



Wee Wild Sparks Outdoor Nursery

Curriculum Policy

At Wee Wild Sparks we follow the Curriculum for Excellence (CfE) for the Early Stage and use it support our planning and recording of children's learning. CfE is designed to give children skills and knowledge that will benefit them in life and learning through developing the four competencies as:

- **successful learners**
- **confident individuals**
- **responsible citizens**
- **effective contributors**

This is entirely consistent with our approach, which allows children to develop skills for life through their experiences at the nursery

The seven principles of curriculum design are integral to our curriculum at Wee Wild Sparks; **challenge and enjoyment, breadth, progression, breadth, coherence, relevance, personalisation and choice.**

We observe the principles of Nature Pedagogy; learning is integral to the children's daily experience in the woods, it is led and shaped by the woodland environment and the children's interactions with it through the seasons.

As adults, our responsibility is to support through appropriate care and nurture, mindful interactions and considered interventions.

The curriculum is made up of Outcomes and Experiences across 8 areas. We meet through organically developing child-led activities, and those planned and led by adults to extend children's play and learning. The Es and Os give the structure of our reporting to parents.

Language and Literacy;

- Storytelling is a daily focus, around the fire and after lunch. Staff are prepared with a range of stories and learn others based on children's interests.
- Stories are devised and retold stories, with children taking on the narrative thread or adding details. Staff scribe stories and re-read in subsequent sessions, which helps to develop understanding of the connections between speaking, listening, writing and reading.
- Individual children request stories during the day and these requests are accommodated wherever possible, including on the walk to and from the woods and while working together on tasks such as collecting wood.
- Phonic development; games and activities are built into the day
- Staff source and bring new books to tie in with children's current interests.
- Children are encouraged to bring books from home, where practical, and to give attention to how they are cared for, bringing them in a plastic bag and bringing out under cover if it is raining.
- Children make and find mark-making tools in the woods and use them on horizontal and vertical surfaces (charcoal, sticks, liquid mud)

Mathematics;

- Maths is integral to the day and children develop mathematical concepts in experiential ways;

- Head counts at various points on the walk to the woods,
- Mealtimes; bowls, cups, oatcakes,
- Resources; counting to make sure all trowels etc are returned.
- Children are encouraged to subitise their collections of objects.
- Counting songs are popular with the children .
- Learning about position and movement through hide and seek games and the journeys and mapping adventures they undertake in the woods.
- Children explore concepts and using language; thick, thin, long/longer, short/shorter, sorting and organise firewood according to size and shape, and identifying shapes as they play and construct with loose parts.
- Children learn about time through observations of the seasons through the year, and the position of the sun during the day.
 - Stopwatch timers are used to support children to take turns on the swing

Expressive Arts;

- Through imaginative play children take on roles, develop narratives, inhabit fantasies and play symbolically with objects
- New transient art area as of January 2018, following staff training through Mindstretchers and creation of new sheltered area.
- Singing is constant through the day, supporting routines, as in the hand washing song, or fingers song to help children with outing on gloves. Children enjoy making up new words to known songs.

Health and Wellbeing;

- Learning takes place through nursery routines; communal eating, handwashing, choosing clothes to suit the weather.
- Children play, talk, eat and work as a team together, developing social skills.
- Children are taught to avoid potentially dangerous plants and fungi, providing a basis for learning about substance abuse later on in their education.
- Children are physically active; they develop stamina and muscle tone walking to and from the woods for each session, walking on changing gradients.
- Children engage in active play, including “risky play” such as climbing and balancing.
- Through free play they make choices, take turns, and negotiate. Early concepts of consent are supported by staff questioning, e.g. during a rough and tumble play game, a member of staff might ask a child “Does he look happy?”
- Children make observations of the living world; E.g. bird eggs and nests, carcasses of animals killed by predators, discovering bones on the ground, and begin to understand reproduction and life cycles.

Religious and Moral Education

- Stories and songs link to world religions and the connectedness of different beliefs; celebrating the solstice children heard stories about light from Judaism and Christianity and Hinduism and had opportunities to share their feelings about lighting candles and fire as the days darken.

- Events and activities mark important points in the Christian Calendar.
- Children learn about fairness and sharing by taking turns, working cooperatively on shared activities and supporting each other with tasks.
- Conversations in the fire circle and collective decision making support children to listen to each other, share ideas and thoughts and listen to others.

Science

- Children observe and explore life cycles; growth, fruiting, decay
- They see and find evidence of species that live in the woods
- The biodiverse environment
- Children explore using their senses; smelling wood smoke, feeling cold ice, soft new leaves and grass, tasting food cooked on the fire, sweet and sour raspberries from the woods, listen to bird song.
- They investigate forces by pushing each other on swings, positioning logs to launch off, dragging their feet to slow the swing,
- They experience changes of state in the water cycle as their gloves steam when drying by the fire, melting snow drips on their heads, and they return to find the puddles frozen

Social Studies

- Children learn to care for the woodland environment, recognising that their choices make an impact and that they can choose to limit or change that effect; removing litter, sorting refuse into compostables and recyclables, choosing which naturally regenerated trees to protect with tubes, removing tree guards from trees that have outgrown them.
- They make bird feeders and collections of nest material and choosing where to site them.
- Children learn about different jobs that people do in and around the woods; farmers and tractor drivers work in the field and farmyards adjacent to the woods, visitors to the woods have included joiners and builders, forestry workers.
- The map of the forest created with children is now used for tours, visitors and CLPL. Mapping games feature regularly in children's play.

Technologies

- Children solve problems during the course of their play, e.g sourcing sticks of the right length to add to a den, making a step to reach the swing.
- Under supervision children have use of tools for woodwork making under supervision use a range of tools and resources
- Cooking using a range of tools and techniques; dutch oven, griddle, frying pan.

Planning, Assessment, Recording, and Reporting to Parents

Planning is seasonally driven; for instance we know that in the Winter children are likely to become immersed in the properties of materials through exploring ice.

Within this we use observations to inform our judgements of how to scaffold and extend to deepen learning. We plan responsively and in the moment, so might tell the story of the Snow Queen to extend the child's fascination; or suggest a further investigation "I wonder what would happen if we put your pan of ice by the fire?"

A mosaic approach to child consultation informs our planning for environment and learning contexts, drawing on feedback from the children through pictures and observation, with individual and group discussions to gather children's opinions and ideas, and these feed into the observation-planning-assessment cycle.

Assessment is formative; staff debrief at the end of each day creates an opportunity to share observations on each child and to plan for next session. Daily face to face contact with parents allows ongoing communication with parents and carers about their children's progress. We encourage children to share the highlights of their day and we often make informal observations about children's achievements.

Observations are captured using 2Buildaprofile, an electronic system for recording observations in photographic and written form. These are captured offline in the woods on an iPad and synced to the server when connected to Wi-Fi at the manager's office.

The observations are linked to CfE outcomes, mapping breadth and depth over time. A parent-share feature allows us to share observations with home on a regular basis.

At the end of each year we generate a report in printed form, however parents will not find any surprises in the end of year report as progress is communicated as it happens.

All information in 2Buildaprofile is secure, with the same level of encryption as used for online banking. We seek permission for use of photos when children are enrolled.

Pre-birth to 3

Wee Wild Sparks recognises that from time to time it will be appropriate to draw upon Building the Ambition and guidance for the pre-birth to three stage curriculum, i.e: in instances where a child is not developmentally ready or able to meet early level outcomes and experiences. This will be addressed on a case-by-case basis with a personal learning plan, informed by the pre-birth to 3 curriculum, created for such individuals. In such cases we would also seek support and guidance from the PKC Inclusion team and follow additional support for learning protocols.

https://education.gov.scot/improvement/Documents/ELC/ELC2_PreBirthToThree/ELC2_PreBirthToThreeBooklet.pdf

<https://education.gov.scot/improvement/learning-resources/Pre-Birth%20to%20Three>

<https://www.gov.scot/Resource/0045/00458455.pdf>

Approved on: August 2018 (Alice Warren & Jo Andrews)

Next Review Date: August 2019