



Duke Street Nursery School

Our Unique Curriculum



“At Duke Street and Highfield Nursery School, we respect and nurture a child’s natural curiosity to learn and explore. We support a child’s own intrinsic desire to find out about the world around them, helping them to be effective and enthusiastic learners for life. Children flourish in their learning when they have solid inner characteristics. Our Curriculum places the ‘Characteristics of Effective Learning and Teaching’ at the heart of its delivery. Our curriculum is planned and delivered by qualified and experienced teachers.” Sue Conron, Headteacher



We aspire for our children to leave us as:

- Highly **motivated and curious learners** who ask questions
- **Confident communicators** who know that their ideas matter
- **Secure and loving individuals** who can develop long-lasting relationships

The Importance of Play within Our Curriculum

- Our children have long periods of **uninterrupted play**, enabling deep-level learning and high levels of involvement
- Play takes place both **indoors and outdoors**
- Our practitioners skilfully join in with play, following our children’s interests and planning for their next steps **‘in the moment’**
- We use a **range of resources**, from small world, construction, loose parts, malleable and natural objects to encourage open ended play, taking inspiration from the **Curiosity Approach**
- We follow the **Wanderlust Curriculum** to guide our continuous provision and to further our children’s understanding of the world



Our Unique Curriculum

Prime Areas of Learning

Personal, Social and Emotional Development

- Each child receives a **home visit** and a settling in session to help with their transition into nursery
- Each child has a **key worker**, who gets to know the family and child well. Key workers act as first point of contact for parents
- Children are grouped by keyworker for daily short **focused learning sessions and story times**
- All staff support **emotional regulation** and conflict resolution by modelling breathing techniques, turn taking and empathy
- Our nurseries have a **home from home feel**, using soft furnishings and soft lighting to help children feel more comfortable
- We have **sensory regulation** equipment, such as a swing and small trampolines
- Some children access **interventions**, such as My Happy Mind, to support with emotional regulation



Communication and Language

- All children start with **attention building** activities, such as Bucket Time
- Children access **language interventions** such as Chattering Chimps, Early Talk Boost and Colourful Semantics
- Staff plan **focus vocabulary** to teach throughout each week
- **Concepts** are taught during indoor and outdoor play
- Staff are proactive in sharing concerns in language development with parents and referrals are made to **speech and language therapists** if needed
- **Music, rhymes and poetry** are used to engage children in developing their language skills
- There is a **shared story** at the end of every session, focusing on different aspects of early literacy



Physical Development

- We start with building **gross motor strength** by working on large scale mark making, climbing and balancing
- We have play dough available at all times to help develop **hand strength** in order to prepare children for early writing
- Children take part in Squiggle Whilst You Wiggle sessions to build gross motor strength and **early mark making and writing skills**
- Our outdoors areas provide open ended resources that can be used to develop **balancing, climbing** and other physical skills
- When developmentally appropriate, we encourage children to become more **independent with self-care**, starting with basic dressing skills up to toileting
- Children enjoy taking part in **yoga** sessions and group games, such as parachute time





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Literacy

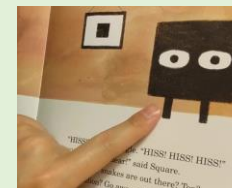
- We follow the **Supersonic Phonic Friends** scheme of work to guide our phase 1 and phase 2 phonics learning
- We plan to teach using **engaging and exciting books** by key authors
- We teach **rhymes and poems** from the Poetry Basket scheme of work to teach an awareness of rhythm and rhyme
- Children are encourage to **mark make in a range of ways**, from big scale paintings to doodling in note pads



Supersonic Phonic Friends

Maths

- We start by focusing on smaller numbers then progress to numbers 1-10, building a deep understanding of number, counting and subitising
- Our children engage in mathematical learning throughout our settings, exploring mathematical concepts in the different areas of our nurseries as **maths is everywhere**
- We explore shape and measurement through **contextual experiences**, such as construction, baking and sand and water play
- We sing **number rhymes and read books** with a maths focus



The Specific Areas of Learning

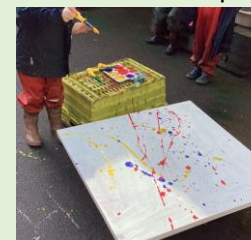
Knowledge and Understanding of the World

- We plan **Forest School** style activities and have trained Forest School Leaders
- We follow the **Wanderlust Curriculum**, exploring different aspects of the natural world
- We encourage our parents to share their **cultures and celebrations** on Tapestry so our children can talk about their uniqueness
- We strive to make links with our **local communities**



Expressive Art and Design

- Each half term we have a **focus artist** and explore the techniques they use to create their art
- We value **music and singing** and have instruments on offer in provision for children to explore
- Through role play, mark making, malleable play and construction, children can develop their **imagination** and build **narratives**





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Special Educational Needs

- We believe in empowering children with special educational needs and are passionate about ensuring that every single child can thrive and reach their full potential
- We focus on our children's strengths and what our children 'can do'
- Fully qualified SENCOs ensure that any barriers to learning are removed and work with external professionals to ensure appropriate provision is on offer
- Our staff have a good understanding of sensory regulation and use various resources and techniques to support our children to be ready to learn
- We are a communication friendly setting, using PECS and Makaton when appropriate
- We provide support for our parents in applying for education, health and care plans when needed
- Smooth transitions are planned when children leave us to start at primary school

Our SENCOs are:

Louise Phillips (Duke Street)

Natalie Sinclair (Highfield)



Assessment and Home Learning

- When settled in, children receive a baseline assessment
- Children are assessed at 6 monthly intervals against our curriculum end point. Discussions take place between keyworkers and senior teaching staff
- Children with additional needs are assessed every 4 months and targeted learning plans are reviewed and new targets are set
- Assessments are shared with parents face to face and then, following the discussion, assessment data and next steps are shared on Tapestry
- Pupil progress is closely monitored closely by senior staff and children not making sufficient progress are flagged to the SENCO and, at times, referred on to outside agencies such as speech and language, specialist teacher and educational psychologist
- Parents receive termly long observations showing their child's progress an end of year report when transitioning from one room to another
- Staff provide suggested activities for parents to do at home to support with their child's learning via Tapestry

