




A Guide to our Curriculum

We would like to welcome you to our new Curriculum which will provide information for you about some of the things we get up to at Nursery! Our mission is to provide your child with Purposeful Play, Learning and Development. What you will see below does not cover every area that we deliver as some areas of our Teaching and Learning happens daily. For example mathematics, phonics, physical activities and Arts and Crafts aren't listed below specifically but are linked naturally to a number of the curriculum areas below. There are no set times and days for these sessions as we always remain flexible in our approach to Learning and Development.

Curriculum Area	Intent	Implementation	Impact	Impact	Impact
Not all sessions will be delivered across all age groups. This will be based on the child's age and or starting points	This section explains the purpose and aim of what we are delivering	This area lists some of the ways this area of learning and development will be delivered – pitched differently for each age group	Your child's key worker will carry out observation's to gauge your child's understanding of the area	Direct questioning – this will be used to further ensure understanding and knowledge has been achieved Child's Feedback	Parental Feedback – this is where you can help. We will ask you to feedback to us on certain areas so that we can see the impact on day to day life
Stranger Danger What to do if you get lost	To provide an awareness of why they shouldn't talk to strangers. What to do if they feel at risk. How and when to call Emergency Services. Who to approach for help.	Delivered 'Stranger Danger' sessions Books eg Little Red Riding Hood Song – 'Stranger, Stranger' Sessions around learning their own name, address, nursery name etc	Your child will know what to do in certain situations and who to go to for help. Observations and questioning using props such as the 'Good and Bad' Game	Key workers will use direct questioning on an individual basis to check understanding	Parents can let us know if this has made an impact whilst they are out in public

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British Values and the Prevent Duty	<p>To give all children an opportunity to learn about</p> <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Mutual Respect and Tolerance 	<p>Voting sessions when choosing toys Sessions around taking turns and sharing Children setting their own nursery rules. What is acceptable and unacceptable behaviour. Understanding consequences. Sessions around feelings, differences between people, encouraging self esteem and confidence eg getting a child to lead in song singing etc Cultural role play and Cultural Celebration events</p>	<p>Observations – Your child will be observed taking part in voting sessions Children will learn how to take turns and share without too much prompting They will display positive behaviour – both in their own actions and also how they treat others. Children’s confidence and self esteem will be apparent in how their actions and behaviour improve over a period of time based on their starting point.</p>	<p>Direct questioning and use of the ‘Good and Bad’ game</p>	<p>Depending on what sessions your child has had that day / week you can provide useful feedback if you have noticed a change in either their behaviour or actions</p>
Sustainability	<p>To raise awareness about:</p> <p>Earth’s resources</p> <p>Recycling /composting</p>	<p>Global Awareness – use of the Globe, maps and discussions around where people come from. Books – ‘A Planet full of plastic’ and ‘adventures of a plastic bottle</p>	<p>This area may be more difficult to quantify impact but we aim to at least raise awareness of the preciousness of the Worlds Resources</p>	<p>Direct questioning</p>	<p>Do they begin to ask about recycling at home? Do they try not to waste water or food?</p>

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Sustainability	<p>Water use</p> <p>Electricity use</p> <p>Fossil fuels (petrol etc)</p> <p>Food waste</p> <p>Litter Dropping</p> <p>Recognition of what we take for granted</p>	<p>Recycling Role Play</p> <p>Sessions around the benefits of walking or cycling instead of using the car or bus</p> <p>Clothes banks or donations to charity shops instead of being part of the 'throw away culture</p> <p>Why we turn things off that are not in use</p> <p>Litter Picking</p> <p>Group discussions around: water, clothes, shelter, food etc</p>	<p>Observations of the self serve food bar – we encourage an 'only take what you are going to eat' ethos</p> <p>Children know when and how to place items in a bin in nursery</p> <p>Children have a level of understanding that they are luckier than some in the World today</p>	<p>Direct questioning about the impacts of waste</p>	<p>Children do not drop litter when out and about</p> <p>A level of appreciation of what their parent or carer does and provides for them</p>
Road Safety	<p>To ensure children have an understanding of:</p> <p>How to use traffic lights</p> <p>When it is safe to cross the road</p> <p>Why they should hold parents hand</p> <p>To remove the need for reins as child gets older</p> <p>More of an understanding of the dangers involved</p>	<p>Babies to at least learn 'RED' for stop and 'GREEN' for go</p> <p>Cars and cones – small world role play</p> <p>For toddlers and preschool -</p> <p>Traffic light song</p> <p>Stop and go game</p> <p>Inside and outside role play</p> <p>Real road experience</p>	<p>Observations</p>	<p>Direct questions</p>	<p>Feedback from parents regarding improvements when out and about</p> <p>Are they holding hands?</p> <p>Have they been able to cut down the use of reins?</p>

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<p>Manner's, Boundaries and Behaviours</p> <p>We aim to provide all of the children in our care the tools they need in life to be fully rounded citizens. This is one area where we instil these behaviours daily and from day one of joining Beanstalk</p>	<p>All children quickly learn about using their manners at all times. They will display positive behaviour. They will understand the consequences of unacceptable behaviour. They will show respect and tolerance to everyone they encounter - but also know how to react when someone is displaying unacceptable behaviour to them</p>	<p>First step is to ensure all our staff are positive role models Manners are insisted upon daily Children receive information about boundaries etc Role play Story Books Good and bad game Visual feelings cards Children help to write the nursery rules which are then displayed</p>	<p>Observations</p>	<p>Direct questioning</p>	<p>Monitoring of behaviour in their home life. How to work in partnership with Beanstalk staff when there is a need to do further work with individual children.</p>
<p>Health & Self Care</p> <p>This will be based on the child's age and or starting points. We actively support all the transitions and development your child will need. In Beanstalk: Baby Room to Toddler Room to Preschool to Leaving</p> 	<p>This covers everything from potty training, washing hands, brushing teeth, learning to dress themselves, feeding themselves, using cutlery etc Beanstalk aims that all children will be encouraged to develop at their own pace based on their age and development needs.</p>	<p>A lot of this is day to day activities and not necessarily done in planned activities. Older groups will have sessions based around the 'why' of these things ie: hygiene, cleanliness, health of the body and teeth. We do this by stories, role play and the good and bad game.</p>	<p>Children are observed achieving the milestones set for them individually</p>	<p>Direct questioning</p>	<p>Feedback from parents is really important in this area. This will help us to work with you in setting individual targets for your child.</p>

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Fire Safety	<p>Children understand the dangers of playing with fire, matches or lighters</p> <p>Children know what to do and where to go when they hear the fire alarm</p> <p>How and when to call '999'</p>	<p>Stories</p> <p>Role Play</p> <p>Practise Fire Drills</p> <p>Actual evacuations</p>	<p>Observations of fire evacuations</p>	<p>Direct questioning</p>	<p>Do they understand what has been learnt if you question them at home – can they relate the information to their home and what they would do if they smelt smoke etc</p>
Healthy Eating and Sources of Food	<p>Children can distinguish between a healthy and unhealthy diet</p> <p>Children understand how fresh food is grown or produced</p>	<p>Good teeth / bad teeth game</p> <p>Market role play</p> <p>Cooking and cafe role play</p> <p>Visits to Leicester Market</p> <p>Self serve for preschool (see on menu)</p> <p>Group discussions</p> <p>Car and petrol discussion – Moderation</p> <p>Staff eat with the children</p>	<p>Observations</p> <p>Children learn to only take food that they are going to eat</p> <p>Children have a healthy attitude towards food and meal times</p>	<p>Direct questioning</p>	<p>Children begin to choose healthier choices when eating out and shopping</p> <p>Do you notice an improved relationship with food and the willingness to try new foods?</p>

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Mental Health and Well Being	<p>To identify when children may be struggling and showing signs of stress, tension, anger, changes in behaviour or sadness. This could be caused by a number of factors or a singular event ie: bereavement or changes at home.</p> <p>Positive Body Image</p> <ul style="list-style-type: none"> - Abilities - Positive self esteem - Being happy in their own skin - Tackling negative attitude to others 	<p>Looking at a range of coping strategies that may be different for each child or circumstance.</p> <p>Relaxation sessions Yoga, massage, exercise and boxing. Feelings Board</p> <p>Use of book 'Positive Body Image in the Early Years' Group Discussions Good and Bad Game Role Play Feelings Board Boundaries board</p>	<p>Children are observed displaying positive behaviour about themselves and others</p>	<p>Direct questioning</p>	<p>We will need as much information that the parent or carer can provide. This will help us to determine the best course of action.</p> <p>Monitoring of behaviour in their home life. How to work in partnership with Beanstalk staff when there is a need to do further work with individual children</p>

<p>Physical Play</p>	<p>All children understand the need for daily exercise and the importance this plays in developing a healthy body and mind</p>	<p>We use a wide range of activities and resources to ensure that play is central to their physical development We buy in weekly Hockey sessions as well as sessions delivered by Superstar Sports weekly. This includes football, rugby, basketball and other sorts based activities. Nursery resources include: punch bag, bikes, basketball hoop, egg & spoon, sack race sacks, dance & yoga sessions along with much more !</p>	<p>A happier, healthier child</p> <p>Sleeps better at night</p> <p>Promotes a healthier appetite</p>		<p>Do you notice any improvement at home with sleep, appetite, attitudes?</p> <p>Do they request more physical play activities ?</p>
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This is not all what we deliver and this curriculum will continue to grow and develop over time. We would be very grateful for any feedback and very interested in any other ideas of things you would like us to include in our Beanstalk curriculum.