



Curriculum Intent at Heath Lane

'where every child can thrive'

What we want this cohort of children to leave with	What we will put in place to achieve this
<p>A confidence in their ability to communicate knowing they are heard</p> <ul style="list-style-type: none"> • Using social pleasantries • Communicating effectively with adults and peers • Know and use Makaton signs or gestures 	<ul style="list-style-type: none"> • High quality adult led sessions • Makaton signing explicitly taught and modelled by all staff • Sessions/experiences planned to promote communication • Adults who create time to respond • A commitment to teaching ambitious vocabulary
<p>A secure knowledge of stories and an excitement about books</p> <ul style="list-style-type: none"> • Recall at least 5 familiar stories • Choose to engage with stories • Sequence a story • Use books for a purpose 	<ul style="list-style-type: none"> • High quality books available throughout provision • Staff who seize opportunities to promote story telling • Fortnightly key group focus on a high quality text using props • Adults who are excited by reading • High quality resources to support storytelling
<p>A secure understanding of number, pattern and measures</p> <ul style="list-style-type: none"> • To be able to sort, classify and sequence • To understand number and quantity and apply in a range of contexts • To have secure mathematical language to explain their mathematical thinking • Recognise, count and represent numbers to 10 	<ul style="list-style-type: none"> • High quality planned sequential maths teaching • Focus on the pre-counting skills of sorting, classifying and sequencing • Teach explicit mathematical vocabulary Staff to maximise opportunities for making number real. • Regular opportunities to sing number rhymes • Provide contextual opportunities for mathematical exploration
<p>A love of outdoors and understanding of the natural world</p> <ul style="list-style-type: none"> • Able to identify at features of their outdoor environment (for example plants/birds) • Able to take appropriate risk • Able to dress appropriately and embrace all weathers • Develop gross motor control and skill 	<ul style="list-style-type: none"> • A commitment to seizing opportunities to work outdoors • An outdoor area designed to excite and stimulate children • Appropriate clothing provided • A range of resources and experiences planned to promote gross motor development
<p>An understanding of the world around them and ahead of them...</p> <ul style="list-style-type: none"> • To understand that they are both similar and different to those around them • To understand that they have a wide range of choices and are not defined by gender, culture, ethnicity, religion, family set ups 	<ul style="list-style-type: none"> • Provide rich experiences through visits and visitors; music playing, woodwork, dance • Share celebrations (cultural, religious and personal) • Resources that reflect the world they live in and the families they live in • Staff who seize opportunities to challenge any stereotypes
<p>An understanding of how to be successful as a member of a community beyond their family set</p> <ul style="list-style-type: none"> • Show kindness to others • Resolve conflict in appropriate ways • Care for others including animals • Keep themselves physically and mentally health 	<ul style="list-style-type: none"> • Use social stories, puppets, visual prompts and discussions to discuss familiar acceptable boundaries/behaviour • Provide children with communication, either verbal or gesture, that will support conflict resolution • Provide explicit praise for kindness and share with adults • Teach sessions on ways to stay healthy and offer healthy choices within continuous provision
<p>An independence that enables them to follow their fascinations and direct their own learning</p> <ul style="list-style-type: none"> • Select and use a range of resources • Demonstrate care for their environment • Express their fascinations and follow their own investigation • Develop fine motor control to express themselves using a range of media and support self-help skills 	<ul style="list-style-type: none"> • Provide an environment with accessible resources to meet a range of needs • Plan explicit sessions to teach children how to use resources appropriately • Have high expectations of the care of resources- including returning to original place • Plan sessions and experiences that will promote curiosity and excite children • Offer explicit teaching and engaging resources to develop fine motor control