Oxclose Community Nursery School

Policy:	Curriculum Policy
Ratified:	Summer 2026
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Curriculum Policy

Introduction

At Oxclose Nursery Community Nursery School, we value and respect the diversity of our local community and the wider world. We have an inclusive approach to all aspects of our curriculum and we are committed to supporting the needs of children with SEND and additional barriers to learning.

Our curriculum is drawn from the 'Statutory Framework for the Early Years Foundation Stage September 2021. (EYFS) which sets the standards for learning, development and care of children from birth to 5 years old.

Expectations:

We set high expectations for the children in our care. We promote independence and a sense of responsibility in all areas of our curriculum. We encourage the children to have good manners and to be respectful towards each other at all times. Nurture and value caring attitudes that develops a sense of responsibility to looking after each other. We support the children's resilience to achieve what they set out to do and be proud of their accomplishments.

Implementation:

We believe play is an essential aspect of children's learning. Through play we support children's development in each of the 7 statutory areas of learning:

- Communication and language
- Personal, social and Emotional Development
- Physical Development
- Literacy
- Mathematical Development
- Understanding of the World
- Expressive Art and Design

Our curriculum is carefully designed, planned and organised to ensure breadth, balance and depth for each child. We recognise the needs of our community, and use this information to help us design a curriculum that takes account of children's background, life and cultural experiences and prepares them for the next stage in their education.

We place priority on ensuring children's physical needs are met and their emotional well-being is secure. We do this by being flexible and responsive to children's emerging needs. Staff help children to develop respect for each other, take responsibility for their actions and understand actions and words have consequences.

We focus on the Characteristics of Effective Learning and children's well-being and involvement to support positive attitudes to learning. We belief every child should have access to a nursery environment where independence, thinking skills, team work and active learning is nurtured whilst acquiring knowledge and skills.

We place a strong focus on promoting early communication and language skills. We provide an environment and routine that encourages talk and high quality interactions between adults and children throughout the day.

We have a total inclusion approach to all aspects of children's learning and development. We provide opportunities for children to experience the benefits of a multicultural society, developing tolerance and understanding in our learning community.

The timetable is carefully structured to provide high quality experiences and interactions through a mix of adult focussed and child initiated activities that support learning and development through indoor and outdoor environments.

Key Routines

- Registration & Welcome Time: provides the opportunity to be together in a small key group
- Group Time: provide opportunities for adult led and teaching activities. This includes a maths, phonic and PSED focus within a week.
- Snack Time: provides the opportunity to chat and learn about health eating, be together socially and discuss what children have been choosing to do during their free flow play.
- Story Time; provides opportunities to listen to stories from books, retell stories verbally, act out a favourite story and narrate a story from drawings.
- Lunch Time: provides opportunities to develop independence, learning about healthy food and eating and making positive social interactions with peers and adults.
- Continuous Provision; provides opportunities for children to follow their interest and make choices and plans about where and what they want to do. During this time staff carefully observe and support children in their choices, developing language and vocabulary, extending learning with new or different resources, build children's resilience to be successful and promote critical thinking.

Long Term Planning:

Staff work collaboratively to identify key skills the children need to prepare them for the next stage in their education. The plan reflects the natural rhyme of the seasons, and includes cohort specific celebrations and festivals. Each area in the learning environment has a continuous provision plan that identifies the intended knowledge, skills and understanding, which staff use to prompt learning through play.

We have developed progression of skills document to support children's phonological awareness and mathematical development.

Medium Term Planning:

The medium-term plan maps out the overarching themes that we will be exploring with the children across the term. These will start with a key theme which can be followed in a number of different directions depending on the children's interests. This will also include the knowledge and skills that will be covered over the term. This is a flexible document that allows opportunities for children's interests to be incorporated as the term progresses. This document will be reflected upon at the end of each term and feed into the next term's planning.

Short Term Planning:

Indoor and Outdoor provision plans are designed to respond to gap's in children's knowledge, skills and understanding. The Lead Teacher has overall responsibility for key workers plans which are then differentiated by key workers to meet the needs of their children. Stories are read repeatedly at story time to enable children to really develop language, independence and storytelling skills. Our indoor and outdoor provision plan run across the half term and are developed collaboratively with staff during planning meetings. This plans out what additional enhancements will be added to the provision. These might be linked to the overarching theme or linked to a gap in children's skills.

Following Children's Interests:

All staff are skilful at identifying children's interests in their play and learning. As adults observe children's play they know when to intervene to extend their language and thinking by providing appropriate challenge and provocations.

Promoting 'a love of reading':

We promote a love of reading in many ways in the nursery. We have a story and language plan which key workers use to explore a story over a period of time. Each group have the same set of core books which enables children to become familiar with story ideas of who, what, where, when and why. We enhance each learning area with fiction and non-fiction books relevant to topics, enhancements or seasons. We provide a cosy reading space in the learning environment enhanced with resources and props that help children to build their own sand familiar stories.

We plan for a daily story time (story and language planning) that supports the children love of reading.

Mathematical Development

We promote mathematical development by providing early experiences that involves; seeking patterns, creating and solving mathematical problems, engaging with stories, songs, games and practical activities that are fun and purposeful. We give children time to revisit and make sense of problems for themselves. We plan mathematical development

We believe good mathematical vocabulary helps children to narrate their problem solving and identify solutions which they can transfer to new situations.

Understanding the World

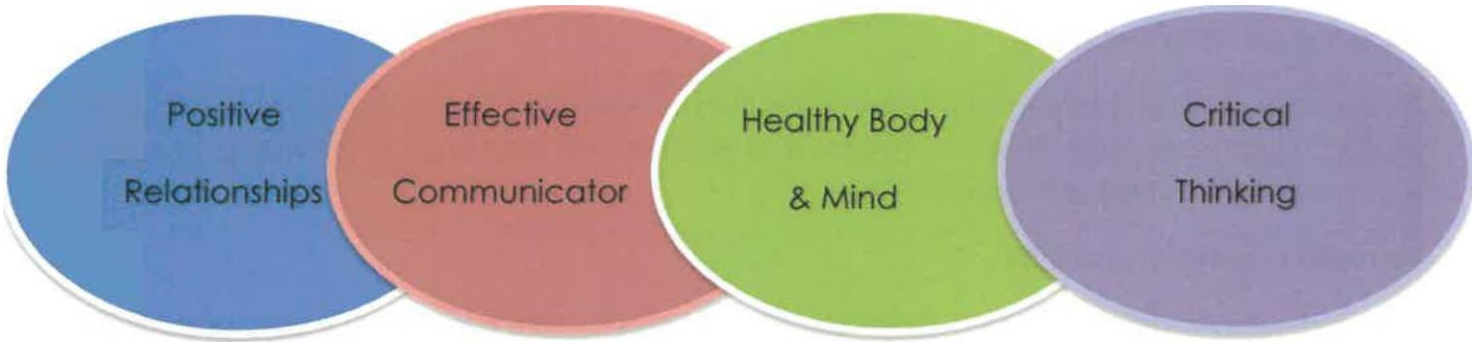
We believe children begin to make sense of the world through first hand experiences. We provide opportunities for children to engage in meaningful and purposeful experiences. We encourage children to work together, developing tolerance and respect for each other and the natural world.

We promote active involvement with the local community to achieve a sense of pride and responsibility for our nursery and where we live. We engage children in first hand experiences such as forest school, growing our own food, caring for animals and the natural environment and recycling, promoting the need to live sustainable lives and an appreciation of the natural world.

Expressive Art a Design:

We support children's expressive and creative flare and skills through first hand experiences that involve, working with a range of materials, being supported to use tools effectively, enjoy listening to and making their own stories to share with others, exploring all aspects of the performing arts with interest and appreciation.

Overarching Principles



Overarching Principles: we have structured our curriculum intent around four overarching principles that are key to children's learning and development.

Positives Relationships

Strand 1: confident, resilient, independent and courageous

Final Milestone: Children are confident to try new activities and independently access the learning environment and resources. They demonstrate resilience and perseverance when facing a challenge.

Strand 2: respectful, tolerant, kind and caring.

Final Milestone: Children are able to value and be respectful of others, the learning environment and the natural world. Children work co-operatively to form positive relationships based on mutual respect.

Effective Communicator

Strand 1: a strong communicator, negotiator and storyteller, imaginative and love of books.

Final Milestone: Children can demonstrate an understanding of what has been read to them by recalling stories in their own words. They make comments and ask questions to clarify their understanding. Children confidently express their ideas and feeling.

Strand 2: listening and understanding

Final Milestone: children focus their attention on what others say. They talk and ask questions about what they hear. Children understand the protocols of a conversation and can demonstrate their understanding by using new vocabulary in context.

Healthy Body & Mind

Strand 1: strong and capable, understand and look after their own needs to be safe,

Final Milestone: Children engage in regular, physical exercise and develop strategies to maintain good physical and mental health well-being. They show skill in fine and gross motor movements that reflect their capabilities. Children understand how to keep themselves safe. They demonstrate independence when attending to their own needs and personal hygiene.

Strand 2: Strong emotional well-being

Final Milestone: Children to be able to talk about their feelings using appropriate vocabulary. They will be able to show empathy for others in familiar situations. They will be able to offer comfort and support to friends in a time of need.

Critical Thinking

Strand 1: long term memory, concentration, pay attention to detail and cope with challenges.

Final Milestone: Children concentrate to develop key skills through the use of kinaesthetic, visual and auditory strategies to support their learning.

Children show higher levels of concentration by engaging for longer periods of time. They pay attentions and interact appropriately. They use strategies to overcome challenges.

Strand 2: skills & knowledge, positive attitude to learning, prepared to have a go, enjoy success.

Final Milestone: Children develop mastery level thinking skills where they see complex new learning as a realistic challenge. They demonstrate higher level of involvement and interaction in their learning.

Strand 3: Making sense, questioning, persisting, seeking help, using initiative to solve problems, applying what they know and planning and reviewing strategies or approaches used.

Final Milestone: Children are curious and enjoy asking questions to expand their knowledge and understanding. They respond in thoughtful and measured ways to what they see, and make reasoned judgements to achieve understanding.

Children use their initiative to adapt their approach to an activity when faced with challenge.

Curricular Goals:

Principle - Positive Relationships Strand 1: confident, resilient, independent and courageous	
First Milestone	To confidently separate from their carer.
Second Milestone	Access an appropriate learning environment with independence.
Third Milestone	Access activities and not give up, developing problem solving strategies and to be able to ask for help If needed.
Final Milestone: Children are confident to try new activities and independently access the learning environment and resources. They demonstrate resilience and perseverance when facing a challenge.	

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Principle [i] Positive Relationships Strand 2; respectful tolerant kind and caring	
First Milestone	Children to have good manners, be respectful to adults.
Second Milestone	Care for themselves and to tolerate others.
Third Milestone	Be kind, generous and be able to share with others.
Final Milestone: Children are able to value and be respectful of others, the learning environment and the natural world. Children work co-operatively to form positive relationships based on mutual respect.	

Principle Effective Communicator Strand 1: a strong communicator, negotiator and storyteller, imaginative and love of books.	
First Milestone	Children to communicate basic needs with gestures, signs and talk.
Second Milestone	Enjoy talking to adults and children and enjoy spending time communicating and being social.
Third Milestone	Use talk / communication to reflect they experiences of home, books, school and the wider world.
Final Milestone: Children can demonstrate an understanding of what has been read to them by recalling stories in their own words. They make comments and ask questions to clarify their understanding. Children confidently express their ideas and feeling.	

Principle - Effective Communicator Strand 2: listening and understanding	
First Milestone	Enjoy taking part in small group speaking and listening activities.
Second Milestone	Have a growing vocabulary which they can use to express developing needs.
Third Milestone	Understand and respond to directions, instructions, questions and comments in a variety of situations.
Final Milestone: Children focus their attention on what others say. They talk and ask questions about what they hear. Children understand the protocols of a conversation and can demonstrate their understanding by using new vocabulary in context.	

Principle - Health Bod & Mind Strand 1: strong and capable, understand and look after their own needs to be safe.	
First Milestone	Have a growing awareness of personal hygiene.
Second Milestone	Enjoy joining in with physical activities.

Third Milestone	Begin to understand healthy lifestyles and make healthy choices with food and exercise. Make dynamic risk assessments which help them to stay safe.
Final Milestone: Children engage in regular, physical exercise and develop strategies to maintain good physical and mental health well-being. They show skill in fine and gross motor movements that reflect their capabilities. Children understand how to keep themselves safe. They demonstrate independence when attending to their own needs and personal hygiene.	

Principle — Health Body & Mind	
Strand 2: Strong emotional well-being	
First Milestone	Be able to make positive relationship s with key adults and children.
Second Milestone	Be able to self-regulate behaviour and self soothe when u set.
Third Milestone	Understand and be able to communicate basic emotional
Final Milestone: Children to be able to talk about their feelings using appropriate vocabulary They will be able to show empathy for others in familiar situations. They will be able to offer comfort and support to friends in a time of need.	

Principle — Critical Thinker	
Strand 1: long term memory, concentration and pay attention to detail and cope with challenges.	
First Milestone	Confident to explore resources and activities in the learning environment
Second Milestone	Children pay attention to detail, frequently revisit learning, plan, do review to refine their understanding
Third Milestone	Make representations of what they have learnt, discovered or invented.
Final Milestone: Children concentrate to develop key skills through the use of kinaesthetic, visual and auditory strategies to support their learning. Children show higher levels of concentration by engaging for longer periods of time. They pay attentions and interact appropriately. They use strategies to overcome challenges.	

Principle — Critical Thinker	
Strand 2: skills & knowledge, positive attitude to learning, prepared to have a go, enjoy success.	
First Milestone	Children revisit by following their own interests.
Second Milestone	Children build on knowledge and skills in their own play
Third Milestone	Respond to challenge positively, sharing ideas and communicating change.
Final Milestone: Children develop mastery level thinking skills where they see complex new learning as a realistic challenge. They demonstrate higher level of involvement and interaction in their learning.	

Principle - Critical Thinker	
Strand 3: Making sense, questioning, persisting, seeking help, using initiative to solve problems, applying what they know and planning and reviewing strategies or approaches used.	
First Milestone	Children persevere to be successful
Second Milestone	Children practice to make sense of new knowledge.

Third Milestone	Children share their strategies with others.
Final Milestone: Children are curious and enjoy asking questions to expand their knowledge and understanding. They respond in thoughtful and measured ways to what they see, and make reasoned judgements to achieve understanding. Children use their initiative to adapt their approach to an activity when faced with challenge.	