



How we sequence learning

At Ganneys Meadow Nursery School we provide a nurturing, supportive, happy and safe environment in which our children thrive. Our indoor and outdoor provision ensures that we consider activities that challenge our children and offer them a wide range of opportunities that take into account their needs and preferences.

Our day to day practice includes a balance of child and adult led learning our adults tune into children's play intervening at the precise moment to further enhance their learning. Coupled with this our Curriculum approach recognises that all children are unique and develop at a different pace, have different interests, learn in different ways and have different experiences. The unique child is at the heart of our practice as we see all children as individuals. We know that children need to be ready to learn. Our nurturing staff are tuned into the children's levels of wellbeing and involvement and use this to help to determine what's right for them and when.

Underpinning our curriculum is the characteristics of effective teaching and learning. We believe that a highly engaging curriculum consists of many layers.

How the curriculum is sequenced and how we assess its impact.

- We use the EYFS framework as our starting points in terms of what we want our children to be able to achieve by the end of Nursery. Communication and Language is threaded through all 7 areas and everything that we do.
- Our curriculum map is based on overarching themes that we feel are important for the children to have experience of. The themes provide a structure whilst leaving space for children's interests. The map identified our intent, implementation and planned impact.
- We have highlighted in our curriculum map what we want children to learn in each term for the seven areas so that there is no narrowing of the curriculum. Staff use their knowledge of the children and our long term curriculum overview to plan a range of learning opportunities and experiences.
- In doing this we then draw up our medium term planning for each half term that highlights the topics we are covering and the list of activities we will be focussing on for each of the 7 areas, so that there is no narrowing of the curriculum
- Learning is broken up into smaller chunks during our small group time.
- Staff then use what they know about their children to plan focus targets for the half term in all seven areas using our 'I know, so' sheets. All staff are invited to contribute to these. They are personalised to the child and should reflect their interests, achievements and next steps.
- Each half term includes:
 - A selection of core texts
 - Set nursery rhymes to be explicitly taught.
 - A number focus
 - Suggested language and core vocabulary linked to the topic. These are categorised into anchor, Goldilocks and step on words according to their level of difficulty.
 - A WOW moment
 - An opportunity for parental engagement
- Assessments are carried out using our core curricular goals which focus on the prime areas of learning
- Once children can use these confidently as a foundation to their learning there are identified steps for each area to monitor their progress and check that they know more and can do more.
- Outcomes in all areas of the EYFS curriculum demonstrate age appropriate opportunities to make links between prior and new learning.
- Parents can contribute by sharing their thoughts and ideas on Tapestry. Each half term we share the curriculum map with ideas for how they can help and support their child at home.

- The indoor and outdoor areas within our provision are enhanced to ensure the children can explore current and prior themes/topics. Note in order for our children to do more, know more and learn more we will have activities repeated within the provision so that children can further consolidate learning

How do we evaluate the Curriculum and learning?

- We evaluate the children's understanding, use of the environment and achievements through discussions in class based on our observations.
- If a child is noted to need additional support or something 'surprises us' about their development then we will write it on a post it and add it to the I Know, so plan. The teacher will be informed.
- Time is taken to help develop good listening and attention skills in our everyday practice as we know that this is the foundation for all learning. Through our daily routine, all children are given many opportunities to listen and respond to their peers and the adults around them on a one to one, as well as small and larger groups.

How do we support Vulnerable Groups?

High-quality early years provision can significantly benefit children's later outcomes, especially among the disadvantaged groups e.g. SEN, EAL, EYPP and other focus & vulnerable children. At Ganneys, we strive to provide the best education and care. We treat children equally and fairly by valuing their individuality and uniqueness. We identify children who may need additional support and determine if there is a need for intervention or support services by working together with families and outside agencies, where appropriate.

How will this be achieved?

- Access to smaller group/ class
- Access to more than one learning environment
- Planning recall
- Carefully planned and accessible indoor and outdoor resources
- Intervention sessions
- Yoga
- Mindfulness
- Sensory opportunities
- 'Bucket time'
- Intensive interaction
- Sentence strip and using a 'Now and Next' board
- Visual timetables- widget images
- Working with Speech and Language therapist
- Completing an I wonder form and working with Dr Helen Bibby to discuss and plan next steps