

BCC Curriculum Statement

These Significant Six Statements are our Curriculum Intent. This is what matters to us at BCC and is our focus for children and families.

To be able to build relationships and engage with others; To enjoy stories, songs and rhymes; To treasure and celebrate family life in all its diversity; To value family mealtimes; To understand what is means to be healthy; To develop a love of learning.

These align with our ethos: Small, Homely and Flexible

EYFS AREA OF LEARNING & DEVELOPMENT	OUR INTENTION	OUR IMPLEMENTATION	OUR IMPACT
Communication & Language (Listening & Attention; Understanding; Speaking)	<p>We recognise the importance of children developing a wide vocabulary which they can use competently in conversations with peers and adults. They will be able to express themselves and share their experiences with others, which helps to build self-confidence.</p> <p>We understand that language and communication skills are crucial for future development in reading and writing.</p> <p>Attention and listening are foundation skills to the rest of children's development. Good attention and listening skills help children develop their social skills, tune in and understand language, follow instructions, learn to communicate and listen to speech sounds. We know that children need lots of repetition to embed their learning.</p> <p>We encourage and support children to develop phonological awareness as this is the foundation of learning to read.</p>	<ul style="list-style-type: none"> We have a language rich environment with staff who understand how to talk with children, ask open questions, wait for answers and model new vocabulary. We use the pedagogy of In the Moment Planning* so children are following their own interests, which ignites meaningful conversations between adults and children and children and their peers. We understand Ferre Laevers** 5 point scale which measures children's levels of wellbeing and involvement – so when there are high levels (4 or 5) we know that deep level learning is taking place. We actively listen to children, giving them plenty of time to express themselves. As they grow older, we have group times when they are encouraged to listen to their peers. We role model 'how' and 'why' questions to increase understanding. Stories, songs and rhymes are an excellent way of introducing new words and concepts to babies and children. We use Makaton and Sing & Sign to support language development with our babies, 2 year olds and children with EAL. We recognise the importance of children learning their home language to provide the roots to learn English as an additional language. We have developed an approach that we call Playing with Sounds. The focus is to help children build up the skills that they need as the foundations for learning to read. We use activities from our Playing with Sounds resource bank, 	<p>Children become confident communicators and can use questions to increase their understanding.</p> <p>They can share their ideas and experiences.</p> <p>They can listen when in a group of children.</p> <p>They are beginning to be able to follow instructions.</p> <p>They enjoy playing with sounds they hear around them in their environment, and in songs, rhymes and stories.</p>

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		which are differentiated according to age and developmental stage.	
Physical Development (Moving & Handling; Health & Self-care)	<p>Children need to be able to grow healthy physical bodies able to undertake a full range of movement, within their own limitations. Fine and gross motor skills must develop together so that children can achieve what they have set out to do.</p> <p>Fresh air and the freedom to move outdoors is good for both physical and emotional health.</p> <p>Children need opportunities to run, climb and jump and to take part in challenging play.</p> <p>Children need the opportunity to try a variety of healthy foods. They need a basic understanding of how food is grown and produced and what a healthy, balanced diet looks like.</p> <p>Children need to learn how to look after themselves ie dress themselves, use the toilet, wash their hands, clean their teeth.</p>	<ul style="list-style-type: none"> • We give children opportunities throughout the day to move freely in large spaces, often outdoors. • Inside, we do this by playing music and movement, songs and rhyme games. • We teach children how to relax and why this is important. • We have researched challenging play and the importance of taking risks and we provide a safe environment for children to explore these. • We provide a range of physical activities for children to enjoy and have fun. • We have a four-weekly cycle of menus, reviewed and changed seasonally, giving children a wide range of meals and snacks. We use the <i>Action for Children Eat Better Start Better Voluntary Food and Drink Guidelines for Early Years Settings in England</i> published in 2017, along with other government guidance, to inform our menu choices and meals are prepared by our Nursery Cook daily on site. • Children and staff sit together at tables in small family groups, encouraging conversations and trying new foods together. • Staff support our younger babies with baby-led weaning and older children with self-serving, both of these encourage good portion control and knowing their own appetites. • Children use cutlery, progressing from a spoon in the BR to a knife and fork in our preschool. • We support toilet training, taking the lead from the child and working with their parents to ensure continuity for the child. • We encourage children to become independent in dressing themselves and taking care of their belongings. • We invite dental practitioners into nursery to talk about the importance of healthy eating and regular teeth cleaning. We share information with parents and carers. We have oral health teaching resources for adult-led learning. 	<p>Children are able to explore play equipment such as bikes, climbing frames and slides with confidence. They can go up and down sets of steps independently and safely. They understand their own bodies and how far they can go safely ie when using a climbing frame.</p> <p>They are willing to try different foods and know how much they need in order to feel full and satisfied. They know the importance of drinking water. They have a basic understanding of where foods come from.</p> <p>They are able to recognise their bodies' messages – when they need a drink, to rest, the toilet. They can use the toilet independently and wash their hands.</p> <p>Children are beginning to dress themselves with some support.</p> <p>They can use resources with some control, ie scissors, pouring water from a jug and cutlery.</p>

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<p>Personal, Social & Emotional Development (Self-confidence and self-awareness; Managing Feelings & Behaviour; Making Relationships)</p>	<p>Emotional connectivity is a core part of being human; people need each other in order to have a happy and fulfilled life.</p> <p>Children need to learn how to interact with others and what it means to build relationships.</p> <p>They need to be able to understand their own feelings and that others have feelings too, which are equally important.</p> <p>Children need a strong sense of their identity and high self-esteem so that they can become resilient and have the courage to take on new challenges and experiences, including asking for support and help when needed.</p> <p>Children need to develop an understanding that every family is different and this will help them to develop a sense of belonging – in their own family and in the wider community.</p> <p>It is vital that children develop anti-racist views.</p>	<ul style="list-style-type: none"> • We understand Attachment Theory*** and how to support children when they are settling into nursery or transitioning to a new room. • We recognise the importance of the Key Person role. • We role model by having friendly and supportive relationships within our staff team. • We build professional and friendly relationships with parents. • We develop strong bonds with the children in our care and have a deep understanding of the term ‘professional love.’ • From the very beginning, we ask our babies if it’s ok to change their nappy and talk through the process as we do so. • We encourage children to resolve conflicts between themselves, supporting sensitively as appropriate. • We accept and understand children’s emotions and behaviours, using the 5 Cs (Check-in; Calmness; Connection; Curiosity; Co-operation)**** • We talk about similarities and differences between each other and we teach children that these are to be valued and respected. • We challenge stereotyping and prejudice. • The four Es of anti-racist practice***** are apparent in everything we do: <ol style="list-style-type: none"> 1. Embrace all children’s racial, cultural and religious backgrounds, especially when they differ from your own 2. Embed a culture of belonging and value amongst practitioners and children 3. Ensure that your practice is culturally sensitive and places the child as the expert of their cultural, racial and religious identity 4. Extend learning opportunities for the child by showing interest, expanding conversations and using diverse resources 	<p>Children have formed friendship groups. They are able to share resources, with some support.</p> <p>They have strong bonds with the adults who look after them and feel nurtured and valued as individuals.</p> <p>They understand and value the differences between themselves and others.</p> <p>They feel included and respected in their community and the wider world.</p> <p>They know when to ask for help and how to express some of their feelings.</p> <p>They know how to say ‘no’ if they do not feel comfortable.</p> <p>They know that their feelings are important and they understand how they feel.</p> <p>They are beginning to know that other people’s feelings matter too and that they need to be sensitive to those.</p> <p>They are confident to try new things and to ‘have a go’.</p>
<p>Literacy (Reading; Writing)</p>	<p>Children need to experience, from birth, gesturing, talking, singing, playing, reading and writing.</p>	<ul style="list-style-type: none"> • We read books together, in large and small groups and one to one. • We encourage children to look at books by themselves by ensuring that the books are easily 	<p>Children know well a range of songs, rhymes and stories.</p>

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	<p>If children have enjoyable experiences of being read to and singing songs, this will benefit them through their lives, developing literacy skills and imagination.</p> <p>Reading and being read to supports vocabulary development.</p> <p>Listening to different sounds in the environment as well as in nursery rhymes provides children with the foundations for learning to read and write.</p>	<p>accessible, well cared for and relevant to their age and stages of development.</p> <ul style="list-style-type: none"> • We ask children to bring in books from home which they particularly enjoy and we ask parents to come in and read to the children, especially in their home language. • We sing a range of traditional and new songs. • We have a lending library in nursery for children and their families to borrow books to share at home. • We use story sacks and props when reading to children, which are accessible for them to use in their free play. In this way, they begin to tell stories themselves to their peers and to use story language in their role play, thus deepening their understanding. • We have Core Books and Songs with a set of books in each room. 	<p>They can look at books and will have some favourites.</p> <p>Children recognise text in the environment and may be able to read their own name and some of their friends too.</p> <p>They enjoy rhyming games and having fun with sounds.</p> <p>They can make marks to represent their name and they can talk about their drawings and paintings.</p> <p>They know the difference between pictures and words.</p> <p>Some children may be able to correctly form some or all of the letters to write their own name.</p>
<p>Mathematics (Numbers; Shape, Space & Measure)</p>	<p>Children need to learn basic mathematical concepts to give them the building blocks for future learning. We recognise that 'maths is everywhere' – Development Matters states that 'toddlers engage spontaneously in mathematics during nearly half of every minute of free play.'</p> <p>We want children to learn about numbers so that they understand, for example, 'the threeness of 3' – what 3 objects look like, what it means when you take one away or add one.</p> <p>Children need a range of resources to practise building.</p> <p>They need puzzles to explore fitting together.</p> <p>They need to recognise shapes.</p> <p>They need malleable materials and sand and water in order to learn about volume and capacity.</p>	<ul style="list-style-type: none"> • We recognise that some things need to be taught specifically, ie counting accurately so we may plan adult-guided activities to support this. • We provide lots of real items for children to play with – pine cones, pegs, egg cups, spoons etc and boxes, pots and pans for them to sort them into. We comment as they play with these items to support development of maths concepts and vocabulary. • We sing finger rhymes and counting songs. • We use vocabulary of 'more', 'lots', 'same' to compare amounts. • We use incidental moments such as putting our shoes on, our coats, lining up, setting the table etc to explore counting with a purpose ie there are four places at the table, how many chairs will we need? • We use stories such as the <i>Three Billy Goats Gruff</i> to support learning about size. • We have sand and water play to explore weight, capacity, volume. • We understand the importance of subitising, so that children begin to recognise quantities without the need to count and we role model this to support learning. 	<p>Children understand the differences in quantity ie more or less.</p> <p>They are able to subitise up to 3 objects.</p> <p>They can accurately count up to 5 objects and can match the numeral to the amount. They can recite numbers past 5.</p> <p>They know that the last number reached when counting a group of objects tells you how many there are ie 1, 2, 3, 4 – there are 4 chairs.</p> <p>They can use positional language accurately ie my shoes are under the table.</p> <p>They know the names of some simple 2D and 3D shapes. They can fit different shapes together in block play.</p>

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Understanding the World (People & Communities; The World; Technology)	<p>Children need opportunities to talk about their home lives and the celebrations and events which are important to them.</p> <p>They need to learn about their peers' experiences so that they develop an understanding that families are all different.</p> <p>Children need to learn about living things, their environment and the wider community.</p> <p>Children need to recognise that technology is a part of our lives and that different technology is used for different purposes.</p>	<ul style="list-style-type: none"> We get to know our families very well and they share important events with us. We often invite parents in to talk about their family celebrations, jobs, interests, hobbies and culture. We find value in learning about each other's cultures and family traditions and those in the wider world. We role model reducing waste in all areas – food, resources, energy and talk about the importance of this. We grow plants and flowers from seed and children learn what they need in order to grow. Our Senior Management grow vegetables and fruit which form part of our menus and we discuss this with children. In nursery, we have a shared computer which children will use for research purposes. Staff use tablets to record information and limit their time on these so that they can be present with the children. In this way, they role model to children that technology has a purpose, but cannot replace human interactions. 	<p>Children are able to talk about their home lives and important events.</p> <p>They are able to talk about some of the things that make them unique and also some of the similarities and differences between themselves and others.</p> <p>They are beginning to understand about growth, decay and changes over time.</p> <p>They demonstrate care for their environment and living things.</p> <p>They understand that technology can be used to find out information.</p>
Expressive Arts & Design (Exploring and Using Media and Materials; Being Imaginative)	<p>Children need to learn a range of songs and have opportunities to listen to and make music, using a range of instruments.</p> <p>They need a wide range of arts and craft resources so that they have opportunities to paint, draw, mix colours, experiment and combine media.</p> <p>Children need to be able to use their imagination in their role-play and with creative activities.</p>	<ul style="list-style-type: none"> We sing a range of songs with children. We have a wide range of instruments for children to access. We play music and dance, using our bodies to express ourselves. We have a range of resources so that children can create large and small artwork. We create opportunities for children to explore mixing and changing colours. We have open ended role play resources so that children can use one object to represent another. 	<p>Children know a range of songs.</p> <p>They have explored the different sounds that instruments make.</p> <p>They are beginning to use drawing to represent their experiences and observations.</p> <p>They can use tools for a purpose ie scissors, woodworking tools, Sellotape dispensers.</p> <p>They can play imaginatively with other children.</p>

* Anna Ephgrave

**** Jane Evans/Suzanne Zeedyk

** Ferre Laevers

***** Liz Pemberton

*** John Bowlby/Suzanne Zeedyk

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