

# Apple Tree's Curriculum

## Intent and Implementation

Principles: Our curriculum is everything we do for the benefit of the children's care, learning and development.

We believe in developing independent, motivated and resilient learners who are willing to take risks and challenge themselves. To achieve this, we allow the children long, uninterrupted sessions of play, with skilful adults supporting, where deep levels of involvement and characteristics of effective learning are developing.

To equip the children with the necessary skills, knowledge and attitudes for their next steps, we plan and deliver specific learning that individual children or groups of children would not develop through their own choice or experience. By all adults knowing the children well we are able to identify the individual child or groups of children and ensure that there is a balance of adult led and child initiated learning. As we progress through the year the balance shifts and more adult led sessions are introduced to prepare the children for the Year 1 curriculum.

The overarching focuses for our curriculum are:

- Independence, resilience and risk taking [both indoors and outdoors]
- Self regulation and executive functioning
- Communication and language
- Mental health and well being
- Fluency in English and Maths
- Inclusion
- Outside learning and Forest School experience
- 'Take it where it's going and further' - In the Moment Planning
- Partnership with Parents

In Practice:

- Supportive, skilful adults who encourage and develop independence, resilience, risk taking and decision-making as well as develop self-regulation through co-regulation; by talking about feelings like anger, frustration or sadness and how we process that. Knowing the children well from ongoing, informal assessment through observation and interaction, means the adults are able to respond appropriately to the unique child they are supporting.
- Routines that require independence, resilience, risk taking, decision making and self-regulation such as self-register, making a decision about their pudding order, what book to vote for story time, choosing where to learn and play, getting dressed and undressed independently, organising their own belongings [book bag, coats, water bottles] putting equipment away and following labels, snack café, being given time to have another go until they achieve what they set out to do.
- Vocabulary, communication and language is promoted and modelled by adults speaking clearly and calmly using age appropriate language and repeating sentences back to the children, replacing mistakes with corrections, repeating sentences back to children, expanding on the words they've used.
- Daily nursery rhymes, songs, stories, oral storytelling develops vocabulary, language and communication and allows for retrieval practice [by singing and saying poems over and over again] and spaced repetition [by revisiting nursery rhymes, poems and stories with a gap of several days in between]
- Daily phonics sessions [using the Northwood Letters and Sounds scheme] that progress in skills and length through the year. We consolidate phase 1 from and begin phase 2 when the children are settled and ready. Fluency is built through retrieval practice and spaced repetition.
- Daily maths sessions that progress in skills and length throughout the year [using White Rose]. Fluency is built through retrieval practice and spaced repetition.
- Daily story times where we focus on reading for enjoyment, developing vocabulary and practising being able to answer comprehension questions.
- Inclusive practice that ensures every child is supported to achieve the best that they can by working in partnership with parents, SENDCO and outside agencies.

- Enabling environments where the children have the opportunity to develop safe and secure relationships with peers and adults, practice procedural knowledge [skills] in all the areas of learning and develop the characteristics of effective learning. The environments are adapted according to the needs of the children with provocations following the stages of learning that the children are at. We offer holistic experiences with an environment set up with accessible, flexible resources where less is more and where the children are able to take appropriate risks in a safe and supportive environment. We have as many open-ended resources as possible as specific toys only have one use and therefore limiting learning. [we are enhancing this as we go along] Areas are not set up, but everything is organised in an accessible, self-service, workshop model.
- Daily access to outdoor learning [Forest school sessions] to support resilience to weather and enjoyment of the outdoors as well as development of all areas of learning, vocabulary, characteristics of effective learning, refined motor skills and support mental health and well-being.
- In the moment planning will ensure the unique child is in focus and appropriate learning is developed.
- Parent partnerships are developed through home visits, stay and play sessions, Meet the Team meetings, Curriculum information evening, Marks and Spencer Foodbank, questionnaires.
- Key events and experiences to support the development of the children's cultural capital are planned at various times throughout the year such as Bonfire Night, Christmas celebrations and nativity, celebrations of customs personal to the children or staff, world book day, children's mental health week [in-house spa day], visits from the library, school nurse.. We also follow the children's interests and plan experiences following these such as visits from the Red Squirrel Trust and White Tailed Sea Eagles.

## **Impact**

### **[how do we know our curriculum is effective]**

By the end of the year:

- The children demonstrate independence, resilience and risk taking by doing things for themselves, making decisions and taking responsibility, seeing themselves as capable and demonstrating confidence to try new things and managing challenges.
- The children are able to self-regulate in a range of situations, by identifying and processing how they are feeling, seeking support from an adult when they are emotionally challenged. By following established rules and expectations, problem-solving situations and disagreements with their peers independently, most of the time.
- The children have made progress in developing vocabulary, communication and language this will be evident in the level of communication and language that is observed; children's receptive [understanding] and expressive [using language] language will have improved and can be evidenced by tracking data and teacher knowledge.
- The children will be happy at school [developed a positive mindset], they will have established good relationships, a positive learning attitude and a positive opinion of themselves, believing that they are valued and capable, tackling obstacles with a positive mindset. The children will be accepting of others and value each other's differences. The children will respect each other and their environment.
- The children will demonstrate fluency in phonics and maths skills taught. The children who are at risk of falling behind will be identified early and support put in place to ensure they keep up.
- The SEND children will achieve in line with their peers and national average.
- The children will demonstrate refined motor skills, resilience to weather, and care and enjoyment of the outdoors. This will be evident in the children's day to day application of learning. Resilience and enjoyment will transfer and also be reflected in adult led sessions.
- Parents will feel well supported and confident in supporting their child's learning. This will be evident from feedback from parents.