



Holland Park Pre-Prep & Nursery

Curriculum Policy

At Holland Park Pre-Prep & Nursery (HPPN) we are dedicated in providing outstanding Early Years education for children. We pride ourselves on being a home from home for the children, recognising the importance of them feeling happy and safe in their environment.

Aims:

Our aim is for the children to *“be the best you can be”* and we promote this through our core values **HARRY**:

- Be Happy
- Be Ambitious
- Be Resilient
- Be Respectful
- Be You!

Intent:

The intent of our values is to ensure that we teach kindness, positive and healthy attitudes, high aspirations and most importantly for the children to be the given the opportunity to be best version of themselves.

Our curriculum enables the children to become independent, creative and ambitious whilst developing friendships, having respect for one another as well as the world around them. We want children to leave HPPN as confident and independent learners, for them to have a love for learning which will last a lifetime!

Early Years Foundation Stage:

The Early Years Foundation Stage (EYFS) shapes our intent as we use the framework to support the children learning within the seven areas of learning and development and the educational programmes, adhering to the overarching principles that underpin these in practice.

Principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Areas of Learning and Development:

Prime Areas: Personal, Social and Emotional Development, Physical Development, Communication and Language



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Specific Areas: Literacy, Mathematics, Understanding the World and Expressive Arts & Design.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.' They help us to gain a sense of *how* the children learn rather than the *what* children learn. Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The EYFS teaches that children are born ready, able and eager to learn. At HPPN learning is a journey and the children are well prepared as they move from class to class and then later, to their future schools. We have a total of 4 classrooms throughout the nursery and each class helps to support children in learning new skills in line with the EYFS and our core values.

Nursery

We recognise that the first two years of life lay the foundation for everything to come. Our nursery department caters for children aged 3- 24 months and focuses on the 3 Prime Areas of learning and development. The teachers ensure that every child is felt valued and welcomed in a loving and nurturing environment. Our long-term planning assists us in our intent which is what we aim for children to learn in each class.

Pre-Prep

Our Pre-Prep is for children aged to rising 5. Our Pre-Prep is divided into 3 classes; 2 to rising 3, rising 3 to rising 4, and rising 4 to rising 5. The curriculum focuses on the specific areas of learning and development as well as the prime. There is a focus on Mathematics and Literacy in our pre reception class (rising 4-5).

Implementation:

Observations, Planning and Assessment

Our ongoing assessment is in the form of observations which the teachers will use to support them in supporting the children's development and writing future goals.

All children will have a baseline assessment which helps to indicate the child's 'starting point'. The baseline is based on the first 6 weeks of getting to know the child, ongoing assessment as well as information from the parents.

The monitoring tool is used on a half termly basis to monitor children's learning and development. At HPPN it's important that we identify any children who may need some additional support.

Individual learning plans (ILPs) are written by the teachers and focus on individual goals for each child. These are written on the 6th week of a child starting nursery (after their baseline) and thereafter on a half termly basis.



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Individual learning goals are transferred onto weekly planning and activities are planned to help support the child in achieving this goal.

We have a creative approach to the EYFS and plan fun and stimulating focus activities that can be differentiated to support different children developing their goals through the activity.

Observations, evaluations, listening to and engaging in conversations with the children help the teachers to discover what the children are interested in and what they are curious about. This will help to inform the learning theme for the week or for however long the children maintain that high level of interest.

As part of long-term planning, we will acknowledge seasons, festivals, celebrations and acknowledgement days/ weeks e.g. Science week, Earth Day, etc.

Environment

We have small classes and generous ratios which ensure that the needs of each child are met both academically and emotionally, helping to develop each child's confidence and independence. Small classes enable the teacher to provide an individual education.

Our classrooms give the children the opportunities to explore the classroom independently and have an exposure to different equipment and resources. We maintain a healthy balance between child initiated and focused activities and value both equally as important. The resources and equipment that are available for the children are suited to their age and stage of development and learning. We seek inspiration from the Montessori philosophy and use some of the teaching resources in the classroom.

Routines are established so that children begin to anticipate and feel confident to take the next step. Pictorial timetables give children the security to know and understand their routines.

Teaching

We have a team of highly qualified, dedicated, professional and caring Early Years teachers and practitioners who plan and work closely together to provide a high-quality curriculum.

We recognise that as Early Years professionals it is important to be in tune with how young children learn best. Every child is unique and therefore every child will enjoy learning in different contexts and will have different learning styles. We make links to the Characteristics of Effective Learning in observations and use this information to help plan for future activities.

We use a range of teaching strategies to support the children whilst exploring the environment independently and in adult focus activities. These include:

- Guiding
- Scaffolding
- Demonstrating
- Assisting
- Encouraging



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- Sustained shared thinking
- Open-ended questions
- Playing

Partnership with Parents

We recognise the importance of working in partnership with parents. We aim to ensure that the parents are involved in the following ways:

- Access to their child's electronic learning journal
- Pre settling meetings
- Termly Parent - Teacher meetings with the child's key person
- End of academic year reports
- Daily handovers
- Regular classroom newsletters
- Open door policy

Please refer to the Partnership with parents' policy.

Progress Checks

The progress checks between 2 and 3 years old are a statutory requirement and offer staff, professionals and parents a clear picture of each individual child's stage of development. This shared knowledge and understanding benefits all concerned and most importantly, the child. Parents' views and contributions are taken into account and added to the progress check. The progress check is taken from ongoing assessment and observations of everyday practice. HPPN strives to listen to the voice of the child: "the child has a right to be listened to and valued in the setting" (EYFS).

HPPN will provide to all parents a short-written summary of their child's development in all three prime areas of development when the child is between 2 and 3 years old.

Children's Wellbeing

"Well-being is the beautiful stage in which children can be when they feel ok.

They feel at ease. They radiate. They are open to anything that comes in" Ferre Laevers- *how does well-being and involvement contribute to the quality of learning.*

Children's happiness is at the forefront of what we do, and we believe that happiness is the key to success!

We use the Leuven scales of involvement and wellbeing to make links to the observations of the children. This helps to analyse what type of experiences makes the child absorbed, engaged and concentrating with high levels of energy, determination and stimuli. The child who is demonstrating a high level of wellbeing is having fun, smiling and laughing, and enjoying what the environment has to offer as well as the company of peers and teachers.

We promote positive wellbeing by:

- Labelling emotions
- Mindfulness activities
- Listening to children's thoughts, ideas, interests
- Playing calming music in the classroom



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- Mind breaks (pre-reception)

Outdoor play and physical activity

At HPPN we place a high value on outdoor play and recognise the importance of ensuring that children are getting enough physical exercise every day. The government state in their physical activity guidelines that 'active children are healthy, happy, school ready and sleep better'. We have a garden on site and the children will have opportunities every day to get moving. This is through playing games, climbing, riding bikes and messy play activities. We operate an all-weather policy as it is important for the children to be exposed to different seasons and weathers. For some children, they may learn better in the outdoor environment. We therefore bring the indoor learning outside, writing letters on large chalkboards, measuring in the sandpit or sharing stories in the treehouse.

Please also see Outdoor Learning Policy.

Extra-curricular

We place a high emphasis on our specialised classes with the aim to expose the children to a wide range of experiences and representations. We offer Spanish which are taught through song with live music, Dance, Yoga and Music for all age groups. We also offer Football for children two and up and finally for our rising three's and preschool class we offer Karate. Parents can also opt for one-to-one piano lessons.

Phonics

Letters and Sounds:

We use letters and sounds phase 1 as our starting point of teaching phonics. Letters and Sounds identify 7 aspects which aim to support children to listen carefully, talk extensively about what they hear, see and do.

- Aspect 1: General sound discrimination - environmental sounds
- Aspect 2: General sound discrimination - instrumental sounds
- Aspect 3: General sound discrimination -body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6 - Voice sounds
- Aspect 7 - Oral blending and segmenting

We use this process to get the children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Stages 1-6 are taught with a balance of activities and games, not in specific order. Stage 7 will come later (from 2.5 years) when the children have had lots of opportunities to practise sound discrimination.

Anima-phonics:

From 2.5 years we use a phonics program called Anima-phonics. Our 2.5-3.5-year-old class will focus on one sound a week and our pre-reception class will focus on a new sound each phonics lesson. This is a systematic phonics program and the children learn the sounds in order to progress on to reading and writing. The children are supported in learning these sounds through extended activities which



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can include writing letters in sensory activities, arts and crafts, and cooking activities.

Core Books & Songs

In order to encourage an early love of reading, we have recently adopted the 'Core Book' approach in at HPPN. Given the varying age of the children we have broken this down into three different groups.

First Steps Under 2's

Enquiring Minds 2 Year Old's

Early readers 3+

Each group has a set of 3-5 stories and songs to help your child get to know sounds, words and language, and develop early literacy skills. learn to value books and stories. spark your child's imagination and stimulate curiosity. help develop your child's brain, ability to focus, concentration, social skills and communication skills.

First Steps

- Dear Zoo
- Brown Bear
- We're going on a bear hunt
- Twinkle, twinkle little star
- If your happy and you know it
- Wheels on the bus

Enquiring Minds

- Very Hungry Caterpillar
- Three Little Pigs
- Goldilocks & The Three Bears
- Don't Call Me Sweet
- Old McDonald Had A Farm
- Mulberry Bush
- The Farmers in the Den

Early Readers

- The Runaway Pea
- LPBD - Stephen Hawking
- The Cave
- Room on The Broom
- Giraffes Can't Dance
- The Way Home Wolf
- Ruby's Worry
- Look Up
- Chop, Chop Choppity Chop
- Cobbler Cobbler
- Oliver Twist
- Hob Shoe Hob
- Bell Horse



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Mathematics

We introduce math right from the beginning, getting the children used to numbers straight away. We start with babies in District class, singing number songs and with simple counting. The use of numbers, with number games and number picture cards. Here the children really begin to show a love for numbers, and they start to count.

We continue with our number songs throughout the nursery, adapting them to each class needs and abilities. For toddlers and preschool, we use some of the Montessori materials such as the Sandpaper Numbers and the Numbers and Counters as well as many adult led math focus activities.

At HPPN we believe it important that children understand the complexities to numbers 0-10 by the time they transition to Reception Class. This includes children understanding one to one correspondence, cardinal principal, consecutive numbers and partition.

Screen time

We have an interactive screen which we use for educational purposes. In addition to using the screen for our interactive phonics program we use it to watch clips that may support the learning theme or support the children's learning. We will restrict this to 30 minutes **maximum** per day.

Outings

We take the children on regular outings in and around London. We are very fortunate that we have lots of amazing parks on our doorstep and enjoy expanding the children's outdoor play giving them a larger space to explore, investigate, be challenged with different physical equipment as well as explore the world around them. Other trips may include farms, museums and supermarkets.

Also refer to our Outings Policy and Procedure.

Cultural Capital

Cultural Capital is the essential knowledge that children need to prepare them for future success. It is about giving the children the best possible start to their early education. At HPPN we strive to give the children a vast range of experiences from different cultures, languages and traditions.

At HPPN we offer a range of extra-curricular classes that are derived from different cultures, learning of languages and access to sport. Children attend educational trips to museums, Parks, the farm, the local library and many more.

Further reading (policies)

- British Values
- Behaviour Management Policy and Procedures
- Gifted and Talented
- SENDCO



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- Sustainability

Impact:

We recognise the importance of evaluation and reflections to measure the impact of what we are teaching the children.

To support us in continuously seeking to enhance and develop our practice we do the following:

- Evaluating activities: What went well?
- Observing children's interest to help inform future planning
- Reviewing children's ILP's. Are they progressing towards their goals? How do we know this?
- Management observations
- Team meetings
- Peer to peer observations

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