



## Curious Explorers Curriculum

At Curious Explorers each child is valued as a unique individual and we offer an environment, influenced by our curriculum, that enables them to learn through play and practical, hands-on experiences that are fun and real.

### Curriculum Concepts

Our curriculum is influenced by the following concepts that we see as vital components in supporting the development of the child from birth onwards.

- Attachment Theory

Attachment theory is a psychological and evolutionary theory concerning relationships between humans. At Curious Explorers we understand that the most important thing for young children is the need to develop a special relationship with caregivers for typical social and emotional development including comfort, care, and pleasure. Each child has a key carer when starting at Curious Explorers. This ensures that a strong bond is formed with their key carer who will know their key child inside out as well as forming a relationship with their parents.

- Language Development

From birth on, children are programmed to develop speech and language. At Curious Explorers we see the first five years as most critical and so we teach children language through the use of books, songs, rhymes and constant language modelling.

- Child Development

The importance of pedagogy within the development of the child is vital. At Curious Explorers we believe that child development refers to the sequence of physical, language, thought and emotional changes that occur in a child from birth to the beginning of adulthood. During this process a child progresses from dependency on their parents/guardians to increasing independence. We therefore constantly ensure children reaches their milestones and if not we seek support to ensure all children at Curious Explorers develop to their full potential.

- Learning through play

*'Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood.'* Fred Rogers  
Our environments are planned for in such a way that children have the opportunity to learn/practise many skills through play. Adults facilitate play where needed ensuring questions are asked to extend the child's play.

(Curious Explorers Golden Questions)



- Forest School

The ethos of forest school is based on a fundamental respect for children and for their capacity to instigate, test and maintain curiosity in the world around them.

At Curious Explorers, forest school provides children access to take risks, engage in the vibrant reality of the natural world, challenges social interactions and build on their resilience from an early stage in life.

Children are also encouraged to be involved in their own learning with staff encouraging them to try new things, have their own ideas and make their own choices. We actively follow the child's lead and plan around the child's interest.

We actively encourage the children to be fully engaged in what they do, without interruption and give praise and reassurance to keep them motivated and to learn and persevere in their learning.

### **Curriculum Intent (What do we want to achieve?)**

The aim, or overall outcome, of our curriculum is to provide a stimulating, fun and purposeful environment that supports children's development over time and will lead them to:

- Become independent, creative, and confident young people
- Have a sense of belonging
- Be ready for their next stage in life (school life)

This is tailored to each age and stage of our children.

### **Baby Room: INTENT**

- Form secure attachments
- Feel emotionally secure and safe
- Develop early self-help skills (feeding, coats, hand and face hygiene, etc)
- To begin to express their wants and needs
- Develop early gross and fine motor skills (physical development) to further support their own exploration and curiosity
- To be ready for their next stage in life



### **Toddler Room: INTENT**

- Secure Attachments - Begin to understand and regulate their emotions (including self-confidence, and support developing their own unique character)
- To use language to express themselves in a language rich environment
- To develop good health and self-care routines (hygiene)
- Develop an awareness of boundaries, rules and routines
- Enhance gross and fine motor skills (physical development) to support their exploration and curiosity
- Ready for their next stage in life (pre-school)

### **Pre-schoolers: INTENT**

- Become confident in their own ability, know who they are (sense of belonging) and show independence
- To show perseverance and become resilient individuals
- Able to self-regulate (manage their own feelings)
- Enhance their understanding of boundaries, rules and routines
- To manage their own personal needs independently (hygiene routines, self-care routines(dressing, feeding, toileting, etc))
- Ready for their next stage in life – school!



## **Curriculum Implement (How are we going to achieve/do it?)**

Cultural Capital – Practitioners providing children with as many opportunities and experiences as possible in order to give them the missing pieces to their jigsaw to help shape their understanding of life and how they live it.

To provide a stimulating, fun and purposeful environment that supports children's development over time, the curriculum delivery is influenced and supported through the following:

- Progress Development (Age related milestone)

Adult led observations, parent partnerships, teaching, and assessment overviews

Observations:

When a child joins us, we observe children to find out about their needs, what they are interested in and what they can do. This is also done through conversations with parents.

We then analyse our observations and highlight children's achievements or their need for further support.

We also plan for observations by looking at their next steps.

A minimum of one observation a week is done on each child through Tapestry and send to parents. Parents are able to comment on observations and share any activities or events the child has done/had at home on their Learning Journal too.

- Planning

At Curious Explorers our planning are supported by a few different things:

Observations:

We observe children to finding out what their interests are and using their next steps.

Age related milestones:

Each room also teaches children specific skills during the week to ensure all children get the opportunity to practise these skills so that they make the appropriate progress as expected. These skills may fit in with children's next steps.

Next Steps:

Next steps for all learning areas are displayed in each room for all children. Next steps are reviewed at least once a month or as the child develops/are secure in them.

We use Tapestry as a tool to plan for their next steps.

Focussed Resources:

Lots of resources are available for staff to ensure that children are taught the skills they need through inspiring ways and not only by using worksheets. This includes song books/cards, skill focussed resource idea books and many more.



Age related topics (See Topic Overview):  
Well planned and thought through topics are used as one of the baselines to support practitioners' delivery of the Curriculum. We plan activities around books that links in with a theme or current festivals.

Each room has a plan they work from that includes books, songs, and rhymes that they will be taught during the year.

Special Events Festivals (Topic Overview):  
At Curious Explorers we celebrate all festivals to ensure all our learners feel included. Through these festivals we also teach children about different cultures, religions, and countries.

MONTHS	BABIES	TODDLERS	PRESCHOOL
January	Sensory Body Parts	Food	Healthy Eating Hygiene
February	Emotions Happy/Sad	Emotions How do you feel?	Emotions How do I deal with my feelings? Friendship/Sharing Perseverance
March	Counting	Counting	Plants/ Lifecycles
April	Zoo Animals	Bugs/ Lifecycles	Farm Animals/ Lifecycles
May	Traditional Tales Farm Animals	Traditional Tales	Stranger Danger People who help us
June	Family	Family	Countries and Cultures
July	Vehicles	Vehicles	Getting Ready for School Time
August	Under the sea	Beach	Sea Creatures
September	Shapes	Space/Shapes	Night and Day
October	Halloween Colour	Halloween Colour	Halloween Colour Mixing
November	Weather (hot/cold)	Nature Weather	Seasons
December	Christmas	Christmas	Christmas

- Environment

At Curious Explorers we are very passionate about the experiences our children receive and even more about the experiences they have through our environments and how this enhances their development and learning.

Our learning environment is ever changing to reflect children's interests and needs.

Learning opportunities are planned for and set up to develop children's skills.

Our curriculum and learning area audits are used to support the environment.

Each child is valued as a unique individual, and we offer an environment that enables them to learn through play and practical, hands-on experiences that are fun and real. Yearly we give children different hands-on experiences like planting and harvesting their own fruit and vegetables, egg hatching and butterfly experiences and so much more.

The environment plays a key role in supporting and extending children's development and learning.

The children access different environments daily, these are:

- Indoors
- Outdoors
- Local Community (See below)
- Forest School (See below)

All children should feel at home in our setting. Our environments are set up as a home away from home with many things that make them think of home.

All our environments in our setting are:

- Inviting and inspiring
- Changed regularly
- Clean and hygienic

- Organised and clutter free
- Well resourced
- Resources cover all 7 learning areas
- Resources are well looked after
- Age appropriate
- Reflects children's interest
- Reflects the world around us

All children are able to access all of our indoors and outdoors environments daily. All children should have access to our outside area at least 3 times a day (in total of 1 hour), regardless of the weather.

- Forest School (Forest School Overview)

Delivered to all children in our Preschool Room, however some older Toddlers get involved too.

We are very fortunate to have Parks/Forest areas just on our doorstep and we know the children absolutely love being in that environment and it's always a positive experience for them. Our qualified Level 3 Forest School leads deliver at least 2/3 forest school sessions per week to our Pre-schoolers.

Month	Skill/ Topic
January	Sounds and Instruments
February	Knots
March	Plants
April	Bugs and Life Cycles
May	Traditional Tails
June	Using a Bowsaw
July	Using a Screwdriver
August	Woodland Craft Making
September	Animals and Shapes
October	Halloween
November	Forest Identification
December	Christmas Craft

Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.

Forest school will:

- Develop a love of learning for children that creates independent and confident learners
- Promote a secure, exciting and fascinating learning environment for children
- Support a child's positive relationship with the wider community
- Promote children's self-esteem and encourage independence
- Provide children opportunities for safe risk taking
- Promote understanding and respect for plants, trees and animals

- Local Community

We take **all** children in the Nursery on walks to our local parks/community. This happens at least twice a week.

We also invite people into the Nursery from our local community to come and teach children about the different jobs etc. in the world around them.



## **Curriculum Impact (How do we know it's been achieved/ measure it?)**

To ensure that our curriculum, alongside our learning environment, supports children's development over time, we will measure the impact through the following:

- Weekly Observations

Management monitors observations weekly to ensure all learning areas are covered and all observation are of a high standard. Staff flag the observation to ensure all areas of learning are covered.

Through observations a learning journey is created for each child on Tapestry. We encourage parents to be part of the child's Learning Journal by adding things they do at home to their journal.

At the end of their time at our setting their learning journey is sent to parents in a PDF format.

- Half termly progress reviews

Staff do Pupil progress reviews via Tapestry through team meetings and discussions. This is where they look at the progress of each child and raise any concerns they have. Management will then do an analysis on progress. They will then use this to decide what training is required, support and/or resources are needed to ensure all 7 learning areas are well planned for. They will also ensure that rapid and sustained progress is made for all children in all learning areas and if not plans are put in place to ensure this is happening.

- Parent Meetings and Reports (See below)

On entry (2 months after starting) parents are invited for their first parent meeting. This is where staff tell parents how their child is settling in the Nursery and for parents to share any concerns or have any questions.

Then annually in line with child's birthday children will receive a report through Tapestry. Parents will be notified once the report is published, and all parents can arrange a meeting with their child's key carer if they have any questions.

There are parents' meetings opportunities throughout the child's time with us (see below) however parents are encouraged to arrange a meeting with their child's key carer whenever they need to discuss any issues or just want to know how their child is doing.

During parents' meetings the following and much more will be discussed:

Explain to parents our new curriculum and way of working.

- Progress Child is making
- Next steps we are working on to move child forward
- Child's personal needs e.g., toilet training, getting dressed, bottles, feeding, fussy eaters etc.
- What does the child like doing (their interest)



- If there is anything you find difficult with supporting the child to do
- If parents have anything, they find difficult or want us to support the child with
- How parents can support the child's learning at home

All School Leavers will receive a report when leaving Curious Explorers and the report with their One-page profile will be sent to their new school/new setting. This will also be published on Tapestry for parents to access.

### Parent Meeting and Reporting Overview

<u>Parent Meeting</u>	<u>Report</u>	<u>Parent Meeting</u>	<u>Report</u>	<u>Parent Meeting</u>	<u>Report</u>	<u>Parent Meeting</u>	<u>Report</u>	<u>Parent Meeting</u>	<u>Report</u>
2 months of entry	1 year	18 months	2 years	2.5 years	3 years	3.5 years	4 years	4.5 years	School Leavers

- Daily handover

Every parent gets a verbal daily handover when collecting their child.

This handover consists of what they have eaten, nappies, done during the day and if they have slept.

This is done on Daily Connect for all Babies and Toddlers. This is also a place to capture wow moments to share with parents. Preschool children get a verbal handover on the above daily.

#### **DAILY HANDOVER**

- **One** person to handover
- What she/he did today/achieved today (e.g. painting, sticking, playing outside ....)
- Food
- Sleep
- Nappies/Toilet training
- Accidents
- Medicine
- Anything they need for tomorrow/their next session
- Any additional information (e.g., Funding/Parent Meeting/Report ....)