



Our Curriculum



The cornerstone of our experience, based on practice, theory and research, is the image of the child as rich in resources, strong, and competent.

The emphasis is placed on seeing the children as unique individuals with rights rather than simply needs.

They have potential, plasticity, openness, the desire to grow, curiosity, a sense of wonder, and the desire to relate to other people and communicate.

Rinaldi 1998



Our Context

St. Paul's Nursery School and Children's Centre is at the heart of St. Paul's Bristol and is an inclusive setting that reflects and celebrates the diverse and culturally rich community.

All children and families, our team and partners, our community and stakeholders are treated with unconditional respect and we are proud of our equalities' principles and practice.

Our 5 Fundamental Values are Personal Histories, Inclusivity, Creativity, Learning is Learnable and Emotional Well Being and these values inform all our interactions and practice, our policies and planning.

We see ourselves as being just one learner, in the triad of learners, where children and families come first.

The 'Learning Community Contract' ensures we challenge each other to be leaders of learning and have all the components in place to maintain a thinking environment and develop independent thinking.

We have embraced the philosophy of 'Building Learning Power' and we celebrate the process of learning with our children, families and team.

Reflective and Research Practice informs planning to improve outcomes for ALL children.

Reflectivity is a central and crucial element in our curriculum, helping us to dig deeper into learning, to explore what learners are questioning, what they are bringing to interpretations and what this could be telling us.

We have a proud tradition of being 'outward looking' - keen to learn from the best and with the best.

We are keenly focused on Quality Improvement locally, regionally and nationally and have championed strong systems leadership in which all are seen as equal learners in developing and sharing effective practice, building lasting local networks and leading professional development that supports the wider early years sector.

We lead on Bristol Early Years Teaching Hub and are the home to the Bristol & Beyond Stronger Practice Hub.

We prioritise parental engagement, recognising that this is the most important factor in determining a child's future success as a learner and we benefit hugely from the families' involvement and shared experiences.

At. St. Paul's, learning in the early years is celebrated and promoted as a profoundly important stage of a child's life when vital emotional, social, physical and intellectual development takes place.

Our Vision and Values

Our Vision and Values inform our decision making. They are the 'golden threads' throughout our practice, provision and pedagogy.

Emotional Well Being

Central to all our work, we believe that children and families need to feel secure in their relationships with us, they need to feel emotionally contained and have the opportunities to make secure attachments

Personal Histories

We recognise that everyone comes to St Pauls with a journey to share, from which we can learn. We understand that this personal history needs to be voiced and listened too and that this cannot happen without space and time

Inclusivity

We believe that all children and families have a right to access our services and be welcomed as equal partners. We go out of our way to learn from individuals – adapting and improving our provision to ensure it 'enables' all

Creativity

We celebrate the process of learning, making connections, imagining and problem solving, recognising everyone as a unique thinker and artist. We take the lead from individual fascinations and allow them to inspire us.

Learning is Learnable

We believe that learning is learnable and support our children and families to develop dispositions to enable them to be effective lifelong learners. We have developed a learning community where we are all learners, recognising that it is Ok to make mistakes



Our Journey

Unique Curriculum

Our broad and balanced curriculum is unique to St. Paul's Nursery School and Children's Centre and reflects our hopes and ambitions for children - everything we want them to experience, learn and do.

This wider curriculum has been distilled into our St. Paul's Promise. This 'Promise' reflects the most important elements and entitlements of our ambitions for ALL children and provides us with a sequenced planning tool when planning for children's progress and outcomes in learning.

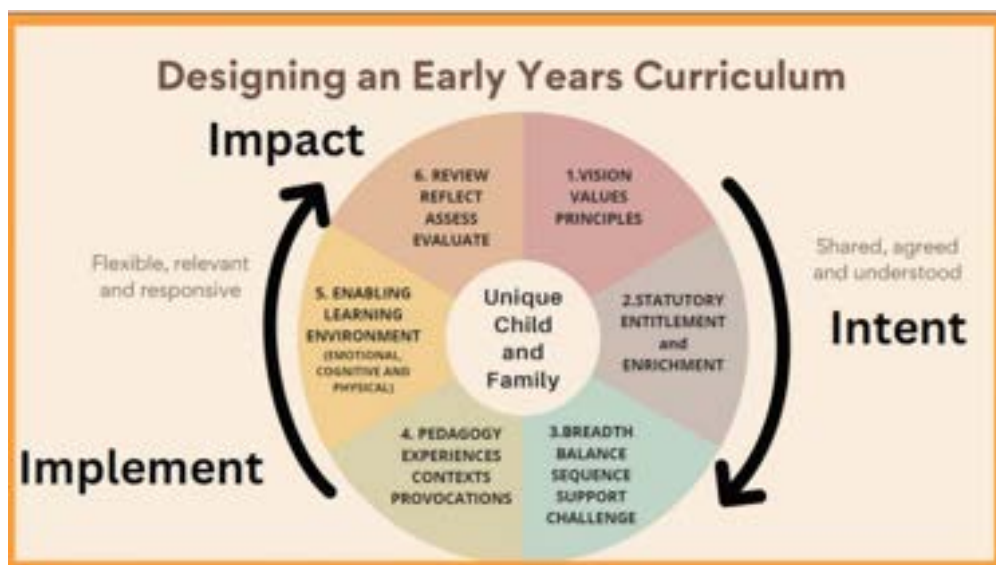
Our journey in designing and constructing our curriculum has ensured we are including, celebrating, acknowledging and building on the funds of knowledge and cultural capital that children, families, practitioners and partners in our community bring.

Our curriculum is for ALL children and has a sharpened focus on addressing the 'gaps' in learning for those children who have been disadvantaged.

Our curriculum reflects deeply and dynamically our vision, values and principles and celebrates and promotes learning in the early years as a profoundly important stage of a child's life when vital emotional, social, physical and intellectual development takes place.

By using the Bristol Early Years Curriculum Toolkit, we framed conversations with our team, our children and families and wider partners to gain a shared understanding and vision for a holistic curriculum that supports children from the Birth.

Our curriculum has also been informed by the Early Years Foundation Stage, Birth to 5 Matters, Hanen, CLPE Centre for Literacy, Curiosity Circle and Celebratory Framework, as well as many Early Years researchers, academics and thinkers.



Our Approach

Unique Child and Respectful Collaboration

We provide a broad, rich, meaningful and creative curriculum which meets the needs of each, unique child.

Our curriculum is ambitious and responsive, living and flexible and is co-constructed with children and families which means that we truly discover the unique child and their fascinations.

Our curriculum is built upon respectful collaboration between the child, the family and practitioners. It is informed by ongoing observations, reflections and evaluations and we have daily conversations with parents, carers and families that celebrate learning, inform provision and support children's next steps.

Inclusive and Sequential

Our curriculum is designed to support ALL children from Birth – 4, providing broad and balanced experiences that place the child at the heart of practice, reaffirming the importance of family, community and culture.

By building upon children's individual learning experiences and interests, our curriculum approach ensures it is individualised and personalised, inclusive and accessible, enabling and empowering.

Our curriculum is coherent, detailed and sequenced with content that supports sustained progression over time, with small steps to learning and opportunities to revisit and consolidate learning so that children can do, know and remember more.

It is informed by Equalities and Neuroaffirmative Practice, Trauma-Informed Practice, and our response to the Covid-19 pandemic, and recognises the intersectionality of children and families' experiences, supporting minoritized and disadvantaged children to ensure they excel, make outstanding progress and thrive.

Enriched with Language and Provocation

Learning needs to take place in the social context and we believe talk is central to the learning process.

Our curriculum is language-rich, with daily routines and interactions that support conversation, vocabulary and sustained shared thinking and talk.

Real first-hand exploration, complex creative play and out-and-about experiences enrich children's learning, offering adventure, awe and wonder and engagement with big ideas, the natural world and with children's many communities.



Learning and Development

Seven Areas of Learning and Educational Programmes

All areas of learning are important and interconnected.

There are seven areas of learning comprised of **three Prime Areas** of development and learning which lay vital foundations in the early years, and **four Specific Areas** of learning which provide children with knowledge and skills to flourish in society.

Each has an Educational Programme that sets out the statutory requirements for teaching and learning.

The **three Prime Areas** provide a basis for learning in all areas and describe universal, time-sensitive and critical core aspects of early child development.

The **four Specific Areas** help strengthen and develop the Prime Areas, igniting children's curiosity and enthusiasm and represent crucial shared cultural tools and knowledge.

Prime Areas of Learning	Specific Areas of Learning
Communication and Language	Literacy
Personal, Social and Emotional Development	Mathematics
Physical Development	Understanding the World
	Expressive Arts and Design

Our Curriculum, our St. Paul's Promise

Our curriculum goals reflect the 7 areas of learning and the statutory educational programmes, the principles of the EYFS and the Characteristics of Effective Learning.

Our broad and balanced curriculum is distilled into our St. Paul's Promise – the most important elements of our curriculum providing 'entitlements' to children and a powerful sequential planning tool for practitioners.

Our curriculum has a sharpened focus on emotional well-being and relationships, language and reading, movement and health, ensuring priority attention is given to the Prime Areas in building strong foundations in development and learning.





All Areas of Learning are interconnected and affect each other and so our curriculum is coherently planned, sequenced and ambitious so children learn holistically across all seven areas of learning.

Learning needs to be first hand, experiential and active; it should promote children's independence and autonomy, encouraging them to take responsibility for their own learning – initiating and making decisions.












Building Learning Power

We believe that learning is learnable and support our children and families to develop dispositions and attitudes to enable them to be effective lifelong learners.

Children have a strong, exploratory impulse and our curriculum supports them to approach learning with curiosity, energy and enthusiasm, developing

-  resilience
-  resourcefulness
-  reflectiveness
-  reciprocity

When we are supporting children in Building Learning Power we are supporting them to

-  be absorbed
-  manage distractions
-  persevere
-  question and be curious
-  make links, imagine and visualise
-  plan and revise
-  distil learning
-  understand themselves as learners
-  be interdependent and independent
-  collaborate and imitate
-  show empathy and listen

Teaching and Learning – adult-child interactions, daily routines, assessment for learning

Quality adult-child interactions underpin the implementation of our curriculum.

Practitioners demonstrate high expectations and offer challenging learning experiences. They play a critical role in supporting and ‘**scaffolding**’ children to develop new knowledge, skills and understanding.

From Baby Room to Nursery School, our **Daily Routines** offer increasingly structured opportunities for practitioners to support learning through communicating, modelling language and providing new vocabulary; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what children are doing; facilitating and setting challenges.

These teaching strategies are supported by our **Assessment for Learning Approach** that supports children’s learning and development by practitioners sharing learning intentions and distilling learning; giving effective feedback; offering quality commentary and questioning; and, developing metacognition (knowing the skills and attitudes needed for learning, valuing mistakes).



Communication and Language

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

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. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. 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.

Our Curriculum Goals and **Promise** for Communication and Language are

- ✚ Be attentive listeners, who value listening as a life skill
- ✚ **Be inspired and inspiring 'Story Tellers'**
- ✚ Use enriched and extended vocabulary
- ✚ **Use new words to engage in curious and sustained conversations**

Our Approach to Communication and Language

Key strategies include

- ✚ **Quality adult/child interactions** including Observe, Wait and Listen (OWL), Learning Language and Loving It [**HANEN**], Comment and Wonder together, modelling rich vocabulary and language, reading a wide range of books and texts
- ✚ **Peer interactions** including BLP focus on reciprocity, modelling language to engage in learning and play with others
- ✚ **Communication Friendly Environment** with physical spaces promoting communication between pairs and smalls groups (children/children; children/adults)
- ✚ **Systematic use of symbols, gestures and props** including visual timetables, now and next boards, symbol cards, learning skills picture cards and feelings cards
- ✚ **Language-rich Daily Routine** with opportunities listen and talk during explore, circle and storytime; and to plan and reflect on learning, using BLP language of learning
- ✚ **Supporting children with EAL** through Bilingual Practitioner, dual language resources, small group language work, bilingual story times, documentation and display
- ✚ **Early identification of and support for communication and language delay** using Speech and Language assessment tool [**BECAT**], intervention groups for identified children 'at risk of delay'

Personal, Social and Emotional Development

Personal, Social and Emotional Development includes building relationships, managing self and self-regulation.

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.

Our Curriculum Goals and **Promise** for Personal, Social and Emotional Development are

- ✚ Have emotional fluency, be in tune with themselves and attuned to others
- ✚ **Express and manage feelings**
- ✚ Be able to build strong relationships
- ✚ **Know themselves as a great learner**
- ✚ **Solve problems when stuck**
- ✚ **Know their own uniqueness and embrace diversity**
- ✚ **Have a healthy body and make healthy choices**
- ✚ **Belong and contribute to a group**

Our Approach to Personal, Social and Emotional Development

Key strategies include

- ✚ **Keyperson Approach** to support safe, secure attachments and emotional well-being
- ✚ **Trauma-informed Practice** offering attuned, loving responses and understanding ACES and 'windows of tolerance' when supporting children's emotions and behaviour
- ✚ **Emotion Coaching** giving children high empathy, high guidance when setting appropriate limits and boundaries, modelling problem-solving and 'co-regulating'
- ✚ **Systematic use of symbols, visual routines and feelings cards** to reflect and name emotions, have a predictable daily routine and know what is happening now and next
- ✚ **Conflict Resolution Strategies** offering a consistent and equitable approach and a simple step-by-step method to resolve conflict, including using sandtimers for sharing
- ✚ **Smooth Transitions** to support induction, school readiness and new relationships
- ✚ **Fiction and Non-Fiction Texts** supporting thinking and talk around friendship, conflict resolution, feelings, similarities and differences, and learning together



Physical Development

Physical Development involves developing gross motor skills and fine motor control.

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.

Our Curriculum Goals and **Promise** for Physical Development are

- ✚ **Being a Big Bold Mover**
- ✚ Have control and co-ordination
- ✚ Be able to assess and take risks
- ✚ Control and manipulate tools and materials
- ✚ Respond to immersive experiences with all their senses

Our Approach to Physical Development

Key strategies include

- ✚ **Movement-rich environment [Every Child A Mover]** offering everyday opportunities for free spontaneous movement both inside and outside
- ✚ **Challenging Climbing Equipment** including monkeybars, tree house, pole, rope ladder, A-frame, balance beams
- ✚ **Push-along and Wheeled resources** such as bikes, buggies, barrows supporting core strength, coordination, balance and stamina
- ✚ **Loose Parts** for children to make, move, design and build, offering opportunities to push, pull and move 'huge' things
- ✚ **Landscapes** of natural elements, level changes, different textures and surfaces, large vertical and horizontal surfaces and open spaces for free movement
- ✚ **Woodland, Parks and Out-and-about adventures**
- ✚ **Tools** that support gross motor skills such as brooms, buckets and spades, and fine motor skills such as woodwork tools, paint brushes, pens, pencils, chalks
- ✚ **Practitioners supporting assessing and taking risks** by offering models of problem-solving when trying new things, such as perseverance and imitation







Literacy

Literacy includes language comprehension, reading and writing

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 only 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).

Our Curriculum Goals and Promise for Literacy are

- ✚ Have a love of books
- ✚ **I am Ready-to-Read, playing with words and sounds, songs and rhymes**
- ✚ Engage in book talk
- ✚ Know I am an author

We want children to love stories and books, songs and rhymes, music and words.

Young children gradually develop early reading through their gesturing, singing, talk, thinking skills, symbolic play and early writing.

Literacy floats on a sea of talk!

Our Approach to Reading and Comprehension

Key strategies include

- ✚ **Language-rich environment** means we tune into children's interests, utterances and talk, engaging in shared attention and sustained shared conversations, developing comprehension and understanding
- ✚ **Soundplay and phonological awareness [SOUNDPLAY]** is the foundation of learning to read and we help children notice and distinguish between sounds, explore rhyme and rhythm, play with and join up with voice sounds
- ✚ **Music and Musicality [Soundwaves]** provide experiences of sound patterns, matching movement to sound, exploring rhythm, pitch, pulse, dynamics, tempo through instruments, chanting and vocal doodling
- ✚ **Songs, Rhymes, Poems** help children "tune their ears" to rhythm and rhyme, sounds and syllables (including Nursery Rhymes)
- ✚ **Daily Routines** offer transition opportunities to sing and play with sounds, emphasising repetition of sounds and alliteration, simple oral blending and segmenting

- ✚ **Physical Development and Outside Play** opportunities support visual processing and tracking, – an important foundation for later reading
- ✚ **Storytelling, Storymaps, Non-verbal stories, Storysquare [Talk-for-Writing, Helicopter Stories]** all help children develop their love of stories, books and rhymes; develop storymaking skills of imitation, innovation and invention and understand the structure of a book, including character, setting and plot
- ✚ **Core Books and Stories** are high quality texts that promote a love of story; are highly patterned, featuring repetition and encourage prediction; have a strong shape and structure; have illustrations that support meaning; draw attention to written language; have relevant and important themes, reflecting interests, home lives, cultures
- ✚ **Collections of Books support language comprehension** through “book talk” with adults (comprehension through oracy), including the meaning of print; book and print organisation (author, illustrator, top-to-bottom, left-to-right); letters and words (grapheme/phoneme connection, word as a distinct unit of print)
- ✚ **Symbolic Play and Representation** supports children to use one thing to represent something else and then to know that written language is symbolic – it represents sounds that form words in order to create shared meaning between reader and writer

We encourage children to represent their ideas graphically, supporting them to realise marks can be used symbolically to carry meaning and are a tool for making their thinking visible.

Our Approach to Writing

Key strategies include






- ✚ **High quality writing materials** that ignite interest and support exploration and experimentation with mark making, helping children make links between reading and writing, including phoneme mats, word banks, name cards, dictionaries
- ✚ **Developing gross and fine motor skills** through big bold movement and using mark making tools to support core strength, dexterity and hand-eye coordination
- ✚ **Modelling writing** in different forms and for different purposes, in a range of contexts, articulating purposes and demonstrating ‘writerly behaviours’, including that writing can express thoughts, feelings, information and ideas
- ✚ **Hear quality writing read aloud** to hear the language, grammar, tone of different forms of writing
- ✚ **An environment rich in examples of writing** including high quality children’s literature, real life examples, multimodal texts (illustrations, comic strips, speech bubbles, labels) and adult and children’s own writing

Mathematics

Mathematics includes number, pattern and shape, space and measures







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

Our Curriculum Goals and **Promise** for Mathematics are

-  **Count to find out how many**
-  See patterns and make connections
-  Use and apply understanding of shape, space and measure
-  Use mathematical reasoning to solve problems
-  Talk mathematically

Our Approach to Mathematics

Key strategies include

-  **Concrete, Language, Pictures, Symbols** means we use concrete materials and manipulatives, mathematical graphics and vocabulary to understand maths concepts
-  **Mathematising the day** means we have woven and embedded maths learning throughout our daily routines, such as welcome time, group time, circletime
-  **The Power of Pattern** is a 'golden thread' throughout our provision with multiple opportunities to continue, copy and create numerical, visual, auditory, temporal, movement patterns (including finger, ten frames, visual patterns for **subitising**)
-  **Block Play** supports spatial reasoning, composition/decomposition of shapes and number, patterning (radial, linear, tessellation, symmetry), angles and fractions
-  **Embodied Learning** means we recognise children learn maths through moving their bodies and objects through spaces, stamping or clapping to count, using fingers (finger gnosis), creating or copying movement patterns, bat and ball play
-  **Songs, Rhymes, Books** are used everyday to support number sense and patterning, including counting songs, nursery rhymes, number and counting books, picture books with story explicitly or implicitly linked to mathematical concepts, books with visual or language patterns



Understanding the World

Understanding the World includes culture and community, scientific enquiry and the natural 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 important 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.

Our Curriculum Goals and **Promise** for Understanding the World are

- ✚ Experience and care for the fragile, diverse and natural world
- ✚ **Connect with the wider world**
- ✚ Question and respond to community, cultural and global events
- ✚ **Be a scientist and engage in Scientific Enquiry**
- ✚ Connect with before, now and after

Our Approach to Understanding the World

Key strategies include

- ✚ **Equalities Practices** celebrate diversity and acknowledge similarities and differences in identity, culture, language and include family photographs; family and cultural celebrations and events; role play and small world play; Race Equality Grouptimes, food and cooking experiences; books, stories, music from around the world; maps, globes, stories and photographs about different cultures, different countries
- ✚ **Scientific Enquiry Model** supports children to observe, raise questions, predict, test, interpret and communicate findings as they explore forces, materials, living things
- ✚ **Children's Kitchen and Garden** means children experience food from 'seed to plate' and supports learning about the natural world, sustainability and seasons, cooking and cultures
- ✚ **Out-and-About Experiences** include repeated opportunities to visit and revisit familiar places (local walks, city farm, museum, woods, library) so children actively contribute to their communities
- ✚ **Mapping and Documenting** through senses, drawings, models, digital recordings support children to plan, recall and reflect upon how they have engaged with the wider world
- ✚ **Materials, time and tools** provide children opportunities to creatively respond to their experiences of family, community, artists and cultural events and experiences



Expressive Arts and Design

Expressive Arts and Design includes creating with materials and music, being imaginative and expressive

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.

Our Curriculum Goals and Promise for Expressive Art and Design are

- ✚ Be able to express themselves through the '100 languages'
- ✚ To engage with cultural centres, artists, art, performance and carnival
- ✚ Experience own and others musicality
- ✚ Be creative thinkers
- ✚ Have skills to explore, design and make

Our Approach to Expressive Art and Design

Key strategies include

- ✚ **Artists and performers** are 'creative partners' that work with children and families at the Nursery and in cultural centres to co-construct art, performance, music, dance (Soundwaves, Bristol Old Vic Theatre, UWE art students, Circomedia, Tan Teddy)
- ✚ **Carnival and Cultural Centres** give children opportunities to develop cultural capital, actively contribute to their community and experience a wide range of artistic expressions
- ✚ **Workshop Approach** offers loose parts and recycled materials to children for open-ended and flexible opportunities to use materials with creative agency and autonomy to place and arrange, build and construct, make and design
- ✚ **Musical Instruments** both inside and outside (including drums, piano, guitars, bells) support exploration of voice, dance and musicality [**Music Development Matters**]
- ✚ **Provocations and Projects** support our approach to following children's unique interest, fascination and imaginative expression (documented and displayed)
- ✚ **Storytelling and Symbolic Play** supports complex imaginative play using small world play; storysquare, storymapping, storymaking; home corner and role play; loose parts and recycled materials
- ✚ **Teaching techniques** are used to support the skills to explore, design and make using the widest palette of tools and materials (including woodwork and clay work, paint mixing, painting, printing and drawing, song and music composition)



Personal, Social and Emotional Development

1. Have emotional fluency, be in tune with themselves and attuned to others

- Skills in conflict resolution
- Ability to self-regulate
- **Express and manage feelings**

2. Be able to build strong relationships

- Developing independence and interdependent, and experiencing reciprocity
- Confident with social communication skills
- Have experience of loving relationships

3. **Know themselves as a great learner** meta learning

- Have agency
- Strength in executive functioning
- Setting own goals and taking risks
- Building Learning Power capacities (4 Rs)
- **Solve problems when stuck**

4. **Know own uniqueness and embrace diversity**

- Have a strong identity
- Confident in self-expression
- Awareness of place in the world, family, community, culture
- Embrace diversity, recognise celebrate difference

5. **Have a healthy body and make healthy choices**

- Independent and motivated in self-care
- Ability to “listen to their body” (interoception)
- Aware of healthy diets and oral health

6. **Belong and contribute to a group**

- Enjoy a sense of belonging
- Participate in adult lead learning experiences
- Show satisfaction when accomplishing things as a group

Communication and Language

1. Be attentive listeners, who value listening as a life skill

- Engaging in sustained and shared thinking
- Able to watch, wait and wonder
- Experiences silence
- Joint attention

2. **Be an inspired and inspiring storyteller**

- Retelling and rephrasing, using real experiences
- Confident to imitate, innovate and invent
- Can share verbal and non-verbal narratives
- Drawing from breadth of story and book
- Use a variety of storytelling methods

3. Use enriched and extended vocabulary

- Explaining, expressing ideas, understanding, theories, naming and describing
- Proud and confident to use home language

4. **Engage in curious and sustained conversations**

- Responding to, and using questioning to sustain conversations
- Understanding turn taking in conversation
- Being participatory
- Using conversations to process thought

Physical Development

1. **Be big, bold movers**

- With core strength and balance
- Rising to physical challenge
- Agility, coordination, resilience, dexterity, stamina, suppleness

2. Have control and co-ordination

- Confident to Boing!, Whoosh! Roly-poly! Push-and-pull
- Negotiate space with spatial and positional awareness

3. Be able to assess and take risks

- Be adventurous and resilient

4. Control and manipulate tools and materials

- Including writing tools

5. Respond to immersive experiences with all their senses

- Explore the world with their body
- Paying attention to the sensations, images, thoughts, feelings

Literacy Development

1. Have a love of books

- See yourself and be represented
- Experience the intimacy of sharing books
- Ignite imagination, creativity and possibilities
- Find out and build knowledge

2. I am Ready-to-Read, playing with sounds, songs, and rhymes

- Have phonological awareness and can discriminate sounds
- Experience the joy of the spoken word, rhythm and rhyme, silly sounds

3. Engage in book talk

- Know how books work, how they are structured, the routine of a book
- Engage with the ideas of author and illustrator
- Develop comprehension through oracy

4. Know I am an author

- Aware that marks carry meaning
- **Use marks to communicate meaning**
- Motivated to write, with exploration and purpose
- Recognising and writing words of significance
- Notice adults writing in context

Mathematical Development

1. Count to find out how many

- Be confident, fluent counters
- Show understanding of 5 principles
- Count back, up, on and in sequence
- Subitise

2. See patterns and make connections

- Play with patterns, play with numbers
- Know patterns that are visual, auditory, movement, temporal, numerical
- Recognise repetition, regularity and relationships

3. Apply understanding of shape, space and measure

- Recognise and represent spatial relations and shape properties
- Know navigation, direction, position, routes, perspective taking
- Compose and decompose shapes
- Use symmetry and tessellation

4. Use mathematical reasoning to solve problems

- In everyday experiences

5. Talk mathematically

- Use maths vocabulary and maths specific language
- Explain, describe, think, explore and verbalize what they notice

Understanding the World

1. Experience and care for the fragile, diverse and natural world

- Knowing our social responsibility for caring for the world
- Noticing skills
- Reflecting on sustainability and ethics

2. Connect with wider world

- Have Be immersed in awe and wonder
- Getting out and about

3. Question and respond to community, culture and global events

- Moral responsibility for inclusion, equalities, fairness, justice

4. Be a scientist, engage in Scientific Enquiry

- Observe, question, predict, hypothesise

5. Connect with before, now and after

Expressive Art and Design

1. Be able to express themselves through the '100 languages'

- Multi-modal

2. To engage with cultural centres, artists, art, performance and carnival

3. Experience own and others musicality

4. Be creative thinkers

5. Have skills to explore, design and make

St. Paul's Children's Promise

A Curriculum of Hopes and Ambitions for all children at St. Paul's



**I know my own uniqueness and
embrace diversity**

PSSED4

I am a Big Bold Mover!

PD1

I know I am a great learner

PSSED3

I am an inspired and inspiring storyteller

CL2

I can connect with the wider world

UttW3

**I use new words to engage in curious
and sustained conversations**

CL4

I can belong to a group

PSSED6

**I use Ready-to-Read, playing with words
and sounds, songs and rhymes**

Lit2

**I can express and manage my
feelings**

PSSED1

I use marks to communicate meaning

Lit4

I can solve problems when I get stuck

PSSED3

**I use all my senses to engage in
Scientific Enquiry**

UttW4

**I can be healthy and make healthy
choices for my body**

PSSED5

I can count to find out how many

M1

An example of how we have **sequenced our curriculum** to provide a planning and assessment tool for practitioners. This coherent and detailed sequential planning tool supports sustained progression over time, with small steps to learning and opportunities to revisit and consolidate learning so that children can do, know and remember more.

Sequenced Curriculum Plan Physical Development

PD1

I am a Big Bold Mover!

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Explore, experiment and enjoy the movement of their bodies Use all their senses to wallow, paying attention to sensations and feelings Move when inside or outside Pushes, pulls, lifts body and objects Crawls, climbs, carries with increasing control Move energetically, building core strength and balance 	<ul style="list-style-type: none"> Encourage floor play to roll, stretch, explore Go outside, supporting attention to sensory stimulations of light, smells, wind, weather Go outside, using big spaces (parks, fields) Engage in physical experiences of bouncing, rolling, rocking, swooping, splashing Provide cushions, tunnels, slopes, platforms, planks, cardboard boxes Balance beams, blocks, planks, large loose parts 	Body parts Sight Hearing Smell Taste Touch
Developing competency	<ul style="list-style-type: none"> Explores moving in a range of ways – running, jumping hopping, rolling on different surfaces and levels Begins to show speed and endurance Stops, starts, changes direction and chooses movement Confident to climb and balance with increasing coordination and core strength Uses wheeled toys to push, pull, pedal, balance and ride Dance and responds to music, song, mirroring and imitating others movements Begins to assess and manage risks 	<ul style="list-style-type: none"> Large mirrors to notice, observe and imitate movement Use music of different tempo, style and culture Bikes, crate trolleys, carts, wheelbarrows (1, 2, 3, 4 wheeled) Garden climbing equipment, park resources, woodland walks to support climbing, balancing, core strength Talk explicitly about 'reading' and 'managing' risks, using BLP language (perseverance, imitation) 	Push, Pull Lift, Carry Pace Balance Alertness Concentration
Being skilful, confident and independent	<ul style="list-style-type: none"> Is adventurous in using their body, rising to physical challenge Children have strong self-awareness, showing controlled and energetic movement Uses core strength to climb and balance, lift and carry, push and pull Negotiates and uses spaces, objects and obstacles with spatial and positional awareness and control Children are resilient showing stamina and perseverance Children move their bodies with agility, dexterity and suppleness Children are confident to Boing! Whoosh! Roly-Poly! Push-and-Pull! 	<ul style="list-style-type: none"> Model and reflect BOING movements (bouncing, lifted up and down, hanging upside down, climbing/jumping on off, skipping, hopping) Model and reflect WHOOSH movements (rocking side to side/forwards and backwards, running, start and stopping, using bikes, scooters) Model and reflect ROLYPOLY movements (rolling around/over, spinning, dancing, somersaults, downhill) Model and reflect PUSHANDPULL movements (tyres, tyres&ropes, levers&pulleys with water/sand, digging&carrying, sweep&brushes) Use beanbags, cones, balls and hoops Build obstacle and assault courses Encourage children to model/imitate risk taking 	Turning Spinning Rolling Swinging Rocking Falling Jumping Bouncing Sliding Climbing Clambering Stretching Strength Stamina Agility Flexibility Supple

