



Our Crossens Curriculum

Intent:

We intend for our children to be happy, caring, considerate and curious learners who are confident to attempt challenge, build resilience and feel secure within themselves. Our mission is to ensure that all children leave our school having established firm foundations on the path to a successful and fulfilling life.

Our 'Crossens Curriculum' is mapped as 5 set 'destinations' which we deem to be the priority goals for our pupils at the end of their journey here with us: to have a positive sense of self and be able to co- and self-regulate; to be respectful, kind and caring; to be confident communicators; to have confidence and independence; and to love to learn.

Each destination involves various 'vehicles to get there', facilitated by our team. Age-appropriate learning opportunities (relevant to OUR children in THEIR world) are adapted to suit the increasing range of needs for our children post-pandemic, as children will have missed potential learning moments as a result of lockdowns etc.

Implementation:

To help our children reach the desired destinations, we use the following Vehicles:

Environment – At Crossens Nursery School, our environment is our greatest 'vehicle' for learning. It allows for a wealth of opportunities and experiences which support and develop the 7 areas of learning through play. The environment considers the needs and interests of the children, whilst building on the progressive skills and knowledge appropriate to their development.

The 'Rhythm of the Day' - Our routine is consistent in order to help children to feel safe and secure within the environment, having access to a wide variety of opportunities throughout the day. For this reason, and knowing how important relationships between children and their key workers are, our sessions begin and end with group time. This allows for emotional check-ins and brings all children back to their familiar adult.

Planning – We have a collaborative approach to planning to address the key needs of our children. Planning is informed by the direct feedback and involvement of the team each week during our staff meetings. Staff voice is very important to us and the insight of our skilled team members is shared, valued and used informatively to write the next plans for group time and for the environment.

Group Time and Book Sharing

Key Workers lead their group-time at the beginning of each session. The groups consist of the same children and adult each time, to aid the building of relationships and allowing for Key Workers to monitor progression further. The structure consists of: a welcome song, registration, a specific teaching element, and time to practice/model such together. There are opportunities to embed this learning through 'free-play' in the environment. The 'group time' finishes with an 'exit task' linked to either COEL or the 7 areas of learning. Key Workers have a good knowledge and understanding of their pupils and know how to adapt the planning to suit the needs of their group. Sessions end in group time with a 'Book Share' focus, allowing topics to be addressed, vocabulary to be explored, early phonics skills to be applied and books to be explored via our 'FINS' reading lenses.

'In the moment'

Staff have a good knowledge of their children and how best to move their learning forward. 'PAUSE' is used to help inform where and how to take the learning further. Effective interactions 'in the moment' include: providing further opportunities for challenge, adding a supportive resource, using 'shared thinking', questioning and quality vocabulary to extend thought and understanding, and finally some feedback regarding what the child has 'done well' and what they might try next.

Enrichment

Our pupils have access to wider learning opportunities such outdoor learning, resident artists, visits outside the nursery and also other visitors to our nursery.

Partnerships

We pride ourselves on our relationships with parents, carers and other agencies. Working together, we can ensure the best outcomes for our children, identifying barriers to learning early and taking actions to address such issues, before our children leave us to go to Primary School.

Impact

All children leave our school having established firm foundations for their 'own learning' and they are on the path to a successful and fulfilling life. Children will make progress from their starting points and they will have developed resilience, patience and a 'growth mindset' when faced with challenges. They will be able to co-regulate their emotions and have a solid 'sense of self' as they move onto Primary School. Our children will have a 'love to learn' attitude as a result of their carefully considered learning journey. Knowledge collected during their time with us at Crossens will be 'sticky' with a clear demonstration of COEL.



Destination 1: Positive Sense of Self and the ability to co and self-regulate

Why?

All our current children are children of trauma as a result of the Pandemic. We have found new children starting with us may have difficulties with attachment when leaving their parents, they lack confidence when interacting with others and they can struggle with their 'emotional moments' at different points. It seems that many have BIG EMOTIONS for issues that, with help and support, may not seem so big eventually. Learning cannot happen when children are experiencing these peaks in their emotion and well-being. Children must feel safe, secure and happy in order for learning to blossom. As we work towards our Attachment and Trauma Sensitive Award, we strive to help our children to reach this destination and it is represented heavily also in Our Caring Crossens Policy.

Vehicles:

- Skilled and caring team who can spot early sign of distress/ potential upset and step-in to help de-escalate and co-regulate.
- Book Sharing – Opportunities to discuss emotions and different contexts that children may face and how we can deal with such. Book Sharing is planned by the Lead Teacher and our 'feelings lens' is an effective tool used by our practitioners to target this destination.
- Group time – This is an opportunity for checking-in with the needs of our children and staff are flexible at adapting the activity to the needs of the children e.g. Do they need something more calming? Do they need something more physical?
- Butterfly Room – This resource provides an opportunity for calm.
- Facilitating a sense of 'belonging' – All children are encouraged to attend group-time and some need different resources to support them if they are not quite ready, e.g. sitting in a box, being swaddled and wrapped in blanket and having their 'Busy Bag' close by.
- Continuous Provision – Staff 'step-in' to play, to celebrate learning, to help understand and to mediate to support emotional moments.
- Celebrate diversity and culture. Families are invited to share their celebrations with our children to help them gain insight and understanding of different cultures, which boosts the sense of self for children from different backgrounds. This also helps to develop the 'Cultural Capital' of our Nursery.
- Morning activities – Children complete their tasks with their parent or carer and enter the classroom when they feel ready.



Destination 2 – Respectful, Kind and Caring

Why?

These are the skills we feel that children need in order to be part of a Community in any context. It is very important to us that our children have respect for each other, themselves and our environment so that they can value others, develop relationships and feel that sense of belonging.

Vehicles:

- Skilled staff step-in 'in the moment' to support children to care for resources, pick items up from the floor etc. They mediate and model when disagreements occur and they are good role models for our children. As part of our Attachment and Trauma Sensitive approach, our team are exceptionally caring and will give our children what they need. This includes our 'Love Bomb' where children may need a high-pressure hug, gentle rocking or plenty of reassurance.
- Group-time – We celebrate moments of respect, kindness and care that we have seen shared in the environment and also provide discrete learning opportunities to promote these values such as: 'How to fill a bucket' and our 'crinkly/shiny hearts' activity.
- Snack-time – Good manners are promoted during this time, alongside waiting our turn and sharing and knowing the importance of tidying our plates and having a go at clearing a spill to keep others safe and our environment clean.
- Parent partnerships – We have close relationships with our parents and carers and we report back success stories for kindness e.g. inviting a child on their own to play, marvellous manners and examples of children being caring and concerned for others.
- Enrichment opportunities such as walks in our local community to observe others and the environment around us helps to develop a respect for our locality.
- National and World-Wide events are incorporated into our learning to raise awareness of and respect for key historical moments such as 'Remembrance Day'.
- Charity fundraising – We raise money for charities such as Macmillan and Children in Need with discussions around the importance of helping others and understanding that people in our community, and in the wider World, need our care, consideration and support.



Destination 3: Confident Communicators

Why?

Our cohort of children and those coming to us post-pandemic are demonstrating huge areas for development in terms of Communication and Language, a prime area. Being a confident communicator is the key to opening the learning door to Literacy and other specific areas. It also is a massive vehicle for supporting PSED. If our children cannot communicate their needs, their sense of self, their personal development and their general confidence and emotional well-being, are greatly affected.

Vehicles:

- Group-time – Good listening skills and respect for whoever is speaking is promoted. We have high expectations of our children when they are listening to their adults and to each other. Key workers are articulate and use good standard English to role model effective communication. Adults also use adventurous vocabulary to stretch and challenge.
- SEND, EAL, SCLN - Sign-along, PECS, objects of reference and other visuals are used to support children whose verbal communication is less developed.
- Snack -time – ‘Snack and Chat’ is supported by an adult to help the children gain an enjoyment of eating together at the table as a social event. Children discuss topics of interest and their own experiences, which is then stretched or questioned with adult support, in the moment, to add challenge. ‘Wow words’ are collected by the adult leading snack and displayed for celebration and to encourage future use.
- Environment – Adults narrate play for the less able, they have conversations with children ‘in the moment’ and they model-back and correct language and grammar misconceptions.
- Book share – Books are chosen specifically that offer more challenge which requires an ‘unpicking’ of language. New vocabulary is explained as the book is read and this is regularly revisited as the book is read every day for the week. By the end of the week, some children are able to demonstrate their language by retelling the story. Vocabulary is also brought to life in book-time with experience, such as eating the apples.
- Parents and Carers – We share our concerns with parents and carers when we have concerns about the speech and language of a child, making referrals when needed.
- Enrichment – Walks in the local environment which are purposeful and relevant to the children ‘in their World’ help us to stretch language and make sense of things they may see daily.



Destination 4: Confidence and Independence

Why?

Play is learning. To be able to play independently, or play with confidence, requires established Characteristics of Effective Learning - making learning through play powerful. Feeling safe and secure within the environment facilitates this and by developing skills in being confident and independent, our children will develop a greater sense of self and will access much more of our provision. For 'school readiness' it is vital that our children can do certain things for themselves and leave us feeling confident to attempt new ventures as they head for Primary School.

Vehicles:

- Environment – Children have familiarity with the set up and the resources available to them as such remains in the setting for long periods of time, being enhanced and altered to suit interests and needs.
- Adults model new skills so that children can feel confident to 'have a go' and encourage children to try new things 'to help their brains grow'
- Within the environment and through adult led activities, children are shown how to develop their fine and gross motor skills, enabling them to gain the confidence to do things independently.
- Pupil voice – We value the interests and inputs of the children so that when suggestions are made, staff can praise and support children in how to do something, e.g. to make a lion in the making area.
- Children are encouraged to make their own choices about where they want to learn and what they want to do. For those children who may not be ready to make this choice and tend to 'wander', adults support these 'less-experienced' children to make choices and engage with play.
- Rhythm of the Day- Our consistency and use of music cues helps the children to know and feel secure with what is happening and when. This aids confidence and eventually independence as children know where to go and what to do when they hear a particular cue.
- Scaffolding – Adults model how to do basic skills such as putting on a coat or an apron to encourage children to have a go first, before asking an adult to scaffold the stages for support to help them.
- Snack-time – Children are encouraged to get their own plate and cup, help themselves to snack and to pour their drink. During the morning activities, children are encouraged to find their name and choose their activity to share with their family before going into the classroom.



Destination 5: Love to Learn

Why?

We want our children to have an intrinsic curiosity to learn new things and find out why and how. As part of understanding their role within their Community, they need to find out about the World around them and make sense of the things they see, hear and experience day to day and in wider contexts.

Vehicles:

- Environment – Resources are placed in response to the interests of the children. Staff use 'PAUSE' (see notes) when 'stepping-in' to facilitate learning. This ensures that adults really understand the play that is happening so that engagement is not interrupted. Adults explain and use language for the learning that is taking place, including explicit praise. This helps the children to understand what they are doing and why and get instant feedback 'in the moment'.
- Group-time – Wow moments are shared and celebrated with the group before being displayed on 'The Gallery' and there is a sense 'in the air' that children are clearly enjoying their session. Language for learning is used with children to help the children to understand the importance of having a 'growth mindset' and being resilient.
- Children lead their play and choose their activity. Adults help them to achieve their goals.
- 'The Gallery' – Wow moments are shared and celebrated, making reference to COEL, and Pupil Voice is captured. This is then shared on our gallery wall so that Parents and Carers can also see and celebrate these successes with their child at drop-off.
- Enrichment opportunities – Children love to work with Mr Cutting, our woodwork teacher, who comes to Nursery weekly to help the children to make their models and give them new experiences. We also work with our resident artists to stretch and strengthen our EAD delivery and the children really enjoy working with new faces in different contexts. Other very special visitors to our Nursery include Babyballet and Home Safari, not to mention our lovely families who share their experiences with us, e.g. our Divali assembly.
- Parents and Carers – Parents and Carers share their photographs and experiences with us, celebrating family events and special news. Learning about each other is very much enjoyed and valued.



Purple Room (Our Two Year Old Provision)

Intent:

We aim for our children leave our Purple Room with more language, improved listening skills, some independence and much more confidence as they prepare to begin their journey into our three and four year old provision. Children leave Purple Room with a sparked interest in mark making, a stronger core and more developed fine motor skills.

We focus on the three prime areas and we set three Destinations as our milestones for the end of the Purple Room journey. This helps us to ensure that children have the skills needed in order to be ready for their next step into the Big Room.

The three destinations for the end of the Purple Room journey are: Positive Sense of Self; Budding Communicators and Curious Explorers.

Implementation:

The Rhythm of the Day – The routine has more flexibility in terms of moving with the pace and changes in the interests of the children. The staff team in the room is small, consistent and facilitates small group activities as appropriate. We aim to have a story and a singing/ music activity in addition to continuous provision and group activities each session.

Planning – Purple Room follow their long-term plan and have set foci for the week. However, plenty of planning is also 'in the moment' to respond to the interests of the children and to meet with the different needs of the children.

Enrichment – Purple Room have their own small garden but also take all opportunities to use the big garden and access our classroom and conservatory, as appropriate.

Impact:

Our children leave ready to join our three and four year old provision, feeling safe, secure, happy and very excited for further challenges. They will already have started to develop that 'love for learning'.



Destination 1: Positive Sense of Self

Why?

We want our children to feel safe and secure when they start in our three and four year old provision. It is also so important that they enjoy Nursery and feel a sense of belonging. Our Purple Room is very small so the children need to be brave and confident when they leave, so that they are ready to make more friends and access our Big Room feeling ready and enthusiastic!

Vehicles:

- Pictures of the children are in the room and discussions are had over who is in Nursery today.
- Children are encouraged to bring in photos of themselves, their families, their pets and any special occasions and celebrations that they may have enjoyed. This helps them to feel valued, welcome and secure.
- Children are taken directly to the classroom door by their parent or carer. Our small numbers in this room allow for personal 'handover' at the start of a morning session and helps to cultivate a small and loving 'family' atmosphere.
- Opportunities to explore emotions are utilised during book shares, e.g. Goldilocks and the three bears
- Our small numbers in Purple Room allow us to see very quickly when an act of kindness has been shared. Such is then celebrated and praised 'in the moment'.
- Staff can see very quickly when a child is struggling and help is given to support them to co-regulate and work-through the emotion.
- Opportunities to teach the skills of waiting, turn-taking and sharing are taken at every chance, such as waiting for a turn for bike.



Destination 2: Budding Communicators

Why?

Being able to communicate supports the child's self-esteem as wants and needs can be clearly requested and met. It is also fundamental in making early friendships.

Vehicles:

- Activities to encourage waiting and turn-taking such as 'Musical Box' help the children to start building those early listening skills.
- The environment sparks interest and therefore conversation regarding this happens 'in the moment'.
- Language is modelled constantly in our small environment which scaffolds sentence structure and how words are put together to form phrases with meaning.
- Songs are shared and enjoyed with the children which helps to stretch their vocabulary, such as body parts, colours, animal names etc.
- Using repetitive language in stories and songs, plus pattern predictable texts, really engages the children and develops their confidence to use the language because it becomes so well embedded.
- Staff are very conscious of how they can extend language and stretch vocabulary. Staff repeat back/ model back/ scaffold the child's voice to aid clarity and understanding.
- Our planning enables us to target particular key words and vocabulary (linked to topic etc) during our time in the session.



Destination 3: Curious Explorers

Why?

We want our children to love learning and to have the courage to 'have a go', 'keep trying' and build their resilience. We build their confidence and independence so that they are ready for new challenges in the Big Room.

- Lots of opportunities for drawing, painting and manipulating objects for developing fine motor skills, including plenty of access to sand and water play!
- Children play parachute games, ride the bikes, climb, run up and over the hills in our big garden and they enjoy digging in the big sand pit.
- When ready, children are encouraged to become familiar with the toilet and start their potty-training journey. This means more time for play and exploration, as they can meet their own needs, without waiting for nappy changes.
- Children learn how to wash hands and they are encouraged to do this independently before snack and lunch time.
- Children are encouraged to tidy up after themselves through games and challenges.
- Staff also encourage children to learn how to put on their coats, hats and sometimes pulling up their zip after a member of staff as aligned the fastening.