

Curriculum Intent

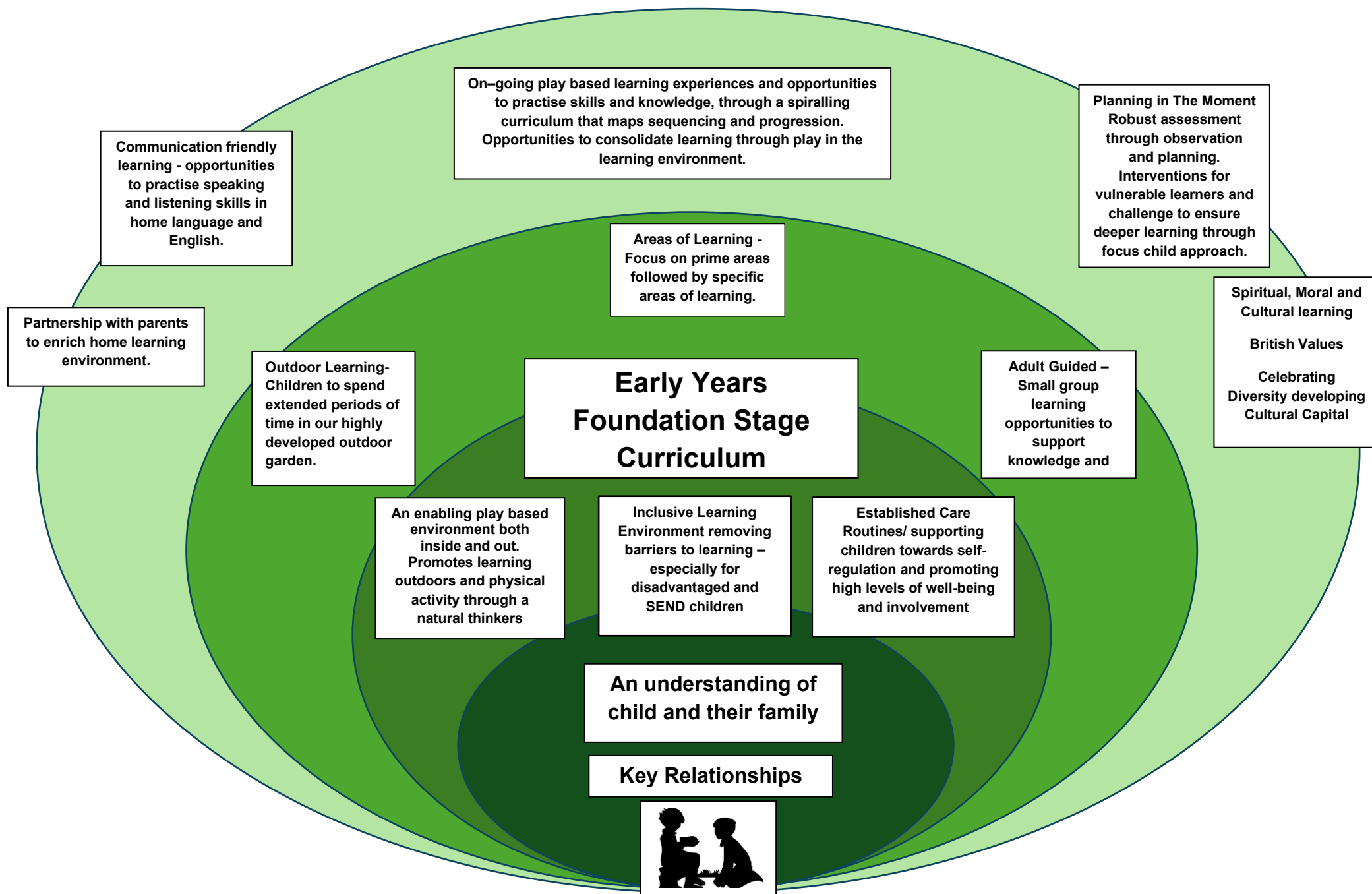
At Woodlands Park, our intent is to foster a lifelong love of learning by giving children rich opportunities to investigate, explore and discover first-hand. Inspired by our Vision and Values, we strive for learning to be filled with **joy**. We want children to become fully immersed in meaningful experiences that help them make sense of their world, free from unnecessary interruption. By offering a wide range of exciting and engaging learning opportunities, we aim to nurture **ambitious**, curious and creative learners who develop a deep sense of awe and wonder about the world around them.

Our carefully designed learning environment, supported by qualified, experienced practitioners, offers a balanced curriculum that connects learning with **nature** and seamlessly links indoor and outdoor experiences. Through seasonal learning, natural materials and sustainable practices, children are encouraged to explore, observe, talk, create, listen and collaborate, enabling them to reach their full potential.

Our curriculum is shaped by the children's interests and the needs of our **unique community** each year. We empower children to make choices, take risks and engage in a balance of child-initiated play and purposeful adult-led experiences, with practitioners providing sensitive, well-timed support tailored to each child's learning needs. Valuing every voice, we work closely with families and professional partners, recognising that collaboration strengthens each child's learning journey and ensures they receive the best possible start in life—surrounded by creativity, curiosity, respect and care.

We firmly believe that play is the foundation of Early Years education. Through play, children become deeply engaged and demonstrate the highest levels of involvement. It is our intention to build secure foundations for future learning and to nurture confident, curious, independent learners.

Ambitious Curriculum to ensure all children reach Age related Expectations



The Child in The Early Years Foundation Stage

Key Relationships

- Children feel safe, secure and valued in the learning environment through a key person system
- Nurturing relationship between adult and child
- Parents trust and are at ease with key person
- Key person highly responsive to the needs of the child
- Staff relationships with each other

The Child and their Family

- Key person responsive to the needs of the family
- Learning shared via Tapestry and home learning opportunities available each week.
- Regular open dialogue between staff and family
- Community and family diversity embraced and celebrated through the curriculum and enrichment.

Enabling/Inclusive Environment

- Planning that is based on the knowledge that young children learn best through play using the characteristics of effective learning.
- Opportunities for free flow play indoors and out to promote high levels of involvement and well-being.
- All areas of the EYFS represented in carefully designed learning bays which promotes independence.
- Children encouraged to being active in their learning and exploring using all of their senses to promote creativity and critical thinking.
- Environment enriched to support individual children's learning journeys and to create challenge.

Inclusive learning Environment

- Environment enriched to support individual children's learning journeys and to create support and challenge
- Starting School Framework
- Planning based on supporting children reach developmental milestones which are recorded on the Tapestry Assessment Tracker, using Birth to Five Matters.
- Balance of adult guided and child-initiated learning experiences and activities.
- High quality interactions promote sustained shared thinking.
- A provision map of intervention to support all learners.

Care and Well-Being Routines supporting Self - regulation

- Developmentally appropriate routines, boundaries and transitions established.
- Opportunities to be independent, resilient, take risks and be challenged in learning.
- Development of healthy relationships and learning to make friends.
- Children are supported to develop a sense of identity and feel good about themselves.
- A nurturing learning environment with high expectations of behaviour.
- Carefully planned transitions – preparing for the next stage in learning.

Implementation

At Woodlands Park, we deliver our Early Years curriculum through high-quality play-based experiences that reflect the interests, needs and developmental stages of our children. Practitioners observe, interact and plan with purpose, using their knowledge of child development to create learning that is meaningful and engaging.

Our learning environment indoors and outdoors is well organised, stimulating, and accessible. Carefully chosen resources promote independence, curiosity, and sustained learning. Continuous provision is enhanced regularly to reflect children's current fascinations and to introduce new knowledge and skills. Adult-led sessions are planned to model language, extend thinking, and ensure progression across all areas of learning.

Ongoing assessment is embedded in daily practice. Practitioners use observations to identify next steps, tailor support, and adapt provision so that every child can succeed. Interactions are warm, well-timed and responsive, allowing children to be challenged appropriately while feeling safe, valued, and confident.

Partnerships with families, colleagues, and the wider community are central to our work. We value the creative contributions of parents, local artists, multi-disciplinary teams, and professional networks to broaden opportunities for all.

Through high expectations, nurturing relationships and a carefully structured yet flexible approach, we ensure that all children experience a rich, enjoyable and ambitious start to their learning journey.

Woodlands Park Nursery School Curriculum Implementation Planning for Learning

Areas of Learning

All areas of the EYFS represented in the learning environment.

Characteristics of Effective *Playing and Exploring, Active Learning, Creating and Thinking Critically*

Prime Areas to be given priority, on entry through our Starting School Framework.

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Early Communication

Priority given to developing children's early communication skills in every learning opportunity.

Visual clues, timetables and Makaton used to support early communication – sign of the week. Children taught and staff model

- Listening and paying attention
- Understanding Language
- Speaking

The learning environment is designed so children can play and work cooperatively.

The learning environment has quiet spaces for reluctant speakers.

Key words are taught explicitly during Talking Time sessions and modelled by adults.

Staff ask open questions to promote thinking skills.

Literacy and Early Reading/Maths

Core Books Talk for Writing
Tales Toolkit / Rhyme of the week/ Library

Phonological and phonemic awareness sessions and developed through high quality interactions

Opportunities to practise literacy/maths skills in the enabling environment independently.

Writing mark making areas - access to mark making materials.

Cosy and relaxing book corner/access to big books.

Books are accessible in various areas of the continuous provision

Role Play, small world and puppets, school library

Free access to maths resources, shape space and measure, capacity apparatus.

Maths learning opportunities developed in the context of how maths is used in life.

Play Based Learning

Continuous provision promotes active learning through all the senses.

Learning Bays developed to foster independence.

Learning Bays enhanced to follow children's fascinations.

Routines and boundaries let children feel safe and autonomous in their learning, which promotes self-regulation.

Provision facilitates the Characteristics of Effective Learning.

Enhanced provision provides challenge and deeper learning for each child.

Children are expected to select items independently to play with and tidy them away.

Adult Guided Learning

Daily whole class, small group, paired or individual adult led learning opportunities, all with planned learning intentions.

Thinking Floor Books

Enquiry based learning through the use of simple provocations that challenge children's thinking to promote questions. The enquiry-based learning is documented in key groups through large floor books.

Woodwork/Process Cooking/Forest School/ Natural Thinkers

Children are given the opportunity to develop key skills in these areas followed an opportunity to apply their skills independently.

Inclusion Groups- Barriers to learning identified and timely intervention programmes- LEEP, WellComm, Language Lift Off, and language programmes.

Wow sessions/Intensive Interaction groups

Woodlands Park Nursery School Curriculum Implementation Planning for Learning

Planning in the Moment

Child initiated learning that promotes the Characteristics of Effective Learning.

Focus children approach allows key people to be highly responsive to children's fascinations.

Ongoing communication with families to support children's learning and assessment.

Tapestry online assessment tracker and Birth to Five Matters allows key people to assess children and identify next steps.

Programme of short and long interventions that support vulnerable learners.

Weekly enriched learning environment which supports children's interests and fascinations.

Seasonal Calendar (Developing Cultural Capital)

A carefully planned seasonal calendar that promotes the seasons and opportunities beyond the classroom.

- Festivals
- Events
- Charities
- Natural Thinkers
- Use of the outdoor classroom

Resident Artist (one day a week)

Works with the children on 3 half termly projects and themes.

Groundswell Arts Project

Theatre in education experience with a local inclusive theatre company.

'Chicken Shed' TIE experience

Research Library /Museum.

Provocations to enhance the learning environment.

Outdoor Learning (Developing Cultural Capital)

Forest School

An outdoor learning experience where children learn personal, social and technical skills in natural spaces. Children will learn how to use tools and build a campfire.

Natural Thinkers

A programme that supports the children to connect with nature through practical activities that inspire and motivate them.

Daily Mile

Each morning or afternoon in the nursery garden.

Gross Motor Skills

Large gardens provide opportunities to explore, run, climb and swing.

Range of tools, equipment and reclaimed materials to use for building and digging.

Movement skills are developed using wheeled toys and games using a range of apparatus.

Spiritual, Moral and Cultural learning

British Values (Developing Cultural Capital)

Children's natural curiosity is nurtured through learning opportunities outside.

Clear routines and boundaries.

Rights and responsibilities shared through daily activities - posters around the nursery.

Persona dolls

Circle time in Talking Time/developing social skills

Seasonal calendar

Parental involvement and events.

Celebrations of festivals

Child voice opportunities

'Frame the Learning' project

Environmental learning

Anti-racist/challenging stereotypes in education

Partnership with parents & Home Learning

Home learning environment recognised in the classroom.

Learning shared with families

Parents aware of which phonics to practise.

Home reading books changed regularly.

Home learning activities emailed home weekly that relate to class activities via our learning newsletter

It is understood that children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.

Wow Wednesdays

Family Learning Workshops

Blended learning opportunities for families needing to self-isolate or due to localised lockdowns

Seasonal Calendar

Autumn Term

Celebrations/ Festivals

- Diwali, Hanukkah, Christmas
- Winter Celebration for Families.

Off site visits/ On-site visitors

- Shopper of the week starts
- Work with resident artist Cath Rive – Animal habitats garden project
- Spontaneous visits in the local area/visitors in the nursery.
- Work with Chickenshed

Seasonal Events/Annual events

- International Day of Sign Languages
- Black History Month
- International Walk to School Week
- National Poetry Day
- Recycle Week
- World Nursery Rhyme Week
- Wear red day - Show Racism the Red Card
- Road Safety Week
- World Children's Day

Charity Events

- Children in Need
- Save the Children: Seasonal Jumper Day

Natural Thinkers

- Forest School Rowland Hill
- Planting spring bulbs
- Caring for our pet rabbit

Spring Term

Celebrations/ Festivals

- Lunar New Year, Shrove Tuesday, Eid al Fitr, Easter

Off site visits/ On-site visitors

- Pickled Pepper bookshop trip
- 'People Who Help us' – Police visit
- Work with resident artist Cath Rive – Animal habitats garden project
- Chickenshed Theatre
- Trip to Bruce Castle Museum – Storytelling session
- Spontaneous visits in the local area/visitors in the nursery.

Seasonal Events/Annual events

- Great Mental Health Day
- LGBT History Month
- National Storytelling Week
- Children's Mental Health week
- Safer Internet Day
- World Book Day
- British Science Week
- Neurodiversity Celebration Week

Charity Events

- Red Nose Day

Natural Thinkers

- RSPB Birdwatch – feed & count birds
- Sowing vegetables and herbs
- Tadpoles
- Caring for our pet rabbit

Summer Term

Celebrations/ Festivals

- Community and Heritage Celebration Day
- Eid al-Adha, Wesak Festival,
- Family Fun & Games Day

Off site visits/ On-site visitors

- Science Museum trip
- Work with resident artist Cath Rive – Animal habitats garden project
- Spontaneous visits in the local area/visitors in the nursery.

Seasonal Events/Annual events

- Earth Day
- Mental Health Awareness Week
- Pride Month
- Windrush Day
- Walk to school Week
- Maths Week London

Charity Events

- Book Trust Pyjamarama

Natural Thinkers

- Hatching ducklings and caterpillars
- Sow vegetables
- Harvest berries and salad leaves
- Alexandra Palace: Wild in the Park programme
- The Wildlife Trust - 30 days wild
- Caring for our pet rabbit

Woodlands Park Nursery School Curriculum Impact

Children who attend Woodlands Park Nursery School grow into confident, independent and enthusiastic learners who are well prepared for their transition into primary school. They communicate effectively, develop a wide vocabulary, persevere with challenges, form positive relationships, and demonstrate curiosity about the world around them.

Children make excellent progress from their starting points because learning is purposeful, engaging, and responsive to their individual needs. They show high levels of involvement in their play, apply their learning in a variety of contexts, and demonstrate the characteristics of effective learning.

Children develop personal and social skills in being kind and respectful to each other and they understand the difference between right and wrong. The impact of our curriculum ensures that children are prepared to be young global citizens who understand the importance of looking after the world they are growing up in

Regular assessment ensures that we know each child well. Practitioners use this knowledge to celebrate progress, identify areas for further development, and shape future learning. Families are well informed and active partners in their child's achievements.

The impact of our curriculum is seen in children who are happy, secure, and eager to learn, who have developed strong foundations for success as they move into the next stage of their education and beyond.

At Woodlands Park Nursery School and Children's Centre we understand that children develop and learn at different rates. The curriculum ensures that children learn key skills, knowledge and dispositions. We believe that the current curriculum and the support families receive from our children's centre at Rowland Hill prepares children for the next stage in their education.

Impact: what have the children achieved and learnt.

Children make rapid progress at Woodlands Park. 62% of children reached Age Related Expectation before transitioning to Primary School. 63% below ARE at Baseline.

Children who left Woodlands Park in summer 2025:

- Children eligible for EYPP (29% of cohort) - 94% made good progress. 44% gained ARE
- Children with SEND (33% of cohort) - 89% made good progress.

Our school is a training base for Haringey's Nursery Schools' Consortium, where we offer training to early years teachers and practitioners in Haringey and beyond.

We work with Haringey Early Years Quality Team and Haringey Early Years Partnership to support schools and Early Years settlements across the borough.

We work closely with the other two nursery schools in Haringey to offer mutual support and challenge.