

Lanterns Nursery School Curriculum in action

To be read in conjunction with 'The Curriculum at Lanterns Nursery School'



Children learn through play in a safe and adventurous environment, allowing them to self-initiate, take risks and practice skills. Continuous provision provides familiarity within both the outdoor and indoor environment incorporating a sense of predictability and encompassing new challenges to deepen, extend and facilitate a sense of achievement. There are a wide variety of opportunities for physical development, supporting core strength and gross motor co-ordination. Children learn to take turns, wait and negotiate to safely access resources.



Equipment and resourcing challenges children to have a go, building perseverance, determination and confidence in what they can do and want to achieve. Children build strength and co-ordination throughout their body. The develop awareness of their body in space and control in their movements. Confidence in the use of equipment grows throughout a child's time at Lanterns.

The environment at Lanterns Nursery School is thought provoking. Children initiate play through their previous experiences and what they already know. Practitioners scaffold and extend to broaden and deepen children's knowledge skills and understanding. Our environment encourages children to explore, investigate and be curious about the world around them. Children learn through the provision in our vast open spaces that includes a pond, sand pit, mud kitchen, growing beds, meadow, wooded area, playground, hills and trim trail.





There are lots of opportunities for mark making throughout our environment. This is modelled by adults and used with, and alongside the children. Positioning of opportunities both vertically and horizontally facilitates muscle development and pivot control and strength for more formal recording, drawing and writing when children are ready.

Everyday there are opportunities for group experiences and shared enjoyment. Children learn through fun, being playful and it is at these times that they fully engage with the experience and their peers. They learn and join in with songs and rhymes as a pre cursor to reading and phonics. Children develop and learn social rules and routines in order to jointly attend, engage and immerse themselves in an experience.



There are many opportunities for experiences that involve using senses. This allows children to fully engage and explore the new and familiar, exploring and making sense of the world. At the same time making new and reinforcing brain connections, whilst incidental learning is taking place through mark making, patterns and colour mixing, linking ideas, thought processes and experiences.



Lanterns is a fully inclusive nursery school. We pride ourselves on building strong relationships where everyone is included and similarities and differences are celebrated. Children learn from each other, support each other and learn from strong role models. They are sensitive, caring and accepting of each other. Children look out for each other and ensure everyone is included.

Previously taught skills and techniques are reflected in the environment for children to return to and practice. Children self-initiate at their own pace and in their own time. They are given space to rehearse skills and explore. They experience mark making and colour mixing using a variety of developmentally appropriate resources to encourage the development of different grips and facilitate muscle strength. Children can be independent, creative, imaginative and fulfil a sense of achievement, whether this is through the process, the end product or both.



A child initiated story develops into a guided reading experience for a group of children. With skilful interactions from the practitioner the children readily engage, they learn new vocabulary, they listen, wait and fully participate in the joy of reading. At Lanterns Nursery School we foster a love of books, they are accessible everywhere, we want children to naturally bump into books and be curious about what's inside.



Most learning experiences are open ended. Occasionally there is an end product, through these children are encouraged to develop their own skills in many areas such as, scissor and pencil control, sticking, painting, cutting, selecting materials and media. For some children this process will be experimental and draw on their senses. For some children it will be about decisions and making choices of what resources, equipment and media best fit a purpose. Children use previous knowledge and experiment with new and familiar skills. Practitioners will talk about the marks that are made and will support in describing movements, labelling and adding meaning to marks and letters.

Experiences are planned to promote learning using real life. The life cycle of a butterfly is observed and experienced in real time. Children are fully absorbed in the awe and wonder. They watch with amazement, they learn to care for living things. Further learning is extended through stories, songs, videos and conversations that involves linking prior and new knowledge. We embrace what our environment offers seasonally and what the children are interested in. In the autumn harvesting apples for apple crumble, in the spring observing frog spawn, tadpoles and frogs and planting in our growing beds throughout the year, learning how to care for living things and observing the changes associated with the growing process.



Our environment reflects stages of development and children's interests. It is inviting and encourages children to play and explore. The dinosaur small world facilitates the use of children's imaginations drawing on previous experiences, supports the development of conversations and vocabulary, develops story-telling, turn taking in play and conversation and early phonics through the use of sounds and voice – 'stomp, stomp, roar!' Children can create and adapt their own dinosaur land by adding and altering resources and contributing their own ideas and scenarios.