



# Central Bristol Nursery School Federation

The Limes, Rosemary  
and  
St Werburgh's Park  
Nursery Schools

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## Our Curriculum





## Our Context

The Limes, Rosemary and St Werburgh's Park Nursery Schools federated in June 2023, creating Central Bristol Nursery Schools Federation. We work collaboratively and creatively together to provide high quality early education and care for 2-4-year-olds in central Bristol.

We have a shared commitment to the importance of early education and the positive impact it has on children's development, playing a vital role in building the foundations for learning. We recognise that those who are at the greatest disadvantage, benefit the most from high quality nursery education. We aim to make all curriculum decisions with this in mind.

We appreciate each school's history and unique context. We work hard to ensure each school retains its unique identity within the federation and meets the needs of their communities.

We are passionate about inclusion and promote a positive culture ensuring everyone has a sense of belonging. We are proud to be a voice for children and a place for children to be heard.

We are committed to working in partnership with children's families.

Our staff teams are highly qualified and experienced. The federation of the three schools has enabled us to draw on a wealth of expertise and learn together to produce a shared curriculum document.



Our ethos across CBNSF is guided by 5 core values that apply to everyone in our learning communities, our staff and our children and families, to support positive growth and wellbeing



C – Curiosity – a thirst for knowledge and willingness to explore the unknown



B – Belonging – feeling connected, valued and included within our community



N – Nurturing – caring and encouraging the growth or development of someone



S – Sustainability – making choices that protect the future planet



F – Flourish – to grow, thrive and develop in a healthy and positive way



# Our Approach

**Our curriculum is not static.** It is based on a commitment to child-led, open-ended play, giving children the space and freedom to explore, create and make connections in their own learning. It is designed with 2, 3 and 4 year olds in mind, allowing children to progress through a carefully planned sequence of skills and learning to support their development. They are given lots of opportunity to revisit and practise these skills.

**All children take part in our 4 core experiences regularly.** Our core experiences have been carefully chosen to reflect our core values and develop the children's sense of community:

1. To tell their own stories through **Helicopter Stories**
2. To **bake bread**
3. To read our **Core books**
4. Learn about the environment through **gardening, recycling and composting**

**Our curriculum is inclusive.** Our children come from diverse backgrounds, with different starting points and experiences. Our curriculum is rich in first-hand experiences that allow children to communicate whilst learning a wide vocabulary at an early age. We provide an inclusive curriculum, enabling every child to thrive. We believe that we should make our experiences accessible to all by offering experiences that are appropriate and flexible enough to meet the needs of all children including those with a range of special educational needs. There is a strong emphasis on inclusion, and our curriculum is ambitious for children with SEND.

## Our Approach...

**Is a collaboration.** We know that involving parents and carers in their child's learning has a positive impact. Our key persons make strong connections with children and their families. We use an online learning diary - Tapestry - to share individual children's learning during their focus observation weeks. Our website keeps families informed of weekly news from classrooms. Parents are invited in for regular 'stay and plays' and are encouraged to take part in their child's focus observation weeks so we can talk about home and school learning in detail.

**Is intentional.** High quality adult-child interactions are key. Our staff members interact intentionally knowing how to scaffold learning. The routine of the day is consistent. Our physical learning environment is thoughtfully considered so that resources are of a high quality, open ended and presented to ignite curiosity and exploration. These resources are organised so that children have independent access.

**Is sequential.** Each area of learning (our curriculum goals) and our core experiences are planned in detail to ensure progression in skills and competency to support children to progress in their own unique learning journeys.

**Is based on observation and assessment for learning.** Staff reflect daily on children's interests and use 'in the moment' and weekly planning. We use focus observation weeks, Opal, 2-year checks and Well Comm to ensure each child is assessed for individually.







# Learning and Development

We follow the educational programmes set out in the Early Years Foundation Stage Early years foundation stage (EYFS) statutory framework – GOV.UK and cover the seven areas of learning.

These are:

Three 'prime areas' that are *particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving*:

- communication and language
- physical development
- personal, social and emotional development

Four specific areas, through which the three prime areas are strengthened and applied:

- literacy
- mathematics
- understanding the world
- expressive arts and design



# Communication and Language

*The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.*

Communication and Language is listening, attention, understanding and speaking.

We use the internationally recognised **Hanen Approach – Learning Language and Loving It**.

We use this approach to teach using:

- High quality interactions with children
- Session times and routines
- Experiences which are carefully thought through so that children learn as wide a vocabulary as possible
- It also provides a framework for our staff professional development

Key elements include:

- Key persons identify children's styles and stages of language development so that they can plan an individual approach
- Talking with children, not *to* children – using **OWLing** – **O**bserve, **W**ait, **L**isten
- Moving the child's learning forward through shared conversations, commenting, open-ended questions
- Ways to extend the topic of conversation which includes what is sometimes described as 'sustained shared thinking'
- Links to our literacy curriculum – storytelling, reading, writing

## Our Curriculum Goals for Communication and Language

To be confident communicators (through preferred communication method)

To be active and attentive listeners

To be an inspired storyteller

To engage and sustain in social conversations – responding to a back-and-forth dialogue with interest



# Personal, Social and Emotional Development

*Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.*

Personal, social and emotional development includes building relationships, managing self-care, and self-regulation.

We use the **Conflict Resolution** approach. These 6 steps are followed consistently and repeated in different contexts in which children experience conflict. Over time, children learn to use them independently. This will:

- empower children to have a voice
- help children to learn self-regulation and how to listen
- enable children to explore their own feelings and develop an understanding of others' feelings
- develop a sense of justice and a sense of community
- We also use **JIGSAW** which is a weekly, whole school, pre-planned programme which we use as part of our curriculum. It adopts a mindfulness approach to support children's emotional wellbeing, self-regulation and resilience.

In key groups, children talk, think about, and explore some quite complex ideas. We cover issues such as children's rights, inclusion, diversity, citizenship, the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs.

We raise more challenging issues about safeguarding, e.g. online safety and peer-peer harm, in an age-appropriate way. We encourage children to think positively about their own mental and physical health including making healthy choices, learning about brushing teeth and developing independence. They learn about privacy and personal safety. In addition, we use the **Anti-bullying Alliance** materials, to reflect on our practice and provision as an anti-bullying setting.

## Our Curriculum Goals for Personal Social and Emotional Development

To make connections with others

To make healthy choices and have a healthy body (Self Care)

To be emotionally literate

To have a sense of belonging

To have a positive self-image







# Physical Development

*Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

Physical development includes fine motor and gross motor skills.

Our approach is based on **Fundamental Movement Skills** taken from The Physical Literacy Handbook.

**Gross motor skills (arms, legs):**

Agility, balance, coordination, speed, jumping, climbing, walking, hopping, skipping, throwing, dribbling, kicking, hitting, catching.

Examples might include balancing on a beam, running at speed through the garden, coordinating to carry a large block, jumping into a puddle.

**Fine motor skills (fingers, hands, mouth, tongue, eyes):**

Our classrooms and our outdoor areas as well as our resources and planned experiences are carefully selected to promote fine motor skills. We have repeated and varied experiences to develop children's proficiency, control, dexterity and confidence.

These include:

Poking, squeezing, patting, rolling, pincer grip, stirring, pegging, pouring, squashing, pulling, grasping.



## Our Curriculum Goals for Physical Development

To be able to move large muscles with control (gross motor) – running, jumping, climbing, hopping

To use their small muscles with control (fine motor) – use hands and fingers to control and manipulate objects and tools

To demonstrate strength, balance and coordination during play and movement, negotiating space and navigating obstacles

To be able to assess risk and take risks (rise to physical challenges)





# Literacy

*It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

Literacy includes comprehension, word reading and writing.

Our curriculum gives a balance between incidental teaching and pre-planned learning in Group Times at the beginning and end of each session. Our teaching of reading is closely connected to our teaching of communication and language (see above).

## Reading

Reading is a complex process, and a skilled reader needs to learn language comprehension as well as word reading strategies.

Our approach to **Reading** is underpinned by the following key strategies:

1. Core Books
2. Helicopter Stories
3. Dialogic Book Talk
4. Print Referencing Concepts about print
5. Phonics – Letters and Sounds Phase One (see below)

### *Core Books*

The quality of books is crucial, so we use an approach devised by the Centre for Literacy in Primary Education which is known as Core Books. This involves selecting high quality texts reflecting the diversity within the nursery and offering role-models of different gender/cultural backgrounds.

These selected texts are read with, to and by the children regularly. They are available indoors and outside. They are made up of three collections: the learning to read collection, the literature collection and the information collection.

### *Helicopter Stories*

Through this approach we help to connect children's love of play with their love of stories, narrative and character. Children have opportunities to role-play familiar stories and their own stories. These stories are recorded and acted out by a small group with a familiar adult.

### *Dialogic Book Talk*

This approach describes the way in which practitioners (and parents) read with children. This approach is vital in helping children's development of language comprehension. They prompt the child to say something about the books, evaluate their response, expand on the child's response by rephrasing and adding information, then repeat the prompt to make sure the child has learned from the expansion. There are a range of different types of prompts that can be used.

### *Print Referencing Concepts about print*

For children to become skilled readers they need to know about how print and concepts about print, work. When we read with and to children, we use this opportunity to explore:

- the meaning of print
- book and print organisation (who is the author, top to bottom, left to right, page order etc)
- letters – names of letters, upper case lower case etc.
- words – the idea of a word as a distinct unit of print

### *Phonics*

Phonological awareness is fundamental to word reading. We use the Letters and Sounds document to teach these concepts to children. These activities are planned in our group time sessions and reinforced incidentally in children's play and interactions.

Phonics is taught systematically in Reception. In Nursery however, we focus predominately on Phase One of Letters and Sounds which includes:

- phonological awareness – the ability to reflect upon and consciously manipulate the sound structures of language at each level – word, syllable and phoneme
- phonemic awareness is one aspect of phonological awareness and refers to the skill of manipulating the smallest unit – phonemes. For example, isolating the initial sound 'd' in 'dig'
- Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase Two



Phase One phonics is divided into seven aspects. Each aspect contains three strands: tuning in to sounds (auditory discrimination), listening and remembering sounds (auditory memory and sequencing) and talking about sounds (developing vocabulary and language comprehension).

- General sound discrimination – environmental
- General sound discrimination – instrumental sounds
- General sound discrimination – body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

Key elements in early reading are usefully captured in this diagram:

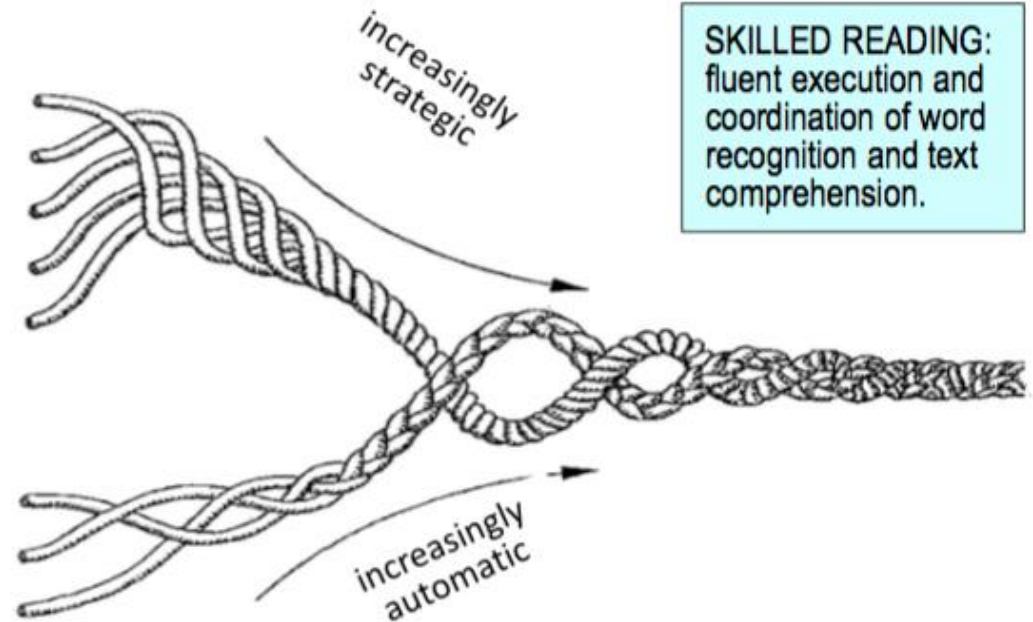
## Scarborough's Reading Rope (2001)

### LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

### WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.







## Writing

Writing is physically and intellectually demanding. We recognise that spoken language and children's physical development underpins the process of becoming a writer. Children's readiness to write varies, and we support children when they are ready to move from making marks to writing.

Our approach to writing supports children's motivation and capability to write.

**How we do it...**

### Motivation to Write

We show children that writing is a form of communication and self-expression by acting as a model using writing in our interactions with them and acting as a scribe whilst recording their words during story telling.

We use the children's interests to engage them in writing for a purpose.

The learning environment is resourced with high quality writing materials that are freely accessible to children both indoors and outdoors.

We offer resources in role play scenarios – encouraging children to take on a role and write as a shopkeeper, traffic warden, doctor etc.

We show an interest in children's early mark making and developing writing by asking children to talk about what they have done. We display their learning in the environment.

We create an audience for children's writing, reading, and sharing it with them – appreciating that a piece of writing only comes to life when someone reads it.

Exposure to hand-written print is important and we ensure that it is displayed in the environment.

## Capability to Write

We support the children's physical development – both gross and fine motor skills help to build children's core strength, dexterity and hand-eye coordination; these skills are all required as a foundation for writing.

When children are ready physically, we:

- teach children that there are rules to print both through reading and writing, such as moving from left to right across a page
- introduce correct letter formation to children through modelling writing, describing the movements they need to make, where they need to start each letter. We use their name as a starting point
- encourage children to hold and use writing tools using a tripod grip once they are physically able



Reading and Writing float on a sea of talk (James Britton)



## Our Curriculum Goals for Literacy

To have a love of books

To be a confident mark maker and later, an emerging writer

To be tuned into sounds, songs and rhymes

To be active in book reading (turning pages, noticing, asking questions etc)





# Mathematics

*Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers up to 10, the relationships between them and the patterns within those numbers.*

*By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and five and ten frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measure.*

*It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go' and talk to adults and peers about what they notice and to not be afraid to make mistakes.*

Our Mathematics curriculum is based on recommendations by the Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>

We dedicate time for children to learn mathematics and integrate it throughout the day:

- We dedicate time within key group times for mathematical experiences to be specifically planned/sequenced/using intentional teaching
- Planned activities using key resources
- Songs, rhymes and mathematical stories
- Mathematical resources both in our classrooms and in the outdoor environment



## We use manipulatives and representations to develop understanding

A manipulative is an object that children or practitioners can interact with and move to represent mathematical ideas. Manipulatives could include everyday objects such as pinecones, buttons and small toys as well as specific mathematical resources like interlocking cubes, Cuisenaire rods, Dienes blocks and building blocks. A 'representation' refers to a particular form in which mathematics is presented. Representations include informal drawings, mathematical symbols, and more formal diagrams, such as a number line or graph [*Education Endowment Foundation, Guidance Report, 2020*]

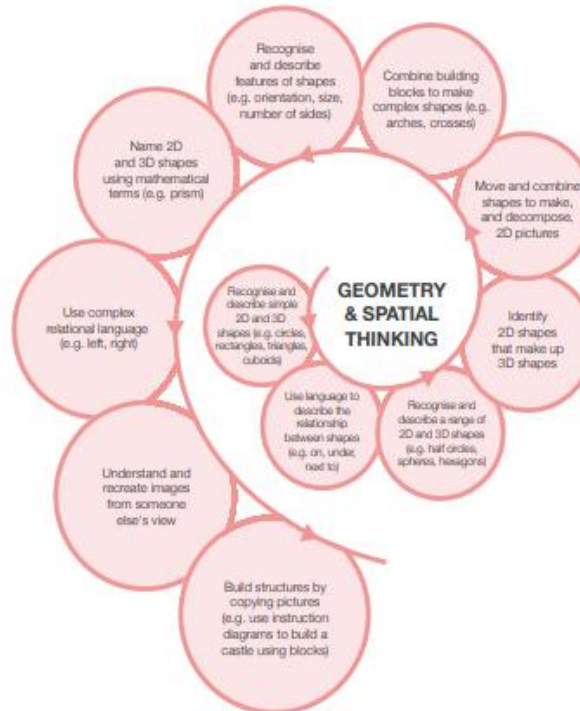
At Central Bristol Nursery School federation each classroom has:

- 'loose part' resources, open-ended counting representations (e.g., conkers, shells), puzzles, number lines, resources to support experimental measuring, scales, timers, large and small building blocks, numerals, and props to represent number in songs and rhymes.
- 5 and 10 frames
- block area
- range of construction resources
- puzzles
- open-ended resources for counting, shape, measure
- water area with resources that support the concept of capacity such as different sized jugs and containers, some of which have measurements on them
- graphic materials for mark making and real-life connections (maps, calendars)

## EEF Developmental progression

We build upon what children already know, how their understanding can be extended and by identifying and revisiting any misconceptions.

The EEF developmental progression provides the basis for the skills progression within our curriculum:



## How we do it...

The use of high-quality targeted adult support to help all children achieve their mathematical potential.

We understand that children may develop several skills in parallel and therefore there is considerable overlap in their development.

We engage with children's mathematics in their play – posing problems, modelling language and developing play skills, scaffolding learning and helping children to explore mathematical reasoning. Through these interactions, we enable children to understand mathematical concepts and the associated mathematical language.

We allow plenty of time and support for children to explore, manipulate and practise these skills by integrating maths throughout the day into both indoor and outdoor learning environments.



## Our Curriculum Goals for Mathematics

To have strategies to find out 'how many'

To notice and communicate their mathematical observations using language, symbols, representations or manipulatives

To be problem solvers

To spot patterns and connections

To have an understanding of shape, space and measure



# Understanding the World

*Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them, from visiting parks, libraries and museums, to meeting relevant members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems, will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*

Understanding the World includes: exploring past and present, people, culture and communities and the natural world.

We base our approach to this area of learning on our community, using the diverse backgrounds and experiences of the children and their families and our local environment to inform and add richness to our curriculum.

Celebrations, experiences, and events that reflect the children's cultures and faiths are organised throughout the year and the resources and displays in the nursery, reflect our diverse world.

Opportunities to explore a range of cultures and language are provided continuously through experiences such as preparing and experiencing food from a range of different countries to storytelling, books and songs.

The physical environment is organised both indoors and outdoors so that it invites children to explore concepts and be curious about the world around them. Concepts may reflect the children's interests or naturally occurring phenomenon of interest such as puddles, insects or seasonal changes, that adults use to support teaching and learning opportunities.

The nursery garden offers lots of opportunity for the children to explore their natural world alongside their peers and adults. Planting, growing and caring for our garden is a core experience for children.

We make local trips with the children to the library, park and shops, as well as organising experiences in nursery to help children learn about the city that they live in.

Technology is used with the children to find out about the world around them, to document learning and to involve the children in their own learning.



## Our Curriculum Goals for Understanding the World

To be a scientist

To show care and concern for their immediate environments as well as their wider world

To have a sense of the past, present and future

To develop a sense of identity informed by culture, family, visitors

# Expressive Arts and Design

*The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Expressive arts and design, involves enabling children to create with materials and access opportunities for being imaginative and expressive sharing their thoughts, ideas and feelings through art, music, dance, role play and design and technology.*

## Art and Design

We aim to foster a passion for creativity and the arts, by offering children high quality experiences that focus on the process of creative learning not just the product.

We acknowledge and celebrate the '100' Languages of Children (Reggio). We support children in developing their preferences for forms of expression and value their contributions. We hope to engage with the creativity of parents and invite them to share their expertise and to invite artists to the setting, visit art galleries, street art, theatres, and music events.

Our art and design provision is based on a workshop approach. Children have independent access to media and materials, as part of our continuous provision. We provide a range of different sized and types of paper and mark making equipment – pencils, pens, chalks, crayons, paints and water colour palettes, and a range of different sized paintbrushes. We have different coloured shaped and textured materials for collage as well as glue, scissors, string, sticky tape, masking tape and clay.

We recognise that children need support in learning new techniques or skills such as cutting, printing, colour mixing, observational drawing, representation of shape and form, collage or joining. Teaching new skills is based on/or around children's interests and is supported by an adult introducing new media and skills. We model, explain and support children in learning about new techniques or possibilities alongside examples of art from different cultures and our local community (Bristol Artists) as provocations.

We use transient art as a technique/approach for children to freely explore creating (use loose parts to create a non-permanent piece of art).

Well-resourced block and construction areas in each classroom allow children to design and build using open-ended resources.

## Music and Dance

Music curriculum delivery is supported by the Early Education Musical Development Matters (Nicola Burke) document.

There are a range of musical instruments and sound makers in the garden, allowing children to be loud and active when exploring music and dance.

Children take part in exploration and learning based on the themes of:

- Hearing & Listening
- Vocalising & Singing
- Moving & Dancing
- Exploring & Playing

Children can listen to a range of music, carefully chosen by members of staff.

Children have access to many different musical instruments.

Children are taught ring games and songs during group times.

## Imaginative Play (pretend play/role play)

Each classroom has a well-resourced home corner that reflects the children's cultural backgrounds.

Adults support children taking on roles in their play by engaging in pretend play and modelling pretending.

The Helicopter Stories approach offers scaffolding for taking on and exploring different roles.

We have a well-resourced small world area with additional props to encourage children to build and create their own props for play.

There is an outdoor 'loose parts' area supported by provocations to encourage themed play such as wooden blocks, crates, tyres, nets, tubes and blankets.



## Our Curriculum Goals for Expressive Arts and Design

To be inspired by a variety of things such as nature, artists and artefacts

To have skills to explore, design and make

To be creative thinkers

To experience their own and others musicality

To be able to imagine and pretend







## Our Curricular Goals

Communication and Language	Personal Social and Emotional	Physical Development
To be confident communicators (through preferred communication method)	To make connections with others	To be able to move large muscles with control (gross motor) - running, jumping, climbing, hopping
To be active and attentive listeners	To make healthy choices and have healthy body (Self-Care)	To use their small muscles with control (fine motor) - use hands and fingers to control and manipulate objects and tools
To be an inspired storyteller	To be emotional literate	To demonstrate strength, balance and coordination during play and movement, negotiating space and navigating obstacles
To engage and sustain in social conversations – responding to back-and-forth dialogue with interest	To have a sense of belonging	To be able to assess risk and take risks (rise to physical challenges)
	To have a positive self-image	



Literacy Development	Mathematical Development	Understanding the World	Expressive Art and Design
To have a love of books	To have strategies to find out 'how many'	To be a scientist	To be inspired by a variety of things such as nature, artists and artefacts
To be a confident mark maker and later, an emerging writer	To notice and communicate their mathematical observations using language, symbols, representations or manipulatives	To show care and concern for their immediate environments as well as their wider world	To have skills to explore, design and make
To be tuned into sounds, songs and rhymes	To be problem solvers	To have a sense of the past, present and future	To be creative thinkers
To be active in book reading (turning pages, noticing, asking questions etc)	To spot patterns and connections	To develop a sense of identity informed by culture, family, visitors	To experience their own and others musicality
	To have an understanding of shape, space and measure		To be able to imagine and pretend