



Beaconsfield Childcare Nursery Vision

Beaconsfield Childcare, creating strong roots for future growth and empowerment through inspired play and education. To give children the tools to cope with a future we know nothing about.

“Play, learn and achieve together”

Beaconsfield Childcare Nursery Principles

We understand every child is unique, so we provide a happy, caring environment where children feel safe, which supports their confidence, resilience, self-esteem, well-being, and independence. (Unique child)

We advocate for each child, provide role models in our adults, and promote close relationships with families. (Positive relationships)

We offer a home from home environment that feels safe and comforting for children which is dynamic and responsive to all children's needs and offers individual experiences to meet individual needs. (Enabling environments)

To provide high quality care where children develop the skills they need for learning through the provision of an exciting and stimulating environment and a curriculum that fosters a positive attitude to learning. We support children to develop effective learning habits through the characteristics of effective learning; play and exploration, active learning, and creative and critical thinking (Learning and development)



Curriculum Overview - Intent, Implementation, Impact

Intent	<p>Teaching & Learning based on children's interests</p> <p><i>(Why do we teach what we teach? Our Curriculum)</i></p>	<p>Our aim is to build strong foundations and promote resilience, so that the children attending our setting can flourish, becoming successful, life-long learners and members of society. We support them to develop effective learning habits through the Characteristics of Effective Learning and the EYFS.</p> <p>In our setting your children will experience an enabling environment which is warm and supportive. This in turn supports the children to begin to link learning to their play and exploration through our holistic provision. Our set of core values help to support our ambitious curriculum.</p> <p>We provide a rich and varied curriculum for our children. Every part of our curriculum requires practitioners to be flexible and take account of each child's individuality and abilities. Adults take children's interests and knowledge from parents, as well as observations as a starting point. <i>(Froebel talks about understanding the importance of starting with what children can do, and not what they can't).</i> They develop and adapt experiences to help them progress in their learning, and prepare them for the challenges beyond. Children's development does not simply follow one straight pathway or cycle, children's journeys will differ and take different directions.</p> <p>Practitioners will aim to guide children towards the curricular aspirations by enriching their play and planned activities in a well thought out environment. Some children may need different types of support, and we want to ensure that all children make progress. We know that not all children will make the same progress; for some children with complex needs, it may be that they are working towards a more focused milestone to progress. For others who are moving quite quickly through the curriculum we would look to ensure that their learning around these areas has been explored deeply.</p>
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Implementation	<p style="text-align: center;"> Sequenced Learning Core Experiences Curricular Aspirations </p> <p style="text-align: center;"> <i>(How do we teach what we teach - Pedagogical influences)</i> </p>	<p> All aspects of our curriculum have a possible sequence of learning that may take place; these will look different for individual children. When we are building on children's interests, we are planning to widen or deepen those interests. We explore a balance of child initiated (<i>Reggio Emilia approach the principles are that each child is seen as strong, capable, resilient, and ready to explore. There is also a focus on exploratory and child led play to improve problem solving skills</i>) and adult initiated experiences allowing for children to be able to explore a variety of learning (<i>opportunities are offered to children to make choices, errors, and decisions-Froebel.</i>) </p> <p> Some inspiration is also taken from aspects of Montessori (treasure baskets, open ended/loose parts play/real life objects e.g., tools). (<i>Curiosity approach - a mix of Montessori and Reggio Emilia; children should become independent thinkers who can explore the environment with curiosity</i>) </p> <p> Throughout their journeys we want the children to engage in core experiences both indoors and outdoors such as plant growing, looking at life cycles; looking after ducklings/butterflies. We enhance this learning by providing access to core books, rhymes, and songs. We make sure that each child can access our curriculum in the way that best suits their style of learning and ability. </p> <p> Practitioners in the setting ensure they are acting as a guide for the children's learning (<i>Bowlby's focus on attachment theory and how close relationships develop has also aided the pedagogy surrounding nurturing relationships and how adult interactions can affect children; therefore, the key person system is important within the setting and we build strong bonds with our children so they can feel safe and secure to want to learn, play and develop.</i>). Parent involvement is important, we learn from them and support the child together. </p>
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Impact	<p>Assessment and Reflection</p> <p><i>(How do we know what children have learnt and how well they have learnt it? - assessment)</i></p>	<p>Our curriculum and its delivery ensure that children make good progress. All children are observed, and their learning evaluated. Practitioners use ongoing observational assessment to identify children's starting points and plan experiences which ensure progress (next steps).</p> <p>During each assessment period, three times a year, we can update the progress children have made which allows us to assess the impact of our provision and evaluate whether it has been enough. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in our online 'learning journals' through Blossom. This is also a time for practitioners to reflect upon practice and implementation/delivery of teaching, reviewing how things are working - how the children respond to their learning, adapting where necessary.</p>
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Our Curricular Aspirations

Show understanding of feelings and emotions	Settle into Nursery, and become a curious and confident learner	Create a piece of art, music or dance
Follow a recipe to make a pizza	Recognise my own name and write the first letter	Ride on a balance bike
Become a story teller	Explore and understand the natural world	

Our Core Values

- Being Kind - "I can talk about how I feel"
- Creative Thinking - "I can express my ideas"
- Keep on Trying - "I can try again"
- Working Together - "I can work with my friends and share ideas"
- Independence - "I can do things for myself"
- Helping One Another - "I can help people"
- Look After Things - "I can take care of things around me"



To show understanding of feelings and emotions

Possible learning sequence <i>(How this may develop)</i>	Enabling environments/Teaching <i>(Things adults can do/promote through the learning environment)</i>
<ul style="list-style-type: none"> • Makes sounds or uses some gestures to express wants, needs or emotions • Look at expressions in a mirror • Begins to explore the environment independently, occasionally checking in with a familiar adult for reassurance • Passing objects or offering toys to others/waving or pointing at peers • Playing alongside peers • Build confidence with other members of the team or visitors within the setting (in familiar room/environment) • Talk about feelings using decriptive words such as "sad" and "happy" • Begin to share toys/resources • Play collaboratively • Articulate emotions and talk about different feelings • Develop resilience • During play and interactions consider the ideas/needs of other children taking part • Talking about how our actions impact others/how people might feel 	<ul style="list-style-type: none"> • Important relationships with key worker and effective parent partnership • Responding to children's care needs/emotions • Provide a secure, warm, and inviting learning space • Images of faces/emotions/mirrors • Yoga (mindful activities/time to reflect) • Invite discussion around emotions through various outlets; role play, props, calm boxes • Clear boundaries • Encourage turn taking activities • Use books/story sacks to explore key themes around emotions • Core Values of the setting
<p><u>Links to the EYFS: Communication and Language, Personal Social and Emotional, Literacy</u> <u>Characteristics of Effective Learning: Creative and Critical Thinking</u> <u>Links to our Core Values: Being Kind - "I can talk about how I feel"</u> <u>Helping One Another - "I can help people"</u></p>	



Settle in and become a curious and confident learner

Possible learning sequence (How this may develop)	Enabling environments/Teaching (Things adults can do/promote through the learning environment)
<ul style="list-style-type: none"> • Settles into nursery environment and begins to feel comfortable around new faces • Use's key person as a 'secure base', checking back occasionally and then returning to independent play • Start to freely explore activities and resources on offer • Beginning to become aware of their peer's place in room • Start to understand care routines • Expresses own likes, dislikes, choices, ideas and decisions (may begin to say no or "me do it") • Listens to and joins in with circle time • Joins in with extra-curricular activities i.e., Hartbeeps, Little Stars, French • Develops independence by wanting to help carers and enjoys being given responsibility to do things • Play alongside and collaboratively with friends • Begin to challenge themselves by taking part in new experiences and more difficult activities • Become independent in self-help skills, including toileting, dressing and feeding • Confident to share thoughts ideas and experiences • Demonstrates an understanding of rules and will help to implement these within the room 	<ul style="list-style-type: none"> • Key carers carrying out handovers • Settling in sessions • Planning around children's interests and aspirations • Core values • Visits and extra-curricular activities • Adapting environment to suit needs of the children • Offering choices • Giving children responsibility to carry out small tasks • Circle time/music and movement • Self-serving station • Offering lots of praise, encouragement, and support • Provide new learning opportunities • Always implementing British Values i.e., listening and respecting one another, manners, rules, taking turns • Low level access to pegs, sinks, paper towels to promote independence
<p><u>Links to the EYFS:</u> Personal, Social and Emotional, Communication and Language Characteristics of Effective Learning: Playing and exploring, Active Learning, Creative and Critical Thinking</p> <p><u>Links to our Core Values:</u> Independence - "I can do things for myself" Creative Thinking - "I can express my ideas"</p>	



Create a piece or art, music or dance

Possible learning sequence <i>(How this may develop)</i>	Enabling environments/Teaching <i>(Things adults can do/promote through the learning environment)</i>
<ul style="list-style-type: none"> • Begins to follow movement with gaze • Moves body, arms and legs and changes facial expressions in response to others • Begins to move body to music and sounds • Experiments with a range of media, tools, materials, and sound • Begin to use a range of instruments • Imitates actions/expresses self through physical action and sound • Has favourite rhymes and songs • Demonstrates turn taking skills • Can independently select tools and media • Can follow instructions during games and music • Making own choices/having own ideas • Build and form own structures • Understands and can copy rhythms, sounds and tempos • Explores colour and how it can be changes • Understands how shapes can be arranged to create and represent an object i.e., circles for wheels 	<ul style="list-style-type: none"> • Music and movement/wake and shake • Sensory experiences • Extra-curricular activities i.e. Hartbeeps, Little Stars • Quality interactions/body language • Singing and rhymes • Story sacks • Provide a variety of materials and tools • Access to malleable materials • Rhyming spoons • Song mats • Play games which require children to take turns, imitate actions and follow instructions • Opportunities to mix and explore colour • Provide a range of different instruments and music from various backgrounds/cultures • Plenty of opportunities to explore open ended play and express ideas
<p><u>Links to the EYFS:</u> Expressive Art and Design, Personal Social and Emotional, Communication and Language, Physical Development, UOW</p> <p><u>Characteristics of Effective Learning:</u> Creative and Critical Thinking</p> <p><u>Links to our Core Values:</u> Creative Thinking - "I can express my ideas"</p> <p>Working Together - "I can work with my friends and share ideas"</p>	



Follow a recipe to make a pizza

Possible learning sequence <i>(How this may develop)</i>	Enabling environments/Teaching <i>(Things adults can do/promote through the learning environment)</i>
<ul style="list-style-type: none"> • Begin to explore textures, objects and engage in sensory experiences • Develops manipulation and control • Shows an interest in placing objects into containers and emptying them/filling and pouring • Initiates and continues repeated actions • Enjoys simple number rhymes • Requests 'more' • Beginning to use schemas in everyday play • Starts to take turns with an adult • Uses number names spontaneously in play • Shows an awareness of routines and sequencing • To understand and use prepositions • Counts objects randomly • Listens to and follows simple instructions • Demonstrates control when using one handed tools and equipment • Recites numbers in order starting from 1 • Begins to understand and follow good hygiene • Uses and understands language more/less • Begin to make one to one correspondence • Use mathematical skills to problem solve • To name and recognise 2D shapes • To compare length, size and weight 	<ul style="list-style-type: none"> • Provide access to a wide variety of malleable materials to explore using senses e.g. dough, flour, herbs, water, sand • Mark making opportunities • Provide opportunities to about sequencing of events; 'first we are going to ..., and then we are going to ...' - explore then and now (Visual timetables) • One handed tools • Consistent use of mathematical language in play • Clear, simple instruction and support • Maths rhymes and counting • Numerals in the environment

Links to the EYFS: Physical Development, Mathematics
Characteristics of Effective Learning: Active Learning
Links to our Core Values: Keep on trying - "I can do this"



To recognise my name and write the first letter

Possible learning sequence (How this may develop)	Enabling environments/Teaching (Things adults can do/promote through the learning environment)
<ul style="list-style-type: none"> • Reaching out and grasping objects • Making marks (e.g. using hands to move flour around a tray) • Engage with images in stories and apply single words/sounds • Using upper body to navigate climbing equipment • Use of large, gross motor tools and equipment • Talk about marks made and give meaning to them • Using scissors • Use of mark marking and writing within play • Recognising familiar letters in the environment • Use a variety of mark making tools to make marks • Forming letters or making marks that represent letters • Writing/forming some letters • Give a phonetical name to the letters they recognise • Begin to join sounds together (phonics) 	<ul style="list-style-type: none"> • Marking making using various tools and materials • Explore a rich variety of texts and books • Display words in the environment and alongside activities • Praise and encourage children when they apply a description to their mark making; deepen their learning and explore how and where they may find text • Add key words to displays alongside familiar photos so that words and meaning can be linked • Ensure plenty of opportunities for free access to writing materials • Explore different signage out in the community/environment • Represent various cultures through text by ensuring that other languages are represented • Literacy role play • Use phonics to support letter writing
<p><u>Links to the EYFS:</u> Literacy, Physical Development, Communication and Language Characteristics of Effective Learning: Active Learning <u>Links to our core values:</u> Keep on Trying - "I can try again"</p>	



To confidently ride a balance bike

Possible learning sequence <i>(How this may develop)</i>	Enabling environments/Teaching <i>(Things adults can do/promote through the learning environment)</i>
<ul style="list-style-type: none"> • Beginning to sit unsupported • Pulling self-up, cruising on low level furniture, crawling • Standing unsupported/taking steps independently • Running, climbing and physical activities to build upper and lower body strength • Builds on and demonstrates spatial awareness • Sits and pushes themselves on a trike • Balances in different ways on equipment • Develop and use core muscles in yoga/music and movement • Coordinates skills such as hand/eye/arm/leg coordination when engaging with physical activities • Beginning to use feet on trike pedals • Navigate obstacles on balance bike 	<ul style="list-style-type: none"> • Soft furnishings/low level furniture • Ballet bar • Activities at different levels to strengthen core muscles • Music and movement • Yoga • Provide opportunities for children to climb, balance and build strength • Encourage children to listen to instructions through playing games
<p><u>Links to the EYFS:</u> Physical Development, Characteristics of Effective Learning: Active Learning <u>Links to our core values:</u> Keep on Trying - "I can try again"</p>	



To become a story teller

Possible learning sequence (How this may develop)	Enabling environments/Teaching (Things adults can do/promote through the learning environment)
<ul style="list-style-type: none"> • Shows an interest in pictures/touchy feely books • Turn pages • Responds to nursery rhymes and stories • Begin to show an interest in objects and small world • Begin to listen to a story read by an adult • Show an interest in a variety of books - fiction and non-fiction • Engaging in pretend play alongside others • Fill in missing words from familiar rhymes and stories • Become familiar with the way stories are structured • Begins to use props/puppets during play • Create and narrate their own stories using pictures, drawings or marks • Independently explore and use story sacks/story stones to re-tell a story/talk about a character • Uses ambitious vocabulary 	<ul style="list-style-type: none"> • Story sacks and story stones • Introduce Makaton signs • Lots of opportunities to share books - fiction, non-fiction, poetry • Visits to the library • Core books and rhymes • Lots of opportunities and resources to develop a child's imagination i.e., role play areas/tuff trays/dressing up • Mystery reader (parents come in to read to the children) • Puppets/props/actions alongside rhymes and stories • Use a range of tones and voices to enhance the story experience • Provide a variety of mark making media for children to freely access • Provide an environment that is rich in language • Visual time table

Links to the EYFS:

Personal, Social and Emotional, Communication & Language, Literacy, Understanding of the World, Expressive Art & Design

Characteristics of Effective Learning:

Thinking creatively and critically

Playing and exploring

Active learning

Links to our Core Values: Creative Thinking - "I can express my ideas"



To explore and develop an understanding of the natural world

Possible learning sequence (How this may develop)	Enabling environments/Teaching (Things adults can do/promote through the learning environment)
<ul style="list-style-type: none"> • Exploring materials/natural resources e.g. feathers, shells, stones, pine cones • Explore the indoor and outdoor environment • Becoming familiar with and responding to key people in life • Enjoys looking at books about people, objects, and animals • Begins to explore cause and effect i.e., banging two objects together • Enjoys filling, emptying and pouring • Shows an awareness of the changing weather and may begin to make comments • Talk about what they can see and hear in the environment • Listen to books/stories about other communities/countries/ways of life • Beginning to have an awareness of safety • Discuss their own experiences and begin to ask questions to others • To observe and talk about things that grow • Can identify where some foods come from • Begins to show care and concern towards all living things • Demonstrates an understanding of life cycles • Articulate about their world and similarities/differences they may notice • Talk about different ways of life e.g. jobs • To begin to understand about recycling • Observe changes to materials and the environment 	<ul style="list-style-type: none"> • Chicken/duck eggs • Butterfly garden • Zoo lab visits • Planting • Growing own fruit and vegetables • Recycling • Provide a variety of books on different topics • Key words in languages that reflect our cohort • Celebrations reflecting the community and cohort • Gardening opportunities • Family photos • Collecting home information • Mystery reader • Tasting different cuisines • Treasure baskets/natural resources for children to explore • Talking about the sounds in the environment • Role play areas/tuff trays reflecting different places, seasons, and experiences • Daily incorporating British Values • Supporting children in beginning to understand safety and how to keep themselves safe

Links to the EYFS: Understanding the World, Personal, Social and Emotional, Communication & Language, Literacy, Mathematics

Characteristics of Effective Learning:

Active learning, Playing and exploring & Thinking creatively and critically

Links to our Core Values: Look After Things - "I can take care of things around me"



To support our curriculum, we have a list of core books and rhymes. These books have been carefully selected as key texts that we feel can develop vocabulary, create young story tellers, help their imagination to flourish and form the early building blocks of pre-phonics.

We have combined each story with a song/activity/interaction idea below, to help families and parents to extend their child's reading experience.

3-5 years	
Core book	Activity ideas/songs
We're going on a bear hunt	https://www.youtube.com/watch?v=OgyI6ykDwds http://www.lovelybooks.co.uk/were-going-on-a-bearhunt Song: Teddy Bear Teddy Bear
The Gruffalo	http://www.lovelybooks.co.uk/the-gruffalo The Gruffalo story video: https://www.youtube.com/watch?v=mSc4TQshebk&t=38s
The Tiger who came to tea	http://www.lovelybooks.co.uk/the-tiger-who-came-to-tea Song: I'm a little tea pot
The Very Hungry Caterpillar	Caterpillar to butterfly growing kit http://www.lovelybooks.co.uk/the-very-hungry-caterpillar There's a tiny caterpillar https://www.youtube.com/watch?v=JOlbSEOCmNM
Handa's Surprise	http://www.lovelybooks.co.uk/handas-surprise Old Mikamba had a farm (also a book)
Owl Babies	http://www.lovelybooks.co.uk/owl-babies
Peace at Last	http://www.lovelybooks.co.uk/peace-at-last
Limas Red Hot Chilli Pepper	5 red hot chilli peppers in a grocer shop (to the tune of 5 hot cross buns)
You Choose	Role play - use your imagination to act out your chosen story!
The Three Little Pigs	Build your own houses using anything that you have access to at home; blocks, lego/duplo, recycled household items or boxes
Hairy Maclary from Donaldson's Dairy	Talking about similarities and differences, descriptive words



2-3 year olds	
Core book	Activity
Brown bear, brown bear, what do you see?	http://www.lovelybooks.co.uk/brown-bear-brown-bear-see
Orange, Pear, Apple, Bear	http://www.lovelybooks.co.uk/orange-pear-apple-bear
Dear Zoo	http://www.lovelybooks.co.uk/dear-zoo
Where's Spot	http://www.lovelybooks.co.uk/wheres-spot
Shark in the Park	http://www.lovelybooks.co.uk/shark-in-the-park
The Animal Boogie	http://www.lovelybooks.co.uk/the-animal-boogie Song: https://www.youtube.com/watch?v=25_u1GzruQM
Dinosaur Roar	https://www.bbc.co.uk/tiny-happy-people/have-fun-learning-opposites/zrhkkmn
Wow said the owl	https://wordsforlife.org.uk/activities/read-and-explore-wow-said-owl/
Shhh! we have a plan	http://www.lovelybooks.co.uk/shh-we-have-a-plan
Betty goes Bananas	http://www.lovelybooks.co.uk/betty-goes-bananas
A Busy Day for Birds	https://www.youtube.com/watch?v=rPThRJA9cZO



0-2 year olds	
Core book	Activity
<i>Look! Look!</i> by Peter Linenthal	High contrast books help support young babies' neurodevelopment, early introduction to books
Clap hands	Song: If you're happy and you know it clap your hands
That's not my	https://usborne.com/gb/blog/post/tips-and-expert-advice/an-activity-a-day-that-s-not-my Early introduction to textures, explore various textured toys and materials - create sensory bags: soft, squishy, hard, lumpy, soft, grainy.
Fox's Socks	Object permanence
Clip Clop	https://www.letsplaykidsmusic.com/horsey-horsey-knee-bobbing-songs/
Ten little fingers and ten little toes	Exploring textures and materials with both hands and feet - how do they feel?
Orange, Pear, Apple, Bear	https://www.messylittlemonster.com/2015/10/bear-theme-crafts-activities-for-kids.html
Noisy Farm	Identifying farm animals and the sounds they make

Core Rhymes

Twinkle Twinkle Little Star
 Wind the bobbin up
 Incy wincy spider
 Baa baa black sheep
 The wheels on the bus
 Old Macdonald had a farm
 Slippery fish
 Hot cross buns
 One, two, three, four, five once I caught a fish alive
 Peter hammers
 I'm a little tea pot
 Little bo peep
 Ten little monkeys