

Each child is unique and has individual interests and needs. Our curriculum caters for every individual child, activities and learning experiences will be tailored to your child. Our ambitious expectations are based on an in-depth knowledge and understanding of child development, a child led pedagogy where children are seen as capable constructors of their own development and learning. Our experienced practitioners will ensure that each child is supported to extend their learning through creating inspiring and enabling environment, with stimulating activities that encourage children to wonder and experiment. Where development is extended through encouragement, careful questioning, and introducing to new experiences.

There are three I's which are incorporated into our planning cycle which has each child at the centre. These are:

- **Intent**
- **Implement**
- **Impact**

Our curriculum goals are what we intend every child to achieve by the time they move onto their next journey at school. This is our **intent**.

The **implementation** may be different for different children as they all learn in different ways and through different times.

We measure the **impact** of our provision and activities both in the moment and more periodically to ensure that all of our children are making good progress.

## Building confidence

You have a voice	<ul style="list-style-type: none"><li>• To build vocabulary and use this to communicate your needs, wants, observations, interests, and experiences.</li><li>• To actively contribute to conversations and learning verbally both one-to-one, in a small group and as a whole pre-school.</li><li>• To listen to and appreciate the voice of others, showing value by listening and engaging in back-and-forth conversation.</li></ul>
Your body is incredible	<ul style="list-style-type: none"><li>• To develop an understanding of a healthy lifestyle, including diet, self-care, physical activity, and mental well-being</li><li>• To engage in, and enjoy a wide variety of physical activities, developing gross motor skills an ability to risk assess and to notice the effects of physical activity on our body.</li><li>• To use tools safely and purposefully to achieve their personal aim.</li></ul>
You are unique and special	<ul style="list-style-type: none"><li>• To develop a sense of self, recognising your own emotions and developing an understanding and knowledge of how to regulate strong emotions.</li><li>• To be kind and caring to others, understanding that we are all different and all valued with our own emotions.</li><li>• To become independent with growing self-belief and develop personal responsibility with resources, boundaries, and peers.</li></ul>

## Nurturing curiosity

Embrace the natural world	<ul style="list-style-type: none"><li>• To experience the natural environment through all seasons, noticing and commenting on the seasonal changes within the environment.</li><li>• Develop an understanding of life cycles through growing plants, vegetables and through looking at new life in spring – e.g. chicks from eggs, butterflies from caterpillars.</li><li>• Develop a caring, conservative approach to natura with an understanding of why we need nature in an age-appropriate way.</li></ul>
Discover your senses	<ul style="list-style-type: none"><li>• To develop, and recognise through a range of sensory experiences, their five senses appreciating what body part is responsible for each sense and how they help us.</li><li>• Develop language to describe different textures, smells, tastes, sights, and sounds.</li></ul>
Wonder and experiment	<ul style="list-style-type: none"><li>• To have their own ideas, begin to hypothesise with support, experiment and draw conclusions, developing knowledge and understanding of new concepts through experiences.</li><li>• To begin to wonder for themselves and have a go at finding out.</li></ul>

## Inspiring learning

<p>Develop a love of literacy</p>	<ul style="list-style-type: none"> <li>• To develop a wide range of repertoire of sings and rhymes, being able to in sing them with others and having favourites that they may sing independently.</li> <li>• To listen intently to stories, repeating and joining in with repeated refrains and developing new language from a range of books. Children use props and story trays t retell familiar soties.</li> <li>• To engage in purposeful mark-making assigning meaning to the marks as or before they draw.</li> <li>• Begin to show an interest in the letters of their name, beginning to write this with support.</li> </ul>
<p>Develop an understanding of the wider world around you</p>	<ul style="list-style-type: none"> <li>• To recognise and name common 2D shapes and begin to appreciate their properties with support.</li> <li>• To use comparative language when exploring length, height, size, weight, and capacity during play.</li> <li>• To count objects using 1:1 correspondence with confidence to five, considering whether there is in separate groups of objects, developing an understanding of one more than and one less than.</li> <li>• To count to ten with confidence, developing an ability to count down through the use of songs and rhymes.</li> </ul>
<p>Explore your creativity and imagination</p>	<ul style="list-style-type: none"> <li>• To develop imaginative play based on first hand experiences, including other children in their pay. Developing a narrative for their play which may changes as peers' preferences are also considered.</li> <li>• To mark-make or construct in a creative manner of their choosing, selecting resources purposefully to create their desired outcome, evaluating the effectiveness, and altering their choices as/if needed.</li> <li>• To explore songs, musical instruments, and movement. Developing preferences and favourites, accessing these increasingly indecently and incorporating into their preferred play choices.</li> </ul>