



BROOK HOUSE NURSERY CURRICULUM

A parent's guide.



Play, learn, develop



CURRICULUM STATEMENT:

Intent:

At Brook House we recognise that children learn and develop in different ways and at different rates. It is our belief that the child should be at the heart of everything we do, and we have, therefore, adopted a flexible approach to teaching, to ensure a child centered, inclusive environment.

Following children's interests encourages them to be leaders of their learning, and allows them to flourish in their development, ultimately, equipping them with the fundamental skills required for their future successes.

Implement:

Our knowledgeable practitioners will use the information that they have gathered about a child, alongside their professional judgement and the guidance of the Early Years Foundation Stage (EYFS) to deliver activities tailored to each child's needs. Through daily interactions, and a combination of child- led and adult assisted activities, practitioners establish and maintain strong bonds with the children, allowing them to follow their lead, but also model positive behaviour, language and social skills.

Impact:

As reflective practitioners, we are continuously assessing the impact of our curriculum at Brook House. Through regular discussions, and evaluations of practice, we are able to adjust and adapt our provision, activities and teaching strategies accordingly. This allows us to ensure that children are provided with the best suited provision for their individual needs. We also use termly assessments to support our everyday observations, to ensure that we recognise any gaps in children's learning, and that these gaps can be closed using early interventions, as well as through the partnerships that we have with established with our local authority, speech and language therapist and inclusion and improvement officer.

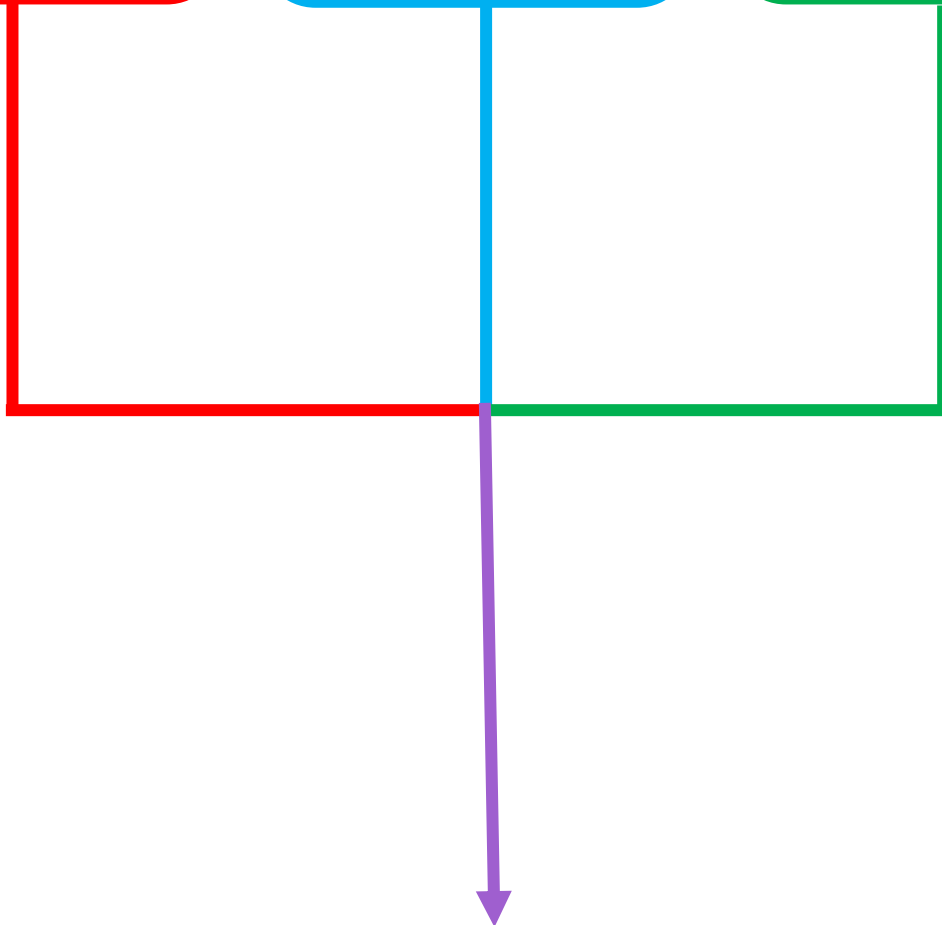


OVERARCHING PRINCIPLES:

A Unique
Child

Positive
Relationships

Enabling
Environments



Learning and Development
at Brook House



A UNIQUE CHILD:

- Settling in sessions
- Blossom Educational journals
- All about me
- Welcoming pack; including home words, routines etc.
- World celebrations, including children's birthdays
- Following children's interests, ideas and experiences
- Recognising and responding to children's individualities (for example a role play area that might support a transition such as a new baby).

POSITIVE RELATIONSHIPS:

- Continuous staffing within rooms
- Getting to know parents (e.g., parent socials, coffee mornings)
- Promoting friendships and belonging
- Knowledgeable and caring practitioners
- Extra-curricular activities and people who help us
- Nursery community
- Regular communications

ENABLING ENVIRONMENTS:

- Well-resourced indoor and outdoor environment
- Planned activities
- Accessible resources
- Picture labels
- Low level furniture
- Allotment
- Non- judgement



LEARNING AND DEVELOPMENT:

BROOK HOUSE'S EXTENDED EDUCATIONAL GOALS

In addition to the seven areas of learning within the EYFS, at Brook House, we have developed four of our own goals that we would like our children to achieve before leaving the nursery. These goals are fundamental life skills that we hope children will use throughout their educational journeys and into adulthood.

- 1) Cooking Skills
- 2) Allotment and garden
- 3) Feelings
- 4) Self-care skills



MAGPIE ROOM: PRIME AREAS

Supporting document: Development Matters (Non- statutory curriculum guidance for the early years foundation stage) September 2021

Area	Children will be encouraged to...
Communication and Language	<ul style="list-style-type: none"> • Listen attentively to stories, and respond to questions that will describe what has happened. • Develop two-channelled attention, that will support their ability to do more than one thing at a time. • Use an expanding range of vocabulary based on knowledge and experiences. • Respond to a question or instruction that requires two actions. For example, "put on your shoes and sit at the table". • Understand 'why' questions when reading a story. For example, 'Why did the little boy feel sad?' • Join in with a collection of songs during music groups/ singing sessions. • Become familiar with a variety of rhymes and books, and be able to talk about them in length. • Progress their communication skills, using a variation of tenses (although these tenses may not always be used correctly. For example, "go" for "went", "play" for "played" or "sing" for "sung"). • Develop their pronunciation of words (sounds, particularly; r, j, th, ch and sh, and multi-syllabic words (e.g., pterodactyl) may develop slightly later). • Expand their sentences, using four or more words and connective phrases such as 'but' or 'and' (e.g., "we went to the park, but it rained"). • Discuss their opinions, and debate with others, in a respectful way, if they disagree. • Converse with both adults and peers, continuing to take turns to respond, for a sustained conversation. • Use language to coordinate their idea's, for example, "let's have a picnic... you make the sandwiches.... I'll pack the basket".
Personal, social and emotional development	<ul style="list-style-type: none"> • Make choices about the activities and resources that they use, being aware that they are able to gather resources independently, and be supported in using them purposefully. • Participate in activities that will promote their sense of responsibility and membership of the community. • Join in with extra-curricular activities with staff that are less familiar to them, developing their confidence in new social situations. • Develop relationships with their peers, using a variety of resources to extend and elaborate their play ideas. • Develop appropriate assertiveness, through independently problem-solving conflicts that may arise, talking with others and building resilience. • Follow rules that they have created as a group, to support their understanding of why they are important, using positive messages (e.g., we walk inside or kind hands). • Talk about their feelings, using stories to begin thinking about how they and others may feel in different scenarios and what we might do to support these feelings.



Physical Development	<ul style="list-style-type: none"> • Use play equipment in the garden to continue to develop physical skills, and match these skills to tasks and activities; (gross motor, large muscle movements) <ul style="list-style-type: none"> - Movement (e.g., crawling, slithering) - Climbing - Ball Skills - Hopping/ Jumping - Balance - Skipping - Riding - Mark making • Take part in group activities (e.g., football/ rugby/ ballet sessions) that support the development of playing games in a team, as well as remembering sequencing and using music and rhythms to move to. • Make choices about the activities and resources that they use/ need to support their ideas, and will be encouraged to work collaborative with others to complete tasks (e.g., carrying a large box). • With guidance, use one- handed tools and equipment, developing a dominant hand preference, and use a pencil, with a solid tri-pod grip and good control. • Independently use a knife and fork at meal times. • Use the 'over the head' trick to put on their coats independently and work towards fastening them, as well as be encouraged to put on other clothing and their shoes and socks. • Participate in daily care routines independently (including; washing and drying their hands, using the toilet), and will be involved in activities that support a healthy lifestyle and choices (including; oral health, food choices and exercise).
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MAGPIE ROOM: SPECIFIC AREAS

Area	Children will be encouraged to...
Literacy	<ul style="list-style-type: none"> • Engage with a wide variety of prints, to develop their understanding about the 5 key concepts; <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text left to right and top to bottom - The names of the different parts of a book - Page sequencing. • Engage in activities that develop phonological awareness; <ul style="list-style-type: none"> - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound. • Participate in story time, using open ended questions to extend conversation, develop vocabulary and inspire sustain shared thinking. • Use the writing table to begin writing/ mark making with a purpose, putting their letter knowledge to effect (for example a list or map). • Write their own names on their work, using flashcards when required, and being support by adults to correctly form letters.



<p>Mathematics</p>	<ul style="list-style-type: none">• Use sorting games to count items in order (1,2,3,4,5), develop a fast recognition of objects up to 3 (without having to count them individually) and know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').• Recite numbers past 5, and show 'finger numbers' up to 5.• Link item amounts to a numeral up to 5 (for example linking that having a red, blue and yellow pencil means they have 3 pencils).• Experiment with their own symbols, using number lines and mathematic symbols that are displayed around the room for reference.• Solve mathematical problems relating to everyday routine (for example there are 5 children, we have 3 cups, how many more do we need?), and comparing quantities ('more than', 'fewer than').• Identify 2D and 3D shapes used in the room (e.g., triangle sandwiches, circle plates) and discuss their properties.• Discuss where they live, linking it with their route to nursery, maps and talking about features that they pass (e.g., We go past the postbox, next we go around the corner etc.).• Participate in activities, such as water play with a variety of pouring vessels, that support comparisons relating to size, length, weight and capacity.• Use various small and large construction (e.g., magnets, wooden architects) to combine shapes to make new ones, and select them appropriately (e.g., triangular prism for roof).• Identify patterns in the environment around them to begin introducing language that will build on their ability to correct and create their own patterns (e.g., using bead threading).• Use visual timetables to establish routines, using words such as 'first', 'then', 'after' and 'before' to describe events.
<p>Understanding the World</p>	<ul style="list-style-type: none">• Use the allotment, mud kitchen and other outdoor space available to explore natural materials, using a variety of enabling resources (e.g. magnifying glasses) to investigate and discuss what they see, introducing new vocabulary.• Explore photo's that may have been uploaded to Blossom, as well as those related to 'all about me' to begin making sense of their lives and family history.• Use resources, such as the role play area, or topics such as 'People Who Help Us' to explore different occupations.• Discover how different resources work.• Visit the allotment, exploring the key features of the cycle of a plant and an animal. Using our plot to experience this lifecycle first hand, children will participate in the planting of seeds, caring for them whilst they grow and harvesting the crop when ready.• Care for the environment, and living things, around them, using books such as 'the Snail and the Whale' to support this understanding.• Explore and talk about different forces they can feel (for example the pull of magnets).• Talk about the differences between materials and changes they may notice (for example floating and sinking, cooking activities).• Participate in a variety of world celebrations throughout the year, accessing resources that encourage positive attitudes about the differences and similarities between people.



	<ul style="list-style-type: none"> Take 'Danny Dog' on holidays, to begin developing children's interests in different countries around the world, discussing experiences and any photo's that may have been added to Danny's scrap book or uploaded on Blossom.
Expressive art and design	<ul style="list-style-type: none"> Use the role play area to take part in simpler pretend play, using an object to represent something else. Begin creating complex stories using a variety of small world resources (e.g. wooden farm, fairy land or people who help us sets), also encouraging the use of blocks and construction kits to develop imaginative scenes (e.g. a city with different buildings). Explore different materials (such as cardboard, plastic pots etc.) and textures (felt, wool, foil etc.) freely, to develop their ideas about how to use them, what to make, different ways to construct them and how to represent and express their own ideas. Use the writing table to create drawings that; initially use closed shapes to represent objects, but becoming more complex and detailed (e.g. using a circle for a face) thinking about ways to represent ideas like movement and loud noises, as well as emotions. Engage in sound games (e.g. matching a sound to an instrument) that increase sound awareness, encouraging children to respond to what they hear, expressing their thoughts and feelings (e.g. classical music might make you feel calm). Sing a catalogue of nursery rhymes, developing their memory and ability to sing entire songs, using the pitch of a tone sung by the adult and the melodic shape (e.g. using a 'singing voice' when asked to sing loudly, rather than shouting, and moving the melody up and down). Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas, using extracurricular activities such as Groovy Movers to support this.

ROBIN ROOM, HUMMINGBIRD ROOM AND OWL ROOM: PRIME AREAS

Supporting document: Development Matters (Non- statutory curriculum guidance for the early years foundation stage) September 2021

Area	Babies will be encouraged to...
Communication and Language	<ul style="list-style-type: none"> Participate in activities such as sing-songs or peek-a-boo, with their key carers, to encourage the tuning of familiar voices/ sounds, as well as develop eye contact, facial expressions, babbling and ques for conversation (turn taking). Listen, and respond, to simple instructions, using a child's name to support attention. Freely make sounds to gain attention (for example crying when hungry), with practitioners using their knowledge of the child to respond in an appropriate way (providing a snack). Babble and use gestures, during play, and to communicate, being supported by practitioners through effective responses (introducing single words but not overwhelming a baby).



<p>Communication and Language (continued)</p>	<ul style="list-style-type: none"> • Develop an understanding of single words in context, through the use of continued dialogues (e.g. 'I am pouring out your milk into the cup'). • Establish an understanding of simple instructions, using singing, action rhymes and books to provide language rich opportunities. • Participate in activities of their own choosing, which they may find difficult to be directed away from by an adult. • Use activities, such as circle time, to talk about things of interest, taking turns to listen to others, although becoming easily distracted. • Begin expressing their emotions through the use of stories, puppetry and flashcards, supporting them to make themselves understood, although frustration still apparent. • Engage in conversations during play with both adults and peers, although they will often jump from topic to topic. • Use the role play area to develop their pretend play. • Listen to simple stories and understand what is happening with the help of the pictures. • Participate in games that identify familiar objects using their properties (e.g. can you show me the big boat). • Follow more complex sentences, also beginning to understand simple questions about 'who', 'what', 'where' (but generally not 'why').
<p>Personal, social and emotional development</p>	<ul style="list-style-type: none"> • Find ways to calm themselves using comfort toys or key person. (A big part of this will come from initial settling in sessions where practitioners will find out from parents' ways in which they soothe their child). • Explore a variety of toys, interacting with others to establish a sense of self. • Express preference and decisions, being provided with opportunities to try new things. • Engage with others through talk, gesture or gaze and use this engagement to achieve a goal. • Discover ways of managing transition, for example singing nursery rhymes, favourite toys for distraction, developing secure bonds with key person, which will support the development of self- assurance and encourage the child to thrive. • Explore and access resources with their key person nearby, developing increasing confidence for when in a familiar nursery environment, as well as in the local neighbourhood. • Develop an emotionally safe space, through the acknowledgement of the feeling's children express and a mutually respectful relationship where their views are responded to (e.g. saying no). Children will also be encouraged to develop independence, which may cause feelings of frustration or tantruming (e.g. 'me do it!'). • Talk about their feelings, developing effortful control (for example waiting their turn and resisting the strong impulse to grab what they want) and increasingly being able to express and manage their emotions. • Develop positive attitudes to differences (supporting inclusion and diversity), being able to freely ask questions about things they notice without fear of feeling unwelcome or unvalued. • Use resources that encourage the development of friendships with others.



	<ul style="list-style-type: none"> Extend and explore emotions beyond their normal range through the use of stories and play, with practitioners introducing more elaborate vocabulary to further their abilities (e.g., 'I'm sad because...' or 'I love when...').
Physical Development	<ul style="list-style-type: none"> Participate in a range of activities that will support the first milestone movements (e.g., roll over, sit unsupported). Climb over small obstacles, be given freedom to move around and the independence to explore resources to encourage babies to crawl and begin pulling themselves to stand. Reach for toys that have been position just out of reach, lift them to suck them and pass things from one hand to another. Try a variation of the healthy foods available on the nursery menu, with special considerations being made for finger food/ weaning. Participate in rugby and football sessions, as well as using the outdoor equipment, to develop body control through large movements (e.g. waving, kicking, walking, rolling etc). Take part in music and movement (Groovy movers, ballet, Milly music). Take managed risks, through the use of large climbing equipment, tents, tunnels etc. Build independently using a variety of large and small resources. Use the outdoor space to freely develop their movement (from walking independently to running, rolling and climbing, as well as using push-a-longs, scooters or ride on tricycles). Use tools that will encourage manipulation and control, as well as be exposed to a variety of materials that will also support this (e.g., playdough, clay etc). Use their developing fine and gross motor skills to be independent, for example in dressing/ undressing and feeding themselves. Begin using the toilet independently which will be introduced through stories and positive interactions (recognising that it is okay to be wet sometimes).

ROBIN, HUMMINGBIRD AND OWL ROOM: SPECIFIC AREAS

Area	Babies will be encouraged to...
Literacy	<ul style="list-style-type: none"> Participate in singing/ nursery rhyming, to develop attention, recognition of words and gestures to join in and memory to sing independently. Take part in story time, fostering an enthusiasm for books that will support attention, building relationships with key people, recognising, responding to and asking questions about the book and making comments and building play ideas around what they have read. Use the local environment to be exposed to print around (e.g., allotment plot numbers). Use mark making tools to draw freely and begin giving meaning to the marks they make (e.g., 'that says mummy'). Also, begin putting marks on their pictures that stand for their name.



Mathematics	<ul style="list-style-type: none"> • Play freely with objects that will allow spontaneous mathematic concepts, for example stacking blocks or cups that can be put on top of one another or inside. • Sing songs, such as 5 little speckled frogs, that use finger rhymes with number. • Use games such as hide and seek/ peek a boo to change amounts of items up to three to gauge a reaction, encouraging the use of words such as 'more', 'same' or 'less' to compare amounts • Participate in a range of counting activities both inside and outside, for example counting the number of birds on the tree, beginning to count items (although not always correctly '1-2-4-5'). • Use nursery equipment to build a range of constructions, climbing and squeezing themselves into spaces. • Complete inset puzzles, notice patterns and arrange them.
Understanding the World	<ul style="list-style-type: none"> • Explore their movements and a range of open-ended resources both indoors and outdoors (for example treasure baskets that contain different textures, smells, sounds, tastes etc.). • Take part in outings to the garden, allotment and local play areas to develop an enjoyment, and understanding of the natural world around them. • To talk openly about similarities and differences they may notice, allowing them to ask questions without fear of judgement and make connections to their family. This may be in relation to attitudes, beliefs or appearance of others as an example.
Expressive Arts and Design	<ul style="list-style-type: none"> • A variety of musical activities that will include singing, sounds and music from diverse cultures and performed in different contexts (e.g. dynamics (loud/ quiet), tempo (fast/ slow) etc). • Use songs during routine, for example whilst hand washing, to encourage the babies to join in. • Provided with musical instruments to explore, as well as using everyday items to create sounds (e.g., a bottle to bang). • Sing nursery rhymes/ action songs. • Able to explore a variation of mark making materials (e.g. damp sand, markers, paint etc). Initially making small simple marks, gradually developing, using tools such as paintbrushes, as well as expressing their ideas and feelings through the marks they make. • Join in with appropriately modelled pretend play in the role play area- such as a café or kitchen corner (usually around 2 they begin to understand the difference between pretend and real).

For more information on the activities planned for your child, please speak to their key worker. Alternatively, planning is available to view on the noticeboards in each room.