

# HORDLE CE PRIMARY SCHOOL AND NURSERY



## TEAM HORDLE'S EARLY YEARS CURRICULUM





*On a learning adventure...*



# Our Vision and Values

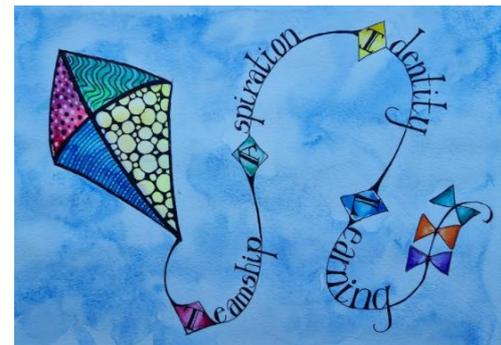
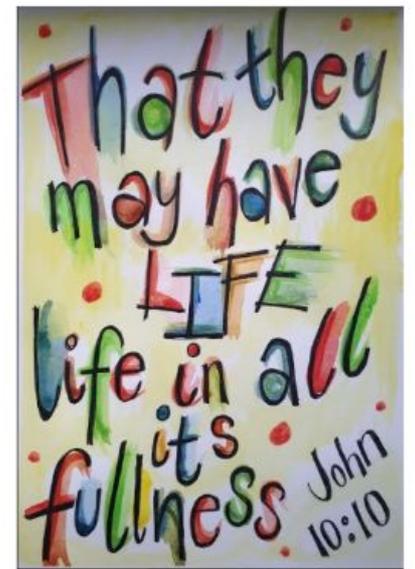
At Hordle CE (VA) Primary School and Nursery, learning in the early years is celebrated and promoted as a profoundly important stage of a child's life when vital emotional, social, physical and intellectual development takes place.

Our Early Years curriculum is rooted in our vision that every child may experience **"that they may live life; life in all its fullness"** (John 10:10). Guided by our Christian values of **Teamship, Identity, Aspiration and Learning**, we nurture confident, curious and compassionate learners empowered to make a positive difference in the world.

Our Early Years curriculum is broad, balanced and ambitious, building progressively on each child's knowledge, skills and understanding, regardless of their starting point. Learning is meaningful, memorable and interconnected across subjects. The Early Years Foundation Stage provides a strong foundation, enriched by experiences that bring learning to life and reflect the unique character and community of our school.

Through this holistic approach, children grow into lifelong learners with strong personal values, enquiring minds and the confidence to embrace their responsibilities as global citizens of the future.

We have designed our curriculum to blend statutory Early Years Foundation Stage requirements with enriching experiences that provide depth, breadth and relevance. This ensures children build strong foundation for future academic success while promoting our core Christian and Learning values, supporting children to develop as well-rounded individuals with positive attitudes to learning.



***"Education is the most powerful weapon which you can use to change the world."***

- Nelson Mandela

# Our Christian Values

**Teamship** is important in the Early Years because it creates a consistent, secure and positive environment in which children can thrive. When adults work well together - communicating clearly, sharing ideas and supporting one another - children experience calm routines, predictable expectations and strong relationships. This sense of safety allows them to explore, take risks and learn confidently. Teamship also models the social skills children are developing themselves, such as cooperation, turn-taking and problem-solving. When they see adults collaborating respectfully, they learn how to build healthy relationships of their own. A cohesive team ensures that every child's needs are noticed, understood and met, helping them to feel valued, included and ready to learn.



**Aspiration** is important for young children because it develops a positive sense of who they are and what they can achieve. When children are encouraged to dream big, persevere and believe in their abilities, they build confidence, resilience and motivation. Aspiration supports children to try new things, embrace challenges and see mistakes as opportunities to learn. It also broadens their understanding of the world, opening their eyes to possibilities they may not yet have imagined. By nurturing aspiration from the earliest years, we help children develop a strong foundation of self-belief, curiosity and ambition that will guide them throughout their learning journey and beyond.





**Identity** is important for young children because it helps them understand who they are, where they belong and what makes them unique. When children develop a strong, positive sense of identity, they feel secure, valued and confident in themselves. This security allows them to engage fully in learning, build healthy relationships and express their ideas and feelings. A well-supported sense of identity also helps children respect and celebrate differences in others, laying the foundation for empathy and inclusion.

**Learning** in the early years is crucial because it lays the foundation for children's future success, wellbeing and confidence. During this stage, children's brains are developing rapidly, and every experience helps them build essential skills such as communication, problem-solving, social interaction and early thinking. Through meaningful play and exploration, children make sense of the world, develop curiosity and grow in independence. Early learning also supports them to build positive attitudes, such as resilience, concentration and a love of discovery. When children experience rich, supportive learning opportunities from a young age, they develop strong foundations that prepare them for school and lifelong learning.



*“The goal of early childhood education should be to activate the child’s own natural desire to learn”.*

*- Maria Montessori*

# Our Curriculum

Our broad and balanced Early Years curriculum is unique to Hordle Primary School and Nursery and reflects our hopes and ambitions for our children. It is carefully thought out to include what we want children to experience, know and be able to do as a result of attending Hordle Primary School and Nursery. Our curriculum sets out what we teach and when and what children learn.

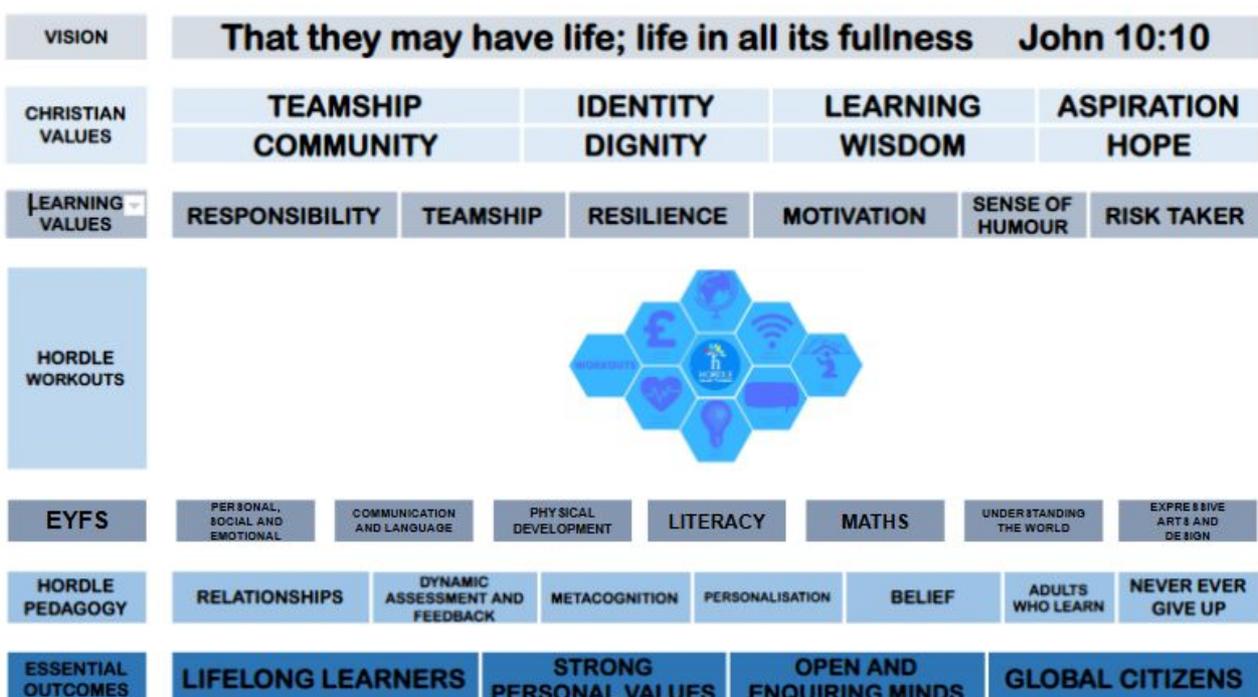
Our journey in designing and construction our curriculum has ensured we are including, celebrating, acknowledging and building on the knowledge and cultural capital that children, families and practitioners in our school community bring.

Designed to be coherent, detailed and sequenced with content that supports progression over time, with small steps to learning, with opportunities to consolidate learning, our curriculum ensures that children can do, know and remember more.

Our curriculum is for ALL children, providing broad and balance experiences that place the child at the heart of practice, ensuring it is individualised and personalised and has a sharpened focus on addressing the 'gaps' in learning for those considered disadvantaged.

Our curriculum reflects deeply and dynamically our visions, and values and has been informed by the Educational Programmes in the Early Years Foundation Stage, Birth to Five, CLPE Centre for Literacy, alongside many Early Years researchers, academics and thinkers.

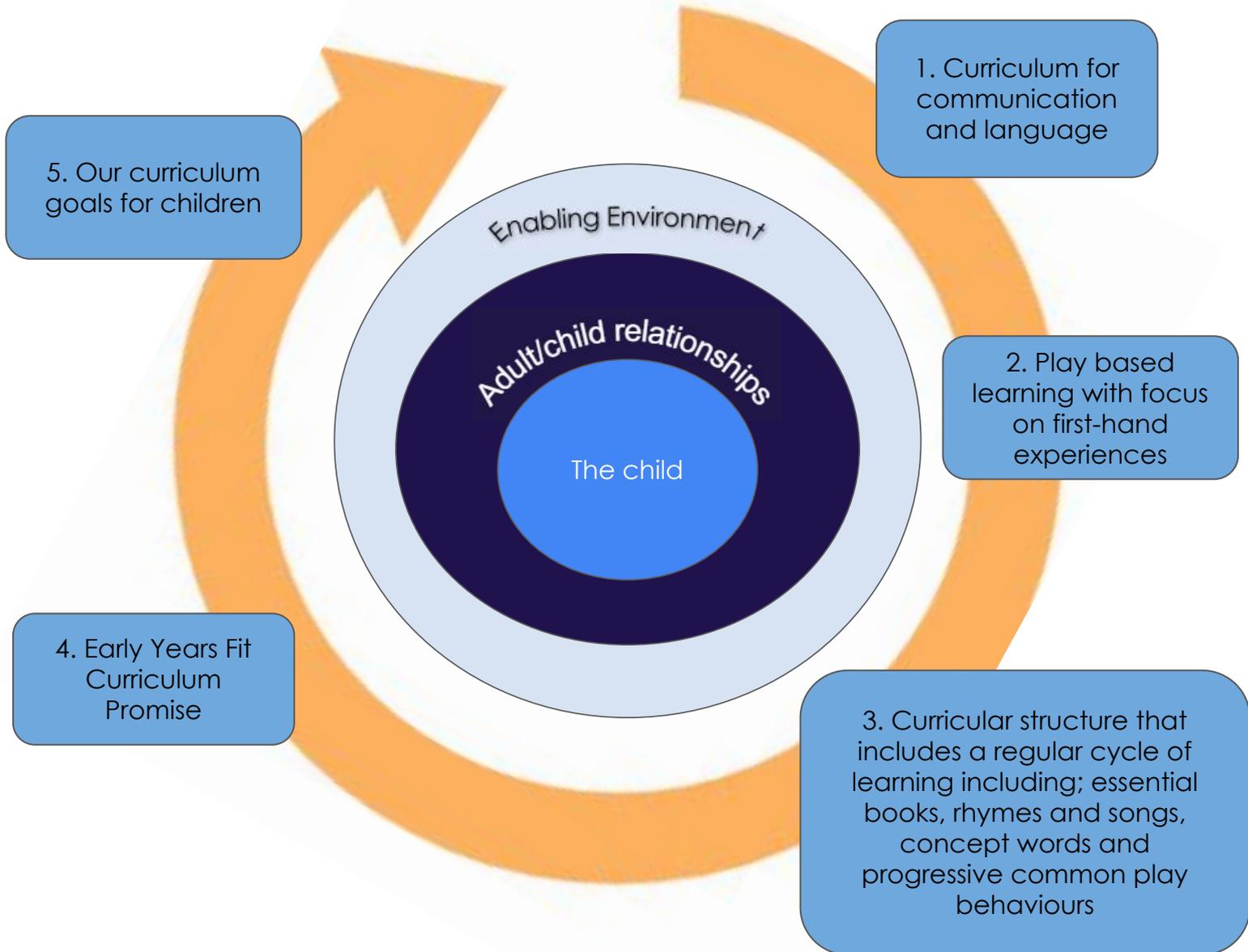
## THE HORDLE EARLY YEARS CURRICULUM



Our highest priority is a consistent, high-quality English language, as this forms the foundation for all other areas of learning. Its importance is even greater when we reflect on our local context and the lasting impact of the pandemic.

A curriculum for communication and language is our top priority. This is because it is foundational to all other learning. And we have identified this is an ongoing development need in our local area. It is especially important when we consider the ongoing impact of the pandemic.

- In our curriculum knowledge builds, skills build, and it becomes more challenging over the year. Learning includes new words, new skills and new knowledge.
- Our curriculum is evidence-informed and reviewed every year.
- Our curriculum is set out clearly and communicated with staff and parents. This ensures everyone can be engaged and ready to support children to achieve the key learning set out.



### Characteristics of Effective Learning

#### Playing and Exploring (Engagement)

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

#### Active Learning (Motivation)

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

#### Creating and Thinking Critically (Thinking)

- Having their own ideas
- Making links
- Choosing ways to do things

# Learning and Teaching

Within our curriculum and the Early Years Foundation Stage, all areas of learning are important and interconnected. There are **Seven Areas of Learning** each of which has an Educational Programme that sets out the statutory requirements for teaching and learning.

Within the seven areas of learning there are **three Prime Areas** of learning and development which lay the foundations in the early years, and **four Specific Areas** of learning which provide children with knowledge and skills to flourish academically.

The **three Prime Areas** are the building blocks of early learning and describe time sensitive and core aspects of early childhood development. These form the essential foundations for children's growth and are particularly crucial during the early years, as they underpin development in all other areas of learning.

The **four Specific Areas** enrich the curriculum and build on the foundational skills developed in the Prime Areas and support children to develop knowledge, understanding, and skills across literacy, mathematics, understanding the world, and expressive arts and design that they need for later learning.

Prime Areas of Learning	Specific Areas of Learning
Communication and Language Personal, Social and Emotional development Physical Development	Literacy Mathematics Understanding the World Expressive Arts and Design

**Teaching and Learning** - quality adult-child interactions, daily routines and ongoing assessments underpin the implementation of our curriculum in line with our whole school Teaching and Learning policy and implementation guidance. Practitioners have high expectations and offer challenging learning experiences. They play a critical role in supporting and **scaffolding** children in developing new knowledge and skills.

Our **daily routines** offer increasingly structured opportunities for practitioners to support learning through modelling and teaching new vocabulary, skills and exploring new ideas through questioning, recalling, providing a narrative and settling challenges.

These teaching strategies are supported by our **ongoing assessments** that staff make using our progression documents and we support children's learning by sharing learning intentions, giving effective feedback and developing metacognition.

*90% of critical brain development happens in the first five years of life*



# Curriculum for Communication and Language

Communication and language is our top priority because it is foundational to all other learning. As such it forms the foundation of our curriculum and is woven through every element. Being a priority is especially necessary when we consider our local context and the lasting impact of the pandemic.

All staff are trained in the use of **evidence-informed strategies** to support communication and language. They are highly successful strategies that become '**a way of being**' and ensure that at any point during the session, and no matter what the context, there are **high-quality interactions** happening – children are being **listened to** and adults are **engaging** in back and forth interactions, over many turns, creating a conversation in an age appropriate level.



We believe that communication and language is just too important to leave to chance and we ensure all children have the opportunity to engage in high quality back and forth conversations with adults. That is why our staff are trained in approaches such as **Sustained Shared Thinking** and **Concept Cat**. Evidence-based universal interventions, designed to support the development of oral language skills among young children.

Our approach to Communication and Language:

- ❖ Quality adult/child interactions including engaging in Sustained Shared Thinking
- ❖ Systematic use of symbols, gestures and props including use of Makaton, now and next boards and visual timetables.
- ❖ Key vocabulary carefully selected from all theme books to actively teach and reactivate in play.
- ❖ Use of Concept Cat to teach key concept words which are progressive across the Early Years Phase.
- ❖ Language rich daily routines with opportunities to listen and talk during learning and choosing, circle and story times.
- ❖ Communication Friendly Environment with physical spaces promoting communication between pairs and small groups of children/adults.
- ❖ Use of Drawing Club and Story Dough to promote talk and language for future writing.
- ❖ Early identification of and support for communication and language delay using speech and language tool Wellcomm with intervention in place for children identified as 'at risk of delay'.

*The Educational Endowment Fund notes that prioritizing "communication and language development" builds the foundation for all other learning and high-quality adult-child interactions, such as talking with children, not just to them, are essential. Communication and language approaches typically have a very high impact and increase young children's learning by seven months.*

# Play based learning with hands on experiences

Play-based learning is at the heart of our Early Years curriculum, providing children with rich, hands-on experiences that spark curiosity and deepen understanding. Through carefully planned provision, children explore, investigate and make sense of the world around them. Practical, meaningful activities enable them to develop early concepts, practise new skills and build confidence as independent learners. Our staff skillfully support and extend learning through play, ensuring every child can follow their interests, challenge themselves and experience the joy of discovery.

Children play a leading role in shaping their own learning within this curriculum.

Adults provide support by offering well-chosen resources and creating thoughtful environments and routines.

Adults further enhance learning through high-quality interactions, including rich conversation, purposeful vocabulary and opportunities for sustained shared thinking.

Adults are intentional in their practice, gently guiding children's play towards key skills, concepts and language that deepen their experiences and lay strong foundations for future learning.



*“It takes approximately 400 repetitions to create a new synapse in the brain, unless it is done within play, in which case it takes between 10 and 20”.*

*- Dr. Karyn Purvis*

# Curricular structure including regular cycle of learning

Our curriculum follows a clear and coherent structure built around a **regular cycle of learning**. This cycle ensures children have **repeated, meaningful opportunities** to learn about and revisit **key concepts, practise emerging skills** and **build on prior knowledge**. Each phase of the cycle is carefully planned to introduce, explore, apply and consolidate learning through a balance of adult-guided experiences and child-led play. By returning to important ideas over time, children achieve deeper understanding, stronger recall and increasing confidence as learners. This structured, cyclical approach supports progression while remaining flexible enough to respond to children's interests and developmental needs.

All children are introduced to:

- ❖ A range of skills through our common play behaviours, these skills get gradually more complex as children develop.
- ❖ Learning based on the rhythm of the year, allowing us to celebrate festivals and draw children's awareness to changes with the seasons.
- ❖ Our essential rhymes - these are sequenced from simpler to more complex structures and vocabulary. The Education Endowment Fund recognises that Nursery Rhymes are extremely valuable to support early language and communication development and singing and rhyming activities are likely to help children develop phonological awareness for later reading (our Nursery Rhyme progression can be found at the back of this document)
- ❖ Early mathematics learning through maths stories, rhymes, Maths Champions and White Rose Maths activities.
- ❖ A range of high-quality texts through our story book promise - a set of texts that cover modern classics, books that rhyme, fantasy, traditional tales, window books and books which encourage thought. The National Literacy Trust found that sharing stories develops children's language, builds their listening and attention skills and boosts their cognitive abilities. It develops vocabulary for everyday use and for things they won't otherwise encounter (a full list can be found at the back of this document)



- ❖ A range of themes to help bring children's learning to life. Our carefully considered themes give aim to ensure a shared context for play, stories, exploration and new experiences. Our themes introduce children to a range of jobs that people do, which aims to broaden children's awareness of jobs they may be interested in doing in their futures. They are not rigid or prescriptive; instead, they act as a springboard for children's curiosity. Within each theme, we weave in early language, maths, physical development and personal, social and emotional learning in meaningful ways. Themes help children make connections between ideas, build vocabulary and deepen their understanding of the world, while still allowing plenty of flexibility to follow their interests and respond to what captures their imagination.

	Nest	Wild	Year R
Autumn 1	All About Me	Superhero Me / Wonderful Woodland	Julia Donaldson
Autumn 2	Autumn / Winter	Fantasy and Adventure	All Around the World
Spring 1	People Who Help Us	Winter Wonders / Traditional Tales	Once Upon a Time
Spring 2	Spring Showers	Spring is Sprung	Growing
Summer 1	Animals We Know	Curious Critters	All Creatures Great and Small
Summer 2	Sun, Sea and Sand	Hot, Hot, Hot	Splish Splash

Further detail on our Year R curriculum can be found [HERE](#).

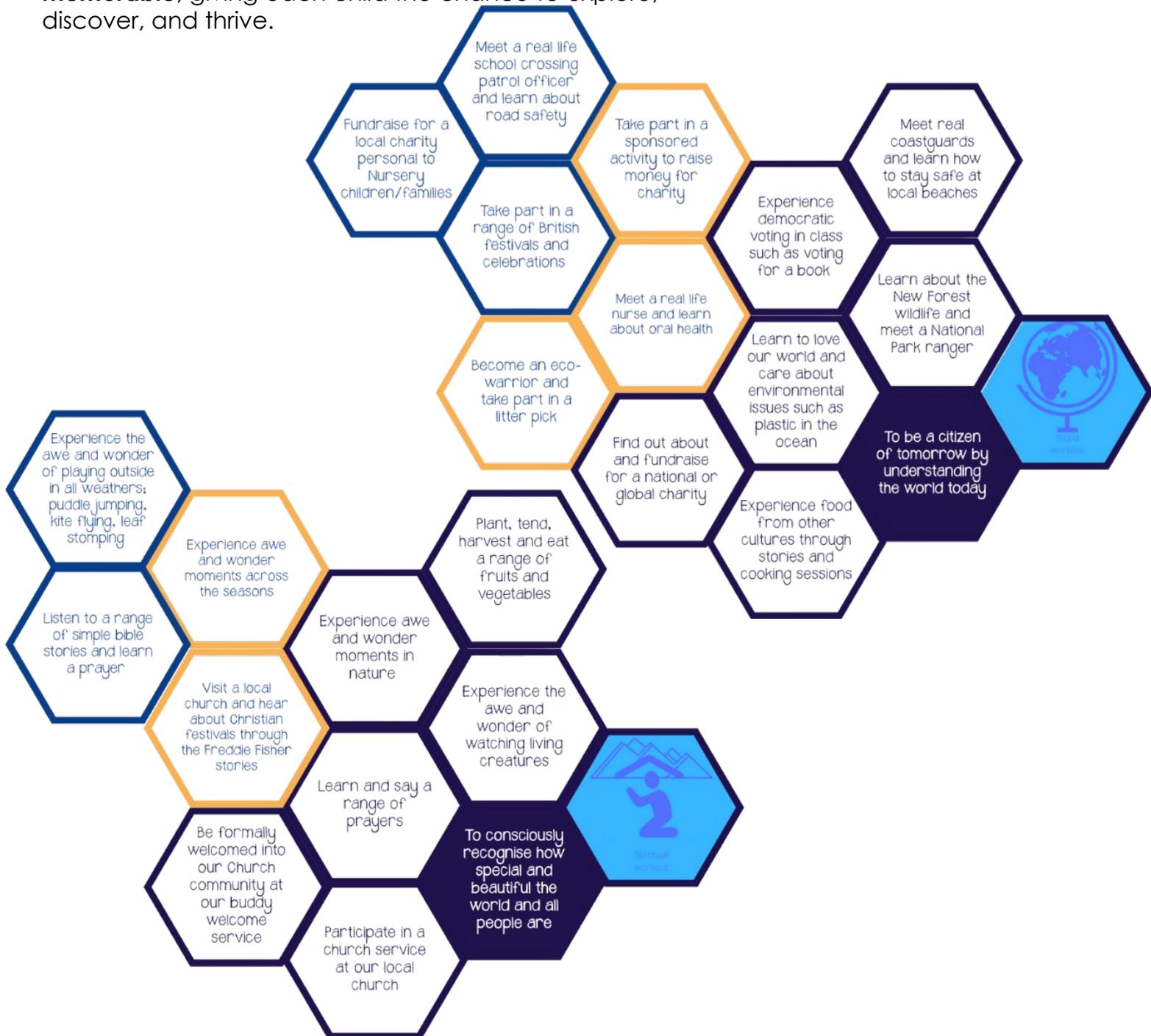


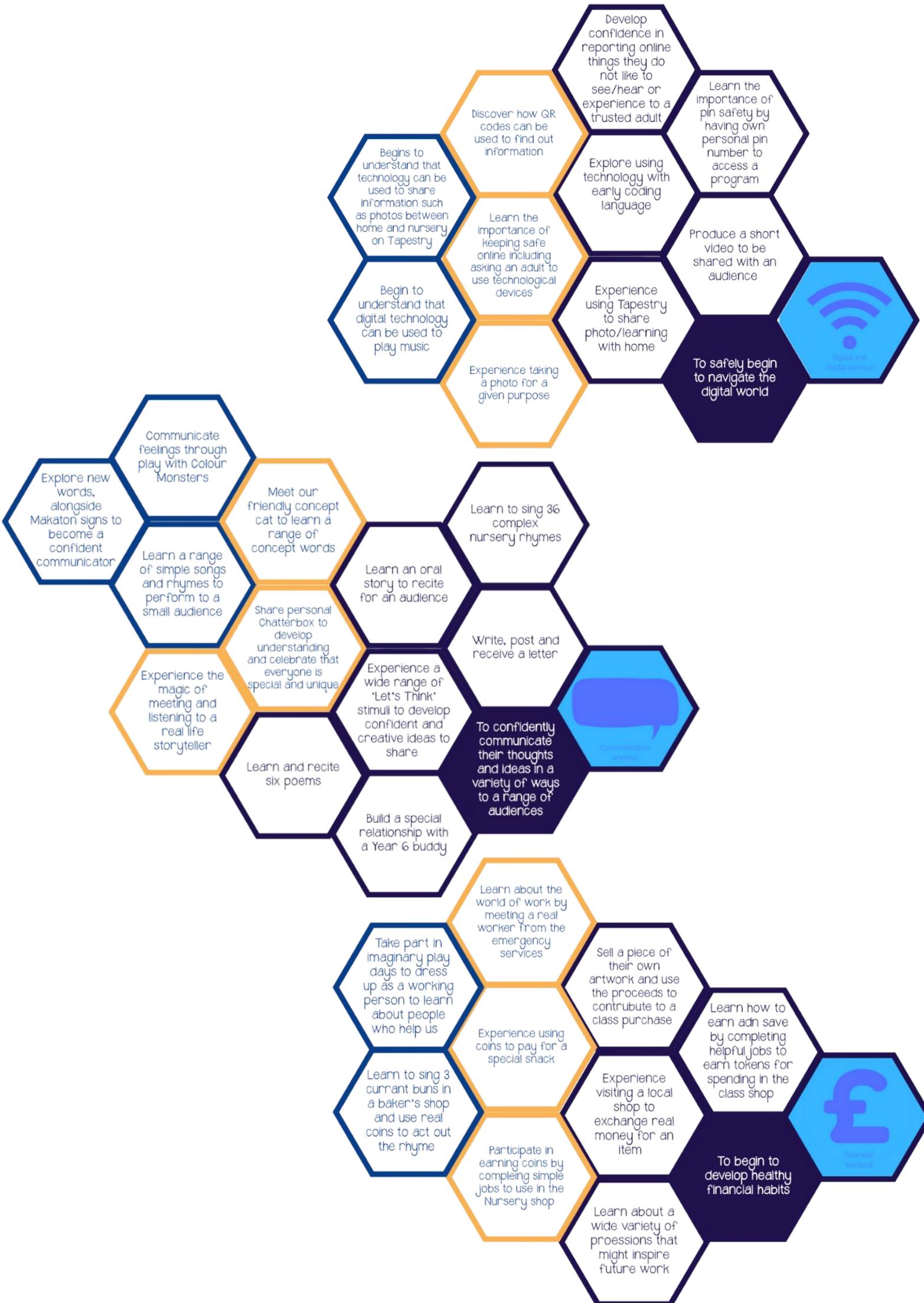
*“Our brains are built to benefit from play no matter what our age”.*

*- Theresa A. Kestly*

# Our Early Years curriculum goals and promise

Our curriculum includes 'promises' of **goals and experiences**, linked to our school wide 'Fit Curriculum', to ensure every child has access to a **rich, varied, and meaningful set of learning opportunities**. These promises outline our curriculum goals and the core experiences we believe all children should encounter, regardless of background, so they can build cultural capital, develop confidence, and make sense of the world around them. They **provide consistency, raise aspirations**, and help us create a curriculum that is **broad, inclusive, and memorable**, giving each child the chance to explore, discover, and thrive.







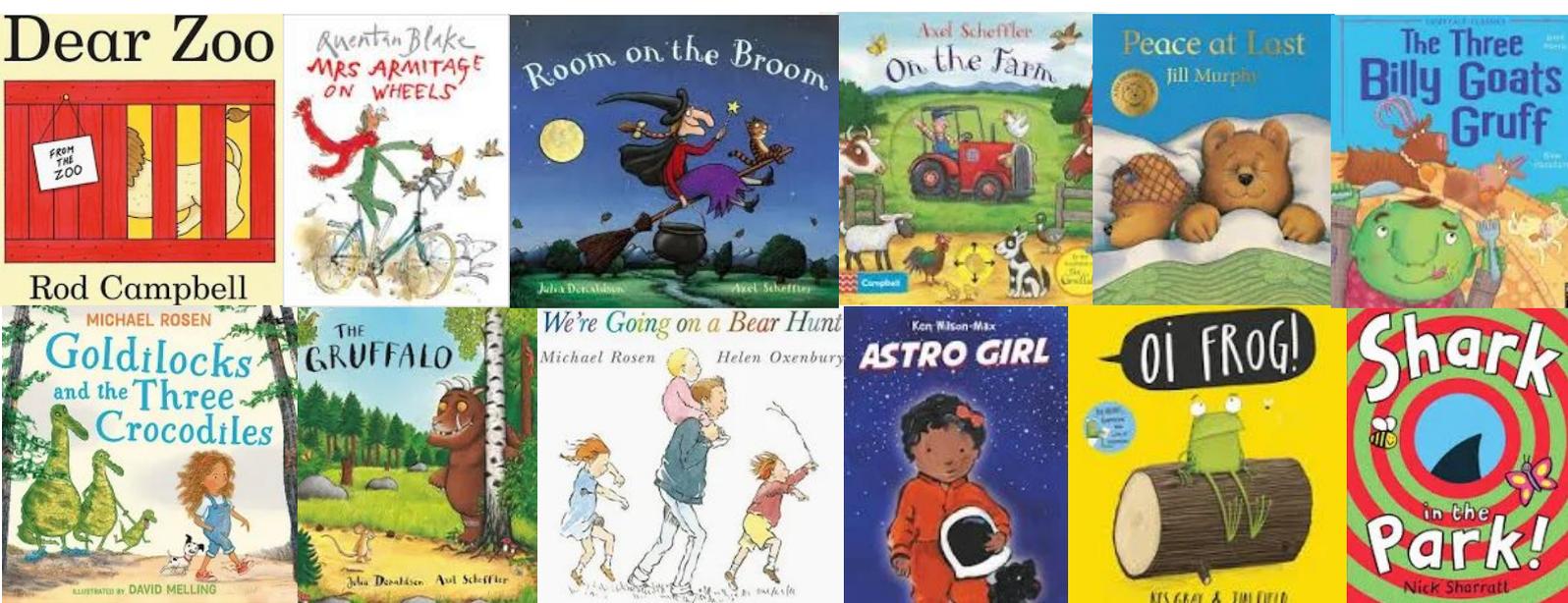
*Learning needs to be first hand, experimental and active; it should promote independence and autonomy, encouraging children to take responsibility for their own learning - initiating and making decisions.*

# Our Nursery Rhyme Progression

	Nest	Wild	Year R
<b>Autumn 1</b>	Humpty Dumpty The wheels on the bus Twinkle twinkle	When you want to make a spell Zoom, zoom, zoom Head, shoulder, knees and toes Hickory dickory dock Clap Clap hands	Dr Foster went to Gloucester Pat-a-cake I can sing a rainbow Dance Thumbkin dance There's a hole in the bottom of the sea I am the baker man
<b>Autumn 2</b>	Jack in the box Down at the station Wind the bobbin up	She'll be coming round the mountain I'm a little teapot Here we go round the mulberry bush Five current buns I'm a pirate	London's burning Little Miss Muffit Old King Cole This old man This is the way we lay the bricks London Bridge is falling down
<b>Spring 1</b>	3 little ducks Round and round the garden like a teddy bear Baa baa black sheep	The goats came marching Cobbler, cobbler mend my shoe Brush your teeth 1, 2, 3, 4, 5 once I caught a fish alive One finger, one thumb keep moving	Busy farmer Ben One man went to mow Hickety Pickety Goosey goosey Goosey Horsie, Horsie, don't you stop When Goldilocks went to the house of the bears
<b>Spring 2</b>	See the bunnies sleeping I went to visit a farm one day Incy Wincy Spider	I had a little turtle Little Peter Rabbit Dinosaurs If you're happy and you know it Did you ever see a bunny	Goosey Goosey Gander One Two Buckle my shoe Little Bunny Foo Foo Dingle Dangle Scarecrow Wee Willie Winky Magic Porridge Pot
<b>Summer 1</b>	3 little speckled frogs Ring a ring a roses Row, row row your boat	Miss Polly has a dolly Five little men in a flying saucer Wiggly Woo The Grand Old Duke of York Here is the beehive	A bear went over the mountain Down in the jungle A sailor went to sea sea sea I have a furry kitten Animal Fair Kookaburra sits in the old gum tree
<b>Summer 2</b>	Polly put the kettle on Old MacDonal had a farm I hear thunder	Alice the Camel Tommy Thumb One big hippo balancing The muffin man We're marching in our wellingtons	Teddys Bear Picnic She sells sea shells A sailor went to sea, sea, sea Ten fat sausages The big ship sails Jack and Jill went up the hill

# Our Story Book Promise

Nest	Wild	Year R
<p>Brown bear brown bear Dear Zoo Hippo has a hat Hungry caterpillar On the farm Gruffalo Fox's socks Meg and Mog Three Billy Goats The going to bed book</p>	<p>Handa's Surprise Peace at last Hairy Maclary Going on a Bear Hunt Shark in the park Little Red Riding Hood Jasper's Beanstalk Tidy The Tiger who Came to Tea Room on the Broom The Foggy Foggy Forest Funnybones Rosie's Walk The way back home</p>	<p>The Lighthouse Keeper's Lunch Whatever Next! Owl babies Oi Frog! Slinky Malinky Mrs Armitage on wheels The Goggle-Eyed Goats This is Not my Hat Oh Dear, Look What I Got! Goldilocks and the Three Crocodiles Pumpkin Soup Astro Girl There's a Commotion in the Ocean Julian is a Mermaid The Night Dragon The Tortoise and the Hare The Emperor's New Clothes Burglar Bill It Fell From the Sky The Wall in the Middle of the Book</p>



Reading can help develop a child's creativity and imagination which in turn can also help strengthen a child's problem-solving skills.



**“No job is more important than working with children in the early years.”**

- Development Matters 2023

