



Curriculum policy

2025/2026



"Children are not things to be moulded, but are people to be unfolded", Jess Lair

Our curriculum

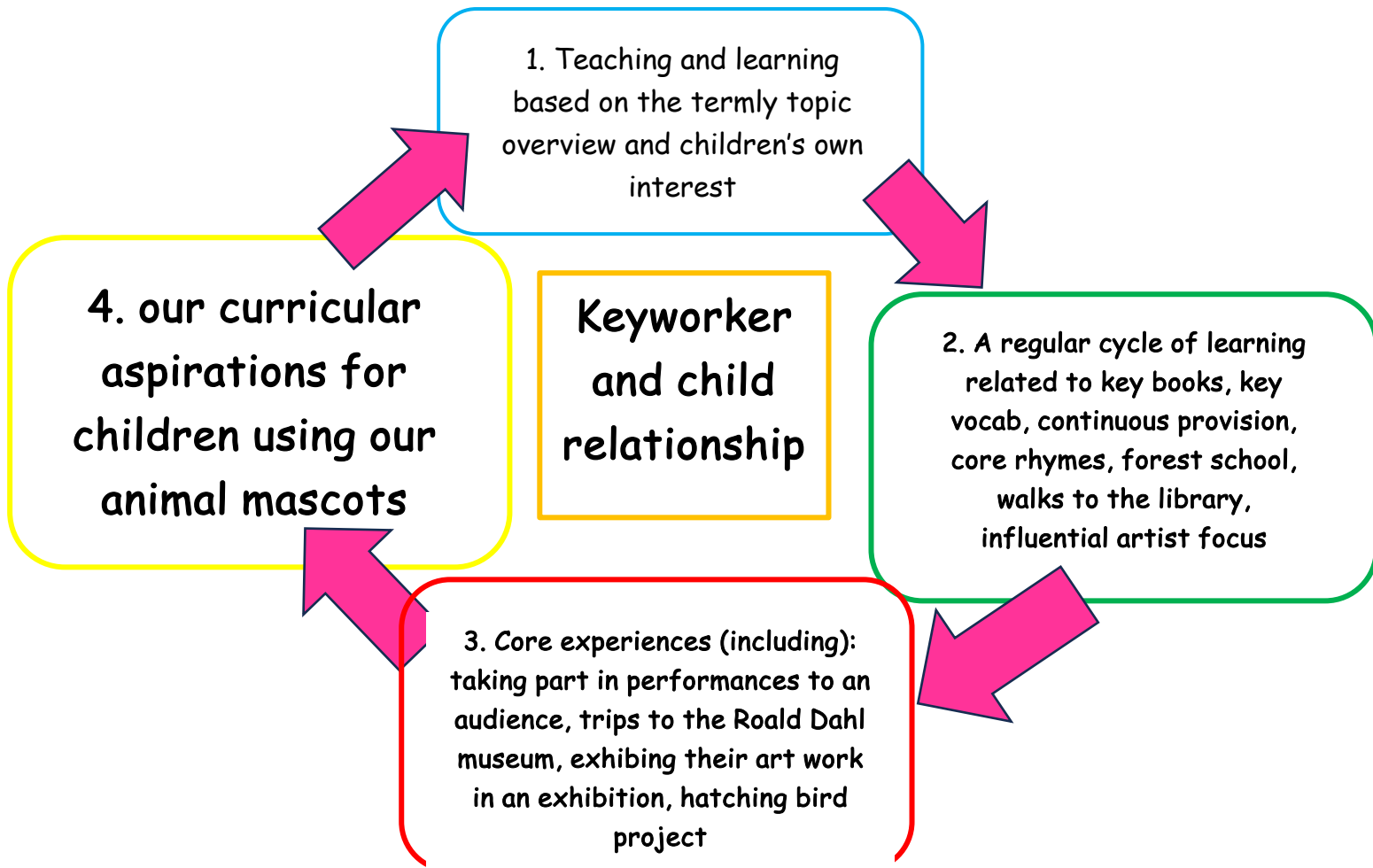
At Lovel End Nursery, our curriculum sets out what we teach and how the children will learn. Our top priority is a curriculum for the prime areas of learning from the EYFS framework. These are communication and language, physical development and personal, social and emotional development. This is because they are the foundations of all other learning and underpin a child's later educational successes. They are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, thriving and having the confidence to play and explore in the way in which they desire. We aim to achieve our curriculum aspirations by providing high quality teaching and learning in a language rich environment. We value, respect and care for all of our children. Each child is unique and brings an irreplaceable value to our setting. We are committed to working with our families and the local community to ensure that all families are understood and valued.

Learning at Lovel End Nursery

- There is a balance of child led activities through the continuous provision and adult initiated planned activities in line with our termly topics that are delivered by the children's key worker
- Most of the learning is play based and takes place inside the classroom and outdoors in the garden, school playground and the school's environmental centre
- We encourage parental involvement, and we learn a great deal about a child from their parents and home life.
- Children develop and learn at different rates and we teach with the understanding that there is a wide variation on what is typical

Curriculum overview

Our curriculum has four main elements:



How we demonstrate our cultural capital:

- Using books to find out more about a topic a child is interested in
- Creating role-play areas based on a new experience
- Looking at seasonal changes and the weather
- Celebrating festivals and cultural events such as birthdays and Diwali
- Encouraging children to share news and activities that they do with family and friends.
- Exploring new musical instruments, music, songs, and rhymes.

- Being active outdoors, playing new games, and using different types of equipment.
- Exploring a range of natural and humanly constructed materials to promote awe and wonder.
- Introducing, sharing, and exploring different greetings and languages.
- Providing activities where children are invited to take turns and share resources.

Our aspirations for our children

- to be independent
 - to love learning
- to feel free to explore their natural environment and safely risk assessing themselves
- to know that their voice is important and will be
 - heard
- to be able to express themselves as an individual
 - to work together as a team

How we will implement these goals:



Exploring elephant

I can explore and plan my ideas

- Using open-ended activities that allow for multiple possibilities
- Materials will be accessible and encourage independence and self-directed exploration
- Children will be supported in taking safe risks and guided to make their own decisions
- Taking part in weekly forest school sessions and encouraging children to develop skills, confidence and a connection to nature



Creative chameleon

- Access to role play to explore different characters and situations
- Incorporating music and movement in the areas of learning
- Termly focus on an influential artist in history
- Teachers focus on effort
- Freedom to explore own interests
- We embrace mistakes-letting children know that errors are a natural part of the creative process
- Access to choose craft materials and put their work on the 'wow' wall to be celebrated. We encourage process over product
- Areas such as the reading den and 'the stage' to encourage children to create their own stories, shows and music
- Exposure to music styles and influential musical artists in activities such as squiggle whilst you wiggle



Have-a-go hippo

- Teachers offer positive reinforcement
- Provide opportunities for children to make choices and foster a sense of autonomy
- We celebrate achievements and recognize all children's milestones no matter how small
- We validate all feelings and encourage children to keep trying
- We allow time and space to allow children to experiment and try new approaches
- Scaffolding-teachers offer gentle guidance without 'taking over'.