



CURRICULUM POLICY

Date	Review Date	Headmistress	Proprietor
September 2021	September 2024	Zoe Sylvester	Brian Berkery

Introduction

Broadhurst School has a vibrant and bespoke curriculum which draws on the strengths of the current Early Years Foundation Stage whilst crucially offering the children further opportunities to develop their learning. Those pupils who are ready, will be provided with the opportunity to read and write at a younger age and to develop their mathematical skills beyond the current levels of expectation. We believe the curriculum should enable each child to experience for themselves the excitement and stimulation of discovery in education, leading them to be motivated towards a higher level of understanding. We seek the highest standards of attainment for all our children and value the breadth of the curriculum we provide. We aim to foster creativity in our children and to help them become independent learners.

Our curriculum is informed by the EYFS Framework and adapted to meet the needs of each individual child. The curriculum at Broadhurst School meets the requirements set out in the Early Years Foundation Stage Framework and the guidance produced by the Department of Education and the Independent Schools Inspectorate. We aim for children to grow into positive, responsible people, who can work and cooperate with others, while at the same time, develop their knowledge and skills in order to achieve their full potential, regardless of their background, race, gender, creed or ability. Children's learning is largely independent and self selected using high quality, age appropriate resources. They will learn through purposeful play and exploration both indoors and outside. Children are supported to join in both child-initiated and adult-led activities both indoors and outside. We value a highly structured and organised classroom environment.

The Early Years Foundation Stage (EYFS) is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

These four guiding themes work together to underpin effective practice in the delivery of the EYFS.

A Unique Child

We recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others. We use many opportunities, such as, praise, encouragement and celebrating achievements in circle times to encourage children to develop a positive attitude to learning.

We value the diversity of individuals within the school and all children are treated fairly regardless of race, religion or abilities. Within our school, all children and their families are valued and we believe that all our children matter. We give our children every opportunity to achieve their potential. When planning for their learning, we carefully differentiate activities and learning experiences by taking into account their range of life experiences and backgrounds. We set realistic and challenging expectations that meet the needs of each individual child.

The safety of all children in our care is paramount. We aim to educate children within boundaries, rules and limits, and help them understand why they exist. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children within our setting.

At Broadhurst School, we understand that we are legally required to comply with certain Welfare Requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

This also includes:

Inclusive Practice – See also Equal Opportunities Policy, Special Educational Needs and Disabilities Policy and English as an Additional Language Policy.

Keeping Safe – See also Health and Safety Policy, School Risk Assessments and Behaviour Policy.

Health and Well-Being – See also Safeguarding Policy

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. We aim to develop caring, respectful, professional relationships with all children and their families.

Parents as Partners

Parents are children's first educators and we highly value the contribution that parents make. We recognise the role that parents have played, and their future role, in educating their child/ren. We believe in parental involvement within the setting and encourage parents to take an active part whilst their children are in our care.

These include and are not limited to:

Parents complete a 'My Unique Child' form at the start of each academic year

Parents stay with their child during the initial settling in period

Invitation to a Welcome Tea with their new class teacher and Assistant Teacher at the beginning of each academic year

Each class has their own notice board which includes the class timetable, summary of weekly planning (also sent to parents via email) and any other relevant information

A weekly School newsletter is sent to parents each Friday

Throughout the academic year parents attend two parents' evenings and receive two written reports of their child's progress

Parents are invited on School trips

Full Day children have a Home Reading Diary for communication regarding their child's phonics and reading progress

A Parents' Representative group runs for each class and meets periodically with the Headmistress and Deputy Headmistress

Events such as Sports Day and the School Summer Garden Party

Parents are invited to visit their child's class to share cultural celebrations or read a story from home

Parents attend talks including Phonics, Mathematics, Assessments and Heads from surrounding schools

Parents are welcome to meet with their child's class teacher for individual appointments by appointment

At the beginning and end of each School day, parents are able to speak informally with the class teacher and relay any day-to-day messages

Class teachers send home two photos per week via Class Dojo

Key Person

The Class Teacher is the named designated 'Key Person' for each child. However, all staff involved with each child (i.e. class Assistant Teacher, Headmistress, Deputy Headmistress, and Float Assistant Teachers) also form a close, trusting and respectful relationship with all children. The Class Teacher is responsible for ensuring that each child's learning is tailored to meet their needs and for supporting parents in guiding their child's development at home.

Supporting Learning

A key feature of our provision at Broadhurst School is our support for each child's learning and development through daily one-to-one activities during 'Table Time'. These activities are carefully differentiated according to the needs and ability of each child.

Enabling Environments with teaching and support from adults

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

Observation, Assessment and Planning

Assessment plays an important part of recognising children's progress, understanding their needs and planning activities to support and extend learning and development. Staff observations inform children's achievement and interests, and help to shape teaching and learning experiences for each child.

We observe each child and build up a record of each child's development. On an ongoing basis, the key teacher assesses their interests, development and learning, before planning challenging but achievable activities and experiences to extend each child's learning. These observations inform regular assessments of children's learning and we use this information to ensure that future planning, most notably differentiation, reflects identified needs. Both the class teacher and other staff members, as appropriate, make observations, in order to build a whole picture of each child. Parents' observations or comments from home are also valued.

When a child is between two and three we review their progress and parents/carers are given a short written summary of their child's development, including, the prime areas of learning. This is known as the Two Year Old Progress Check. At Broadhurst School, this is the written report given at the end of the Autumn Term in Half Day/Extended Day classes. This check will identify a child's strengths and also any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, the class teacher should inform and liaise with the Special Educational Needs and Disabilities Coordinator (Deputy Headmistress) in order to develop a targeted plan to support the child's future learning and development. A meeting with the parents will be held to discuss the concerns and to recommend any external professionals e.g. a speech therapist (see also Special Educational Needs and Disabilities Policy.)

Effective planning is the key to making children's learning meaningful, exciting, varied and progressive. Learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice. Adult led activities and sessions are planned as a team in each year group. The classroom free learning environment is planned by each class teacher and should always be informed by child observations and consideration of current interests, development and learning needs. All staff are involved in this effective process.

The Learning Environment

The Learning Environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently. It also offers children the opportunity to explore, use their senses and be

physically active in our outdoor area. We plan activities and resources for both the indoors and the outdoors that will help children to develop in all 7 areas of learning. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Learning and Development

Broadhurst School recognises that children learn and develop in different ways and at different rates. We understand that all areas of learning and development are equally important and inter-connected.

The three areas that are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving are the Prime Areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

In addition there are four Specific Areas through which the Prime Areas are strengthened and applied. These areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Educational programmes involve activities and experience for children across the seven areas of learning. Please see EYFS Curriculum Policy and Programme of Learning.

Play and Exploration

We value play as an essential part of children applying and demonstrating their knowledge, understanding, skills and abilities. It is an important part of children's opportunities to explore and develop learning experiences, which helps them make sense of the world. They can try out ideas, pretend to be different people and test new information in their own way. They have the opportunity to think creatively alongside other children, as well as, on their own. Through play, children gain access to the curriculum independently, developing confidence and self-discipline. Well-planned and purposeful play, both indoors and outdoors, is a key way in which Broadhurst School support our very young children to learn with enjoyment and challenge.

Teaching and Learning

Our overall approach to learning and development is one of dedication, excitement, anticipation and belief in what a child can do. We follow the guidelines from the EYFS and in addition offer opportunities to go above and beyond the curriculum.

We value child directed learning in a prepared environment including both specific and original resources. Our structured sessions, known as Table Time, involves hands on learning and

allows each child to discover and explore through their experiences. The principle of independence, as an avenue for applying one's knowledge and understanding, forms an integral part of the education offered at Broadhurst School.

In planning and guiding activities for children, we consider the different ways that children learn. The characteristics of effective teaching and learning are:

Active Learning

We aim to provide opportunities for active and mental challenges, encouraging children to be engaged for sustained periods. We support children to be motivated and interested to learn. As children develop their confidence, they are able to take control of their learning and make decisions. This provides children with ownership of their learning and a sense of pride in their achievements.

Creative and Critical Thinking

Children are given opportunities to be creative in a range of ways. We support children's thinking by offering help and encouragement. In discussion, staff engage with children to clarify ideas and extend learning by asking open-ended questions. We encourage children to problem solve their own solutions.

Playing and Exploring

Through their play, we encourage children to use their senses to explore the world around them and their environment. We encourage children to engage, giving them opportunities to represent their own experiences and following their particular interests. Children are encouraged to 'have a go' in their daily activities and challenges.

The Curriculum

Pupils will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development:

Prime Areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Specific Areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

The curriculum at Broadhurst School is also topic based and designed to stimulate pupils creativity and imagination whilst also offering unique opportunities to develop intellectually, emotionally, physically and socially. Children learn through a balance of play, first hand experiences, small group work, adult led activities and one-to-one daily sessions. The length of a topic may vary from 2 weeks to 6 weeks depending on the age and interests of the class. Weekly planning is informed by pupil's next steps, ensuring that learning is pitched at the right level for all pupils to make progress. Curriculum programmes, schemes of work and careful weekly planning ensures full coverage of all aspects of the EYFS Framework and allows for planned progression.

Integrated into the curriculum, pupils develop key 'Characteristics of Effective Learning' which include:

Playing and Exploring

Active Learning

Creating and Thinking Critically

Monitoring and Review:

The Headmistress, Deputy Headmistress and Assistant Deputy Headmistress are responsible for the day to day organisation of the curriculum. The Assistant Deputy Headmistress monitors weekly planning and the Deputy Headmistress attends planning meetings, ensuring appropriate learning objectives and consistency across the year groups'.

Assessment Pathway:

The Early Years Foundation Stage Development Matters statements guide the curriculum within an understanding that pupils develop at their own rates and in their own ways. Progression is tracked through both formal and informal observations and judgements. This involves staff reaching an understanding of pupil's learning by watching, listening and interacting as children engage in everyday activities, events, experiences and demonstrate their knowledge, skills and understanding. Evidence of children's development includes observations, photos, examples of activities, children's voice/quotes, feedback from parents and staff knowledge. Assessment is ongoing, follows a continuum and shows each child's level of development.

Assessment Methods

Baseline Assessment

Within the first two-three weeks of School, staff complete a baseline assessment. A best fit judgment of each child's developmental age band is made in all 7 areas of learning. This assessment informs a child's achievements so far and is a foundation from which to make 'Next Steps' for children. The baseline assessment is also used as a benchmark for showing children's progress in the first term of the academic year. Teachers identify aspects of learning where attainment is particularly low at baseline. Aspects are then targeted through teaching interventions and differentiation. Staff will raise any learning and development concerns with the SENDCo.

Assessment Throughout the Year

Teachers complete a full assessment for each child's learning and development at the end of each term. This involves making a developmental judgement of each EYFS profile point within

the child's age band. The level of attainment for each profile point is judged as Emerging, Developing or Secure.

'Best Fit' Judgements

A 'best fit' model is used to determine children's levels each term. All staff are aware that children develop at their own rates and in their own ways. Teachers reflect on their knowledge of each child and use any evidence they have from children's work, writing samples, observations etc. They then make a professional judgement about which age and stage best describes the child.

Expected Key Skills and Understanding:

Class 1,2,3,4,5 (2-3 years)	Most children are working within Development Matters band birth-three.
Class 6,7,8 (3-4 years)	Most children are working within Development Matters band three – four.
Reception	4-5 years Most children are working within Development Matters band Reception and progressing to the Early Learning Goals

Observations

At Broadhurst School we record our evidence in work books (Full day) and work folders (Half/Extended day). A chronological learning journal is also created for each child. The observations take place on an ongoing basis and include a balance of all curriculum areas, individual or group observations and adult led or self-initiated activity/play. However, this is dependent on each child and teachers taking opportunities to observe significant learning experiences when they arise. Children's quotes are transcribed whenever possible as this gives insight into a child's thinking, understanding, vocabulary and language development.

Adult Led Learning

Children engage in whole class formal teaching sessions (Carpet Time), small group work and one-to-one activities (Table Time). Work is assessed following the School 'Feedback and Marking Policy' (See Broadhurst School Feedback and Marking Policy.)

Parent Partnerships

We have an open-door policy with parents/carers at the start and end of each daily session. Parents may also make appointments to meet with the class teacher (key person) at any time, in person or via telephone, to discuss their child's progress. We value the contribution parents make to their child's progress and encourage them to share information about their child's learning and development at home. Teacher's use information communicated by parents to inform developmental judgements and assessments. We regularly keep parents informed of their child's level of progress by:

- Parents' evenings twice per year
- Written progress reports twice per year
- Informal verbal feedback on a regular basis
- Friday open mornings
- Class Dojo

Moderation

Our data is moderated at the end of each term. Data is analysed to identify groups of children including, SEND, EAL, boys/girls, summer born, high achievers and low achievers. Findings from analysed data is used to inform next steps for individuals and groups of children and informs whole School attainment targets and curriculum development.

Scheme of Learning

Prime Areas

Communication and Language

Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Listening, Attention and Understanding – Children learn to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking - Children learn to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Key Learning Experiences:

Singing familiar songs and nursery rhymes

Listening to familiar stories/nursery rhymes and recalling repetitive phrases/refrains

Language games (staff to model language)

Discussion picture cards and objects e.g. 'What's in the box?'

Opportunities for discussion at story time

Learning greetings in different languages during register

Exposure to non-fiction texts related to topics, extending children's vocabulary

Retell traditional tales using props or story sequence cards

Opportunities to share their thoughts and ideas e.g. 'Show and Tell'

Physical Development

Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food and personal hygiene.

Gross Motor Skills - Children learn to negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills - Children learn to hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases, use a range of small tools, including scissors, paint brushes and cutlery, begin to show accuracy and care when drawing.

Key Learning Experiences:

See Broadhurst School Physical Development Scheme of Work

Fine motor skills are developed early and children are supported to use an effective pencil grip, write their name and use correct letter formation.

Balance, coordination skills and core stability with 'Creative Movements'

Supported toileting and toilet training

Support with washing hands, eating at meal times, putting coats on etc

Children learn where their peg and classroom tray are

Gross motor skills, primarily outside, including balancing, climbing, running, jumping, core stability, playing with balls and hoops, riding bikes, climbing frames etc.

Large scale mark making outdoors i.e. chalkboard for gross motor control

Malleable materials play

Mark making tools

Construction materials – experiment building with a range of small and large scale construction sets

Opportunities for children to pour their own drinks at snack and lunch time

To use cutlery independently and respond to healthy eating at meal times

Physical Development sessions – Creative Movements, Dance and Movement/Yoga sessions with the Deputy Headmistress

Develop skills with one handed tools e.g. scissors

Developing spatial awareness – travelling, balancing, moving around obstacles

Learning about our bodies and what happens to our bodies when we exercise

Personal, Social and Emotional Development

Including Personal, Social, Health and Economic Education, British Values and Spiritual, Moral, Social, Cultural Studies and Relationships Education

Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Self-Regulation - Children learn to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self - Children learn to be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships - Children learn to work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Key Learning Experiences:

See Broadhurst School Personal Social Emotional Development Scheme of Work and Pastoral Care Curriculum

Listening to stories about feelings/emotions and social stories to support behaviour

Exploring feelings and emotions – visuals and introducing vocabulary, support children to show comfort to one another

Supporting children to explore their environment

Building relationships with teachers and peers

Turn taking games

Circle time games

Singing favourite nursery rhymes

Supporting children to play cooperatively e.g. using sand timers to take turns

Cooperative play e.g. construction, role play, small world play

Showing positive behaviours with support

Experiences to care for the environment and living things e.g. hatching chicks in school

Supporting children to be independent learners and make their own choices i.e. areas of the classroom

Following boundaries and routines

Discussion about different festivals and celebrations

Opportunities to talk about their favourite things e.g. food, toys, topics etc

Healthy eating – see PSED scheme of work

Road safety – see PSED scheme of work

Fire safety e.g. fire evacuation practice, fire fighters, visiting the fire station

Exploring emergency services e.g. visit to the fire station

British Values/ Spiritual Moral Social Cultural studies/ Prevent/ Personal, Social, Emotional, Economic and Health Studies – See Personal Social Emotional Development Policy and Scheme of Work

Specific Areas

Literacy

Comprehension - Children learn to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading - Children learn to say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing - Children learn to write recognisable letters, most of which are correctly formed. spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Key Learning Experiences:

See Broadhurst School Literacy Programme and Phonics Programme

Introduction to phonetic alphabet and reading skills through adapted phonics scheme

Listening to sounds/sound discrimination – environmental sounds, body percussion, instrumental sounds

Opportunities to hear, say, match initial sounds in words

Developing reading skills and introduction to reading scheme

Alliteration activities e.g. 'silly soup'

Correct letter formation

Developing the understanding that print has meaning and exploring writing for a purpose/meaning

Listening to stories and non-fiction texts with attention and recall

Looking at books independently with care and turning pages

Children learn to recognise their name and then to write their name

Mark making using a range of media

Rhyme and rhyming words e.g. hearing rhyme in stories/nursery rhymes, rhyming activities, following a rhyming string

To say what marks they make mean

Spot the difference pictures/activities

Opportunities for children to develop and tell their own stories

Opportunities to role play stories in play e.g. traditional tales

Writing skills, sentence structure, writing in various genres – as developmentally appropriate

Mathematics

Learning involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Number – Children learn to have a deep understanding of number to 10, including the composition of each number. They learn to subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns – Children learn to verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Key Learning Experiences:

See Broadhurst School Mathematics Scheme of Work

Counting verbally and reliably to 3, then, 6 then 10, 20 and beyond – counting songs etc.

Order numbers 0-6, then 0-10 and beyond.

Counting out objects with one to one correspondence - use of counters, picture cards etc

Number recognition

Matching digit and quantities

Number formation

Understanding and identifying one more and one less by quantity and numeral

Beginning to add and take away two single digit numbers practically e.g. using a tens frame

Beginning to count on or back from a number e.g. use of a number line

Simple problem solving activities/tasks – including in small group/partner work

Shape e.g. recognising shapes around the room, in books, in the environment, properties of shapes, flat shapes, solid shapes, names of shape

Colours – naming colours and shades of colour (light/dark)

Pattern – repetitive patterns, animal patterns

Size – sequencing size, length, height

Heavy/light

Tall/short

Full/Empty including exploring different sized containers – transferring and pouring activities

Singing number songs

Time e.g. visual timetable to the day, beginning to know the routine of the day, days of the week, months of the year

Opportunities for maths through cross curricular links i.e. craft, reading, music etc.

Understanding the World

Learning involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Past and Present - Children learn to talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities - Children learn to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World - Children learn to explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Learning Experiences:

Topics include children's interests and ensure a balance of the curriculum. Topics may last up to 6 weeks.

Opportunities to talk freely about family, home and own experiences

Play with small world toys/sets

Celebrating other cultures and festivals e.g. Chinese New Year – dragons, lanterns, dragon dance, Diwali – Rangoli patterns, Diya's

Explore and listen to stories that reflect diversity

Explore weather changes and seasons

Range of fiction and non-fiction books available to explore

Opportunities to explore nature, natural materials, life cycles and growing – including real life experiences such as planting, hatching chicks or live caterpillars

Small World animals to explore how animals live, animals and their young, minibeasts

Recreate animal patterns and prints

Cooking experiences

Role play with dolls and puppets

Parents may visit and share about family cultures/festivals/celebrations e.g. reading stories, sharing photographs, read a story in a different language

Opportunities for school trips/visits e.g. Farm, supermarket, visit from a guide dog in training or dentist

Expressive Arts and Design

Learning involves enabling children to explore and play with a wide range of media and materials, as well as, providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

Creating with Materials - Children learn to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive - Children learn to invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Learning Experiences:

Music with 'Lucy Sparkles' - weekly

Creative Movements sessions – weekly

Yoga/dance and movement with the Deputy Headmistress - weekly

Exploring musical instruments and the sounds they make, creating beats and rhythms

Exploring a range of media and materials – craft activities, using natural resources, recycled materials etc.

Malleable, sensory and messy play

Opportunities to explore colour, shades of colour, how colours change e.g. mixing paints

Using colours for a purpose e.g. green grass/blue sky

Drawing skills and detail in drawings e.g. eye/eye colour, parts of the body, sky/ground etc

Dancing to cultural music

Dressing up costumes

Singing, including songs from around the world and nursery rhymes

Role play – developing storylines

Opportunities to initiate dancing, singing and making up their own songs

Small World play

Outdoor Curriculum

We value outdoor learning as an intrinsic part of the curriculum. Our overall rationale of outdoor play is to ensure that children are offered a wide range of activities while outdoors.

Opportunities for learning outdoors provides children with experiences which enable them to develop intellectually, emotionally, socially and physically. It also provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle.

Outdoor learning is enhanced by an environment that is richly resourced with activities and materials that can be adapted and used in different ways.

Broadhurst School has a safe and secure dedicated outdoor area. We operate a policy of providing an enabling environment, where children learn to use outside areas in various weather conditions. It is part of our philosophy to provide a carefully planned environment, providing opportunities for safe risks and challenge, helping children to find out about themselves and their capabilities. It also develops self-confidence and lays the foundations for a healthier lifestyle. Children have access to the outdoor 'Garden' daily.

The outdoor area is set up on a daily basis. Adults consider the following points:

- The specific purpose of the activity/resource, leading to quality play/activity
- Individual, co-operative and parallel play
- Skills, knowledge, concepts and attitudes to be acquired/developed by the children
- Appropriate use of resources
- Staff interaction, guidance and support – to be an active role model, encouraging children to explore and extend their experiences and to be independent learners
- Balance/breadth of curriculum provision
- Alteration - addition or removal of resources
- Planned outdoor activities aim to cover the seven areas of learning within the Early Years Foundation Stage.
- Safe set up and storage of equipment

Safety in the playground:

- A thorough risk assessment is drawn up which all staff read and follow
- Every morning a teacher will complete a health and safety outdoor check. Staff must look out for safety and remove any objects
- Staff outdoors must always be aware of the safety of the children in their care and be vigilant at all times
- Normal adult/child ratio should be maintained in the playground
- It is most important for staff to move around the playground constantly so that all areas are adequately supervised. If more than one adult is in the garden, each person should position him/herself in separate areas so that no area is unsupervised.
- At the end of the session the playground should be scanned carefully to ensure that no child is being left outside unsupervised.
- Hot drinks are not taken into the playground
- Water should be available for all on hot days
- All equipment should be stored away sensibly and carefully, to allow for safe and easy access on the next day
- Children’s clothing should be monitored carefully e.g. unfastened buckles, scarves which are too long can easily cause accidents, particularly on wheeled toys.
- Children should be dressed appropriately depending on the weather and should wear sun hats and sun protection cream/lotion in the summer
- Children are encouraged to climb and balance on climbing equipment independently. Adults are to be aware of the level of children’s abilities (i.e. age of children) and to offer encouragement whilst being aware of their safety
- Adults will encourage children to leave space between themselves and the child in front when climbing up/down climbing equipment or down the slide
- Adults should observe children carrying equipment and should be aware of the risks involved and intervene as appropriate to ensure safety

Headmistress:		Date:	
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