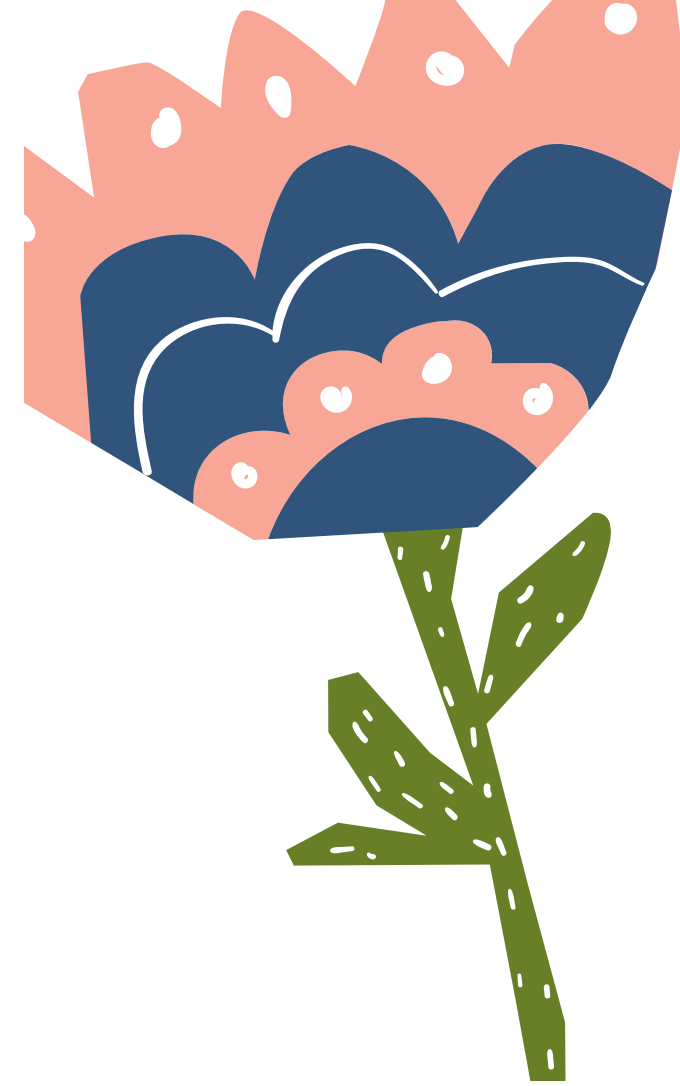
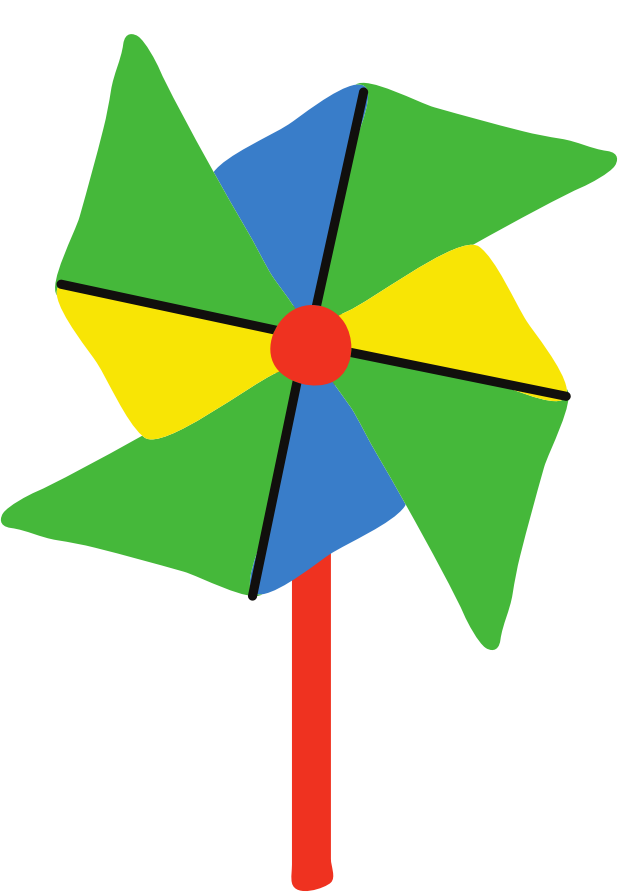
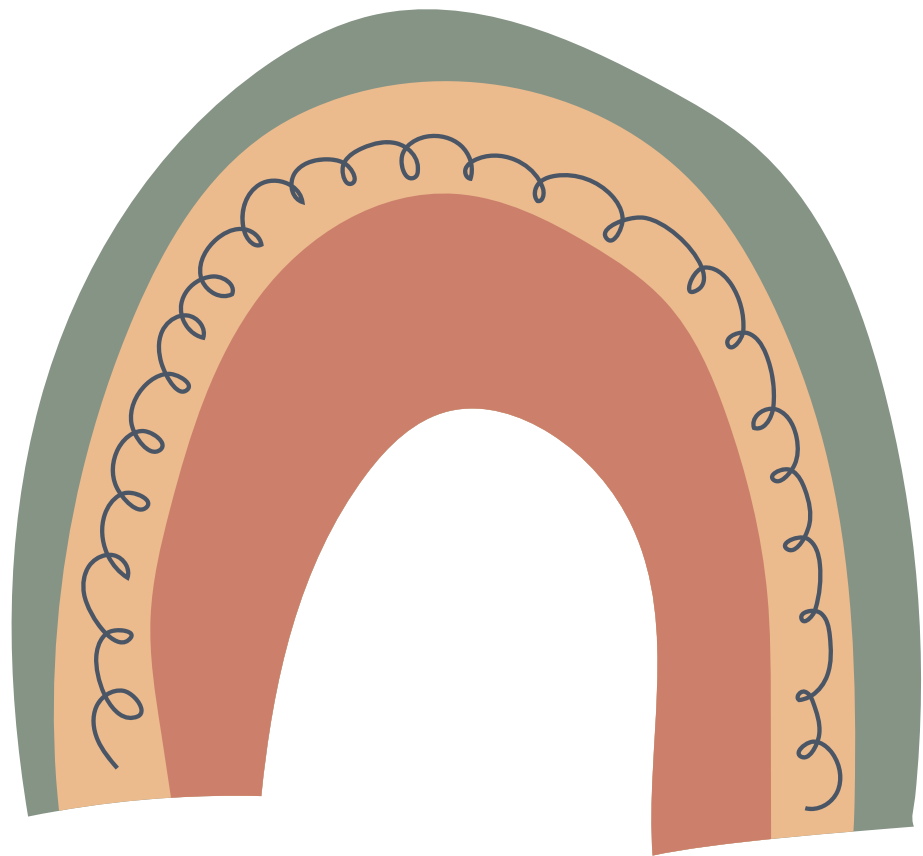




Our Curriculum

Avonmouth Children's
Centre



Introduction:

Our context:

Embedded in the community, Avonmouth Children's Centre is a small and cosy nursery that welcomes everybody. The highly-experienced team provide opportunities for children to explore, learn and grow in a safe and connected environment.



Our Vision and Values underpin everything we do at the Children's Centre:

- Respect:** We appreciate, support and cooperate, ensuring we have quality engagement and interactions with children, families and staff where they feel valued and listened to.
- Promote well-being:** We aim to provide a place where happiness and well-being are at the heart of our provision for all our children, staff and families. We believe that children and families need to feel secure in their relationships with us and to be well-supported.
- Encourage:** We encourage everyone to use their strengths and to build on their interests. We encourage learning through play, providing quality experiences that stimulate each child's natural curiosity, enabling them to become confident, as both cooperative and independent learners.
- Explore:** Children are given the freedom to engage in playful, meaningful experiences—both indoors and outdoors—where they can explore, create, and lead their own learning. Through high-quality interactions with supportive adults, they are encouraged to become risk-aware, understanding the benefits of taking appropriate risks in a safe and nurturing environment.
- Be inclusive:** We believe every child and family has the right to access our services and to be welcomed as valued, equal partners. In collaboration with families and the wider community, we celebrate diversity and individuality. Everyone is respected, included, listened to, and accepted—because every voice matters.
- Inspire:** We inspire one another by fostering a positive, caring, and stimulating environment where joy in learning thrives. Through encouragement, scaffolding, and support, we motivate all children to discover their strengths and reach their full potential—together.



We commit to supporting these values by:

- Showing respect towards the team
 - Respecting that everyone has different ways of thinking.
 - Identifying individual strengths and interests and building upon them.
 - Providing a stimulating and inviting environment.
 - Celebrating diversity
 - Creating a sense of belonging and community for all our families.
 - Representing our families in our environments
 - Ensuring all families can access our provision.
 - Offering a variety of natural resources and making our rooms full of exciting, creative opportunities and stimulating challenges.
 - Being current in our professional knowledge and open to new ideas.
 - By promoting healthy lifestyles and signposting to the right support.
- (Written by the Children's Centres Room Leader team, July 2025)



Building our curriculum as a team:



The Curriculum reflects everything we want the children to experience, learn and do, and has been built by our team using the Bristol Early Years Curriculum Toolkit to support our journey. The team have reflected on our Curriculum “**commitments**”, the most important elements and entitlements of our ambitions for ALL children and provides us with a sequenced planning tool when planning for children’s progress and outcomes in learning.

Our journey: As we have developed our Curriculum we have ensured we celebrate, acknowledge and build on the funds of knowledge and cultural capital that children, families, practitioners and partners in our community bring. Our curriculum is for ALL children and has a sharpened focus on addressing the ‘gaps’ in learning for those children who may face barriers to learning.



How do we do it?:

Teaching and Learning – adult-child interactions, daily routines and ongoing assessments.

Quality adult-child interactions underpin the implementation of our curriculum.

Practitioners demonstrate high expectations and offer challenging learning experiences. They play a critical role in supporting and ‘scaffolding’ children to develop new knowledge, skills and understanding.

Our **Daily Routines** offer increasingly structured opportunities for practitioners to support learning through communicating, modelling language and providing new vocabulary; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what children are doing.

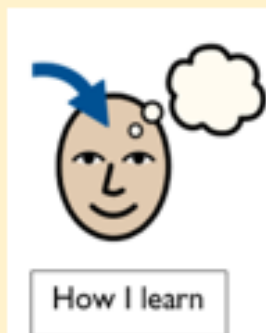
Our Team are trained in the use of Makaton, the Hanen approach (designed to support young children’s language, social communication, and literacy development) and Emotion Coaching and use OPAL assessments, DEYO (Differentiated Early Years Outcomes) and the Wellcomm Language Assessment toolkit, to inform children’s next steps.

Through our routines, continuous provision, enabling environment, group and 1:1 times, and ordinarily available provision and by following the EYFS and ‘Birth to Five Matters,’ we aim to ensure all our children have experience of all these curriculum areas:

Our curriculum commitments reflect the 7 areas of learning and the statutory educational programmes, the principles of the EYFS and the Characteristics of Effective Learning. They are the areas that the team have committed to give a dedicated focus to, and are further broken down into ‘milestones’ to provide a clear, sequential planning tool for practitioners.

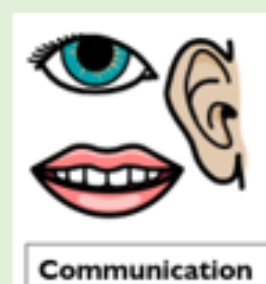


Our commitments to you:



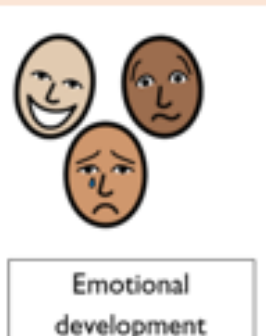
When things get tricky I will keep trying

- I will persevere and solve problems when I get stuck
- I will “have a go” and connect with others if I need help..



I will be confident at communicating my wants, needs and ideas to those around me

- I will enjoy a sense of belonging and use new words to engage in sustained conversations.



I will be able to express and manage my own feelings, respect the feelings of others and connect with them.

- I will develop my ability to self-regulate with the support of emotionally available adults and support others.



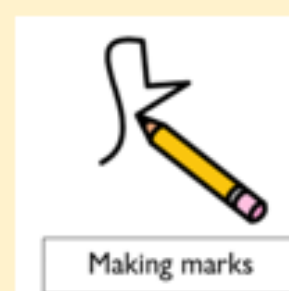
I will make healthy choices to look after my body and mind

- Be independent and motivated in self-care
- Be aware of what my body is telling me
- Be aware of healthy diets and oral health



I will confidently move my body in a range of ways

- Be confident in exploring “boing, woosh and roly-poly” movement and develop core-strength and coordination.



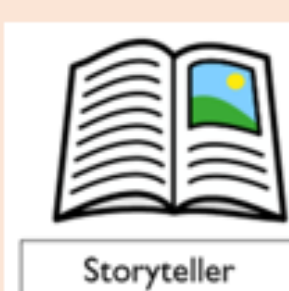
I will be able to tell you what my marks mean to me

- Make links between the marks they make and how they express my ideas.
- Know that marks carry meaning and explore words that are significant to me



I will know how to look after the world around me and I will be able to plant and grow a seed or bulb.

- I will connect with my surroundings and the wider world.
- Ask questions about what I notice and discover.



I will be able to retell a familiar story or rhyme and begin to create my own

- I will develop a love of books and the spoken word and play with words, sounds, songs and rhymes.



I will express myself through music and movement

- I will explore my own musicality and other people's.
- I will explore a range of movements with confidence.



I can count to find out how many

- I will know that the last number reached when counting a set of objects represents the total quantity of that set (cardinality.)
- Develop subitising skills.
- Be confident to count fluently up and down.

The focus upon **emotional well-being and relationships, communication and language, movement and health**, reflects the needs of our unique communities and gives priority attention to the Prime Areas to build strong foundations in development and learning.

Our teams have also looked at the ‘**milestones**’ they will support and extend the children with, for each of the commitments:

For example: “I can manage and express my feelings” links to Personal, Social and Emotional Development and is supported through a sequence of the child co-regulating their emotions with an adult to beginning to self-regulate these emotions and adjust to change.

PSED: I can manage and express my feelings	INTENT (the ‘what and why?’)	IMPLEMENTATION (the ‘how?’)	Vocabulary
To begin with...	- Have a familiar adult to share feelings with (co-regulate) and to build a relationship with. - Be able to express a range of emotions	- Ensure environment offers places of comfort and security. - All adults consistently use an emotion coaching approach to name and talk about feelings,	Feelings, sad, happy, angry
Building on...	- Ask for help and support. - Increasing ability to self-regulate and manage change with the support of trusted adults.	- Emotionally available adults - Follow the “Belonging and Relationships” policy to support with co-regulation strategies.	- Listen, angry, friend, notice, help. - Frustrated, calm, difficult, worried, scared, brave
And beyond...	- To communicate and manage feelings effectively. - Begin to recognise the impact of their actions. - Adjust to changes in the environment and routine.	- Have a range of tools available to help children communicate effectively (visuals, pictures, transition songs, social stories) - Strategies to support children solve conflicts and emotion coaching strategies.	- Wonder, change, - Shocked, confused, embarrassed.



Overviews of provision ensure the children have a broad and balanced approach to the curriculum and that the teams look beyond their Centres, to work with parents and other partners. This is an example of our termly overview:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Possible themes Big questions	All about me How do I know I belong here	Christmas	Colours, shape & patterns What Shape	Growing and caring for plants Using wormery	Wild animals – bears	Transport – train journey
Enrichments	Diwali, children's kitchen	Big Brush Club, Bonfire night Christmas	Pancake day	World book day Easter egg hunt	Teddy bears picnic- bring your favourite bear	Trip to Severn Beach
Parent partnership	Starting points	Festive cooking session with children's kitchen	Reviews with parents	Stay and play – parents to attend	Invite parents – read core book with props	Parents to attend on the trip
Key vocabulary	Routine, positional – over under, in front behind	Toilet Nappy drink, please, thank you	Square, triangle, red, blue	Egg, vegetables, books	Bear scared, wet nose, googley eyes	Train, beach, pebbles, water
Core books Traditional stories	Dear Zoo.	Ten in a Bed Cinderella	Owl Babies Goldilocks and the 3 bears	Peace at last Goldilocks and the 3 bears	Going on a bear hunt Three Little Pigs	The train ride Three Little Pigs
Core rhymes and songs Favourite songs & music from home	Head, shoulder, knees & toes Twinkle	Jingle bells Hokey cokey Jingle bells	Twinkle little star Round the mulberry bush Wheels on the bus	Dingle dangle scarecrow Sleeping bunnies Bluey songs	Going on a bear hunt cd Tommy thumb Roly Poly	Wheels on the bus Bicycle song Wind the

	Twinkle Little star					Bobbin up
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Everything we do throughout the year ensures we connect with children and families to build connections, strengthen relationships and establish strong foundations for the next stages of learning and development.



There are **seven areas of learning and development** in the Early Years Foundation Stage, that set out what providers must teach the children in their settings. All areas of learning and development are important and inter-connected.

Educational Programmes: The educational programmes are high-level curriculum summaries which set out what should be taught in settings for each area. They must involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Literacy: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes



We look forward to learning and growing with you at
Avonmouth Children's Centre!

