children and adults
To become familiar with the learning environment
To begin to follow routines with support
To begin to learn play negotiation skills
To begin to non-verbally or verbally request
To begin to develop self care skills.
To be able to listen to others and attend with support.
To begin to explore patterns in play.
To develop a love of stories.
To develop an interest in making marks.

Term 3 (3 year olds)

To become confident to choose their own activities and share their successes with others
To be able to articulate their needs and interests
To develop an ability to self regulate feelings and express emotions appropriately
To show empathy and sympathy for other people and living things
To seek out challenges and begin to problem solve with support
To work collaboratively in a group sharing ideas and listening to others
To use their interests to develop their learning skills
To begin to identify patterns.
To be able to use language from stories within their play.
To begin to put meaning to marks.

Settling

Term 1
2 years

Term 2
2 years

Term 3
2 years

Term 1
3 years

Term 2
3 years

Term 3
3 years

Term 1
4 years

Term 2 & 3
4 years

Transition

Term 1 (2 year olds)

To be able to separate from main carer.
To become familiar with the learning environment
To increase independence and begin to be able to self-regulate with support from adults.
To show interest in other children and what they are doing.
Begin to explore large and small resources physically.

Term 3 (2 year olds)

To gain confidence in using speaking and listening skills to express themselves in a range of ways.
To develop strategies to self regulate
To learn through sharing thoughts, ideas and interests.
To gain confidence in undertaking physical challenges and risks with support.

Term 2 (3 year olds)

To be able to self register with support.
To develop listening and attention skills.
To show greater independence in following self-care routines.
To be able to use a wider range of resources and small tools.
To seek out an adult for help, guidance and co-regulation.
To concentrate on activities for longer periods of time.
To take risks in play by attempting more challenging apparatus.
To develop sharing and turn taking skills.
To begin to talk about patterns.
To begin to talk about stories.
To explore marking making on different scales.

Terms 1 -3 (4 year olds)

If children have been at the school for 6 terms at this point, their final year will be the opportunity to solidify the skills which they have gained.
We support them to enhance their love of learning whilst embedding life long skills such as confidence, resilience and compassion.
To begin to re-tell familiar stories.
To begin to use pattern within play.
To begin to form recognisable letters and create representational drawings.

Transition to school

We work closely with parents and schools to ensure that our transitions run smoothly as possible, this can include arranging visits, creating social stories and sharing relevant information.

Stage not age

Our curriculum is designed to reflect all children's development and is created alongside 'Birth to Five Matters' and 'Cherry Garden' branch maps. This is ensure that no matter what the child's level of development we are able to monitor and celebrate their progress. We understand for some children this will be rapid where for others their steps may be smaller but equally significant.