

Our Curriculum



This booklet explains the Intent, Implementation and Impact of our curriculum here at Ronald Tree





In 2019, the new Ofsted Inspection Handbook referred to ‘The 3 Is’ and the expectation that schools map out their curriculum vision in this way.

Here at Ronald Tree, we follow the statutory Early Years Foundation Stage which sets the standards for learning, development and care for children from birth to 5

Our working **hypothesis** in detail – all remits 



Ofsted (2019)

At Ronald Tree Nursery: We play, learn and grow!

The EYFS covers provision for the 'whole child' and, as such, it is difficult to separate the aims and methods of our curriculum from the aims and ethos of our whole setting.

As a result, we have created an all-inclusive curriculum overview that links our beliefs, our ethos and our practice here at Ronald Tree.

We know, for example, that our work with parents enables our children to learn, and we recognise that our firm belief in the necessity of play underpins every part of our planning and methodology.

Young children don't learn in a linear way. We have a 'spiral' curriculum. This means we revisit skills and experiences and keep practising and learning until we're ready to move on.

The curriculum areas of Intent, Implementation and Impact were designed as a whole staff. We started with areas we recognised as important and built from there.

It is not exhaustive...but we think it works!

Intent

We Play

Warm and welcoming setting

EYFS Curriculum as our guide

Playful, engaged learners

Language development a priority

Aim high for *all* of our children

Year round access to the great outdoors



Why is this our intent at Ronald Tree?

At Ronald Tree, we work closely with our families. Often this is the first time they have been apart from each other and we need to ensure we are open, friendly and communicative. The EYFS curriculum covers 7 areas of development and shares best practice with us.

Child development studies have taught us that active, child-led playful settings are where children are most involved and have the opportunity to fully explore and delight in the world around them.

Many of our pupils arrive with little language and many have English as their second language. Our data, in line with national statistics, shows us that the communication skills of our children need to be developed. We know that language underpins all 7 areas of development.

We are an inclusive setting with children who have varying additional needs. We believe that every child is unique and deserves the best support we can offer to achieve their best.

We have a brilliant outdoor area and see such high levels of engagement when our children are running, climbing and playing collaboratively out there. Bring it on rain or shine!



IMPLEMENTATION

Learn and...

Listen to the voice of the child

Enabling environment for child led learning

Adult interactions model language and behaviour

Routines and consistency support a sense of belonging

Next steps are addressed in the moment

Adults set learning invitations to ignite curiosity

Nurture the unique child

Develop trusting relationships with our families



How do we learn at Ronald Tree?

Each child has a key worker who knows the child well and observes their play to understand what they need to grow. We respect every child and take our lead from them.

We set up open-ended continuous provision inside and out to allow children to come back to tasks they are investigating and use their imagination to create their own games.

The adults adapt their language and behaviour to model communication and social skills. This modelling can change depending on the needs of the child.

Children feel more secure with consistency and guidelines to keep them safe. This way, even those children who have little English can join in and understand what is expected of them and what is coming next.

Our staff are experienced practitioners. They observe each child or group of children to identify 'teachable' moments and then support them to extend their learning. Children are engaged in the 'here and now' and can't wait for next week for you to follow their interests...they have moved on!

Some of our children need some ideas or support to know how to play or build their investigative nature. We don't set up lots of daily 'jobs' but we do provide stimulus to ignite curiosity and build skills and knowledge.

At Ronald Tree, we acknowledge how young and precious our pupils are. We are here to educate, but also to care and work with their families to ensure everyone here feels safe and understood, no matter what stage they are at.



IMPACT

grow!

Good levels of attainment and progress shown in data snapshots

Resilient, confident learners who are ready for what's next

Observations build a picture of the whole child

Well-being and Involvement levels are high

What do we expect to see at Ronald Tree?

We track children against developmental milestones. We expect them to show good progress from their starting points and for the majority of them to reach the goals for their age.

We encourage risk taking and independent choices to build a strong sense of self and develop the characteristics of effective learning which will support them throughout their life.

Every child has their own learning journey and our individual observations help them to learn and grow

If you come into Ronald Tree, we believe you will see happy, engaged children who feel safe, secure and respected!

