



CURRICULUM INTENT

2026–2027

For every child to leave Daisy Chains as a confident communicator, an independent and resilient learner, and a curious young person who is well prepared for the next stage of their education and life.

Our Eight Curriculum Ambitions

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| 1 Confident Communicators | 2 Independent Individuals |
| 3 Happy, Secure & Resilient Learners | 4 Curious Thinkers |
| 5 Early Readers & Storytellers | 6 Confident Mathematicians |
| 7 Healthy & Physically Confident Children | 8 Responsible Members of Their Community |

Our Curriculum Intent

At Daisy Chains Nursery, our curriculum is designed around a simple but ambitious aim:

For every child to leave Daisy Chains as a confident communicator, an independent and resilient learner, and a curious young person who is well prepared for the next stage of their education and life.

We recognise that every child arrives at Daisy Chains with different experiences, interests, strengths and starting points. Our curriculum therefore begins with knowing the child.

Through strong relationships with children and their families, careful observation and purposeful interactions, practitioners establish what children already know and can do. We then build upon this knowledge through a carefully sequenced curriculum that introduces new knowledge, skills, vocabulary and experiences.

Our curriculum is underpinned by the Early Years Foundation Stage (EYFS) and encompasses all seven areas of learning and development:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas of Communication and Language, Personal, Social and Emotional Development and Physical Development provide particularly important foundations upon which children's future learning can be built.

However, our curriculum is more than the seven areas of learning. It reflects what we believe children attending Daisy Chains need to experience, practise, understand and remember in order to thrive.

What Do We Want Children to Learn?

At Daisy Chains, we want children to progressively develop the knowledge, skills, vocabulary, attitudes and behaviours that will enable them to become confident and successful learners.

Our curriculum is sequenced so that children's learning develops from their individual starting points towards increasingly complex knowledge and skills.

Beginning → Developing → Becoming Secure → Ready for the Next Stage

These stages are not determined solely by a child's age. Children develop at different rates and may demonstrate different levels of development across different areas of learning. Practitioners therefore use their professional knowledge of each child to determine what the child already knows and what they need to learn next.

Our role is not to rush children through developmental milestones. Our role is to provide the right teaching, experiences, interactions and opportunities at the right time.

How Children Learn at Daisy Chains

We recognise that young children learn best through meaningful experiences, relationships, exploration, repetition and play.

Our curriculum is therefore taught through a combination of:

- high-quality adult interactions;
- purposeful play;
- carefully designed continuous provision;
- stories, rhymes, songs and conversations;
- small-group and individual teaching;
- routines and everyday experiences;
- outdoor learning;
- physical and sensory experiences;
- visits and experiences within the wider community;
- children's interests;
- adult-led experiences where appropriate;
- repeated opportunities to practise and apply learning.

Practitioners do not simply provide activities. They understand what they want children to learn through those experiences.

Adults introduce new ideas and vocabulary, model skills, ask appropriate questions, demonstrate, explain, encourage children to think and provide opportunities for children to practise and consolidate their learning.

Communication at the Heart of Our Curriculum

Communication and language run throughout the entire Daisy Chains curriculum. We recognise that children's ability to understand language and communicate effectively influences almost every aspect of their development.

Practitioners therefore deliberately introduce and model rich English vocabulary throughout children's everyday experiences. Children are encouraged to listen, talk, question, describe, explain, recall and share their ideas. Stories, songs, rhymes and conversations are central to everyday nursery life.

We also recognise and value the languages children use within their families and communities and work closely with families where children are learning English as an additional language.

Inclusion and High Expectations

Our curriculum is ambitious for every child. This includes children with SEND, children learning English as an additional language, children experiencing disadvantage and children who may require additional support.

We do not lower our aspirations for children who experience barriers to learning. Instead, practitioners consider what adaptations, additional teaching, resources, professional support or changes to the environment may enable the child to participate and make progress.

Where gaps in children's knowledge or development are identified, practitioners respond promptly and work with parents, the SENCO and other professionals where appropriate.

Our Eight Curriculum Ambitions

Our eight curriculum ambitions describe the broad outcomes we want children to work towards throughout their time at Daisy Chains. They run across the seven areas of the EYFS and provide a shared understanding amongst practitioners of what we are ultimately trying to achieve for our children.

1. Confident Communicators

We want children to leave Daisy Chains able to communicate their needs, thoughts, feelings, experiences and ideas with increasing confidence.

Children will progressively learn to:

- listen and respond to others;
- understand increasingly complex language;
- communicate their needs and choices;
- develop a rich and expanding vocabulary;
- participate in conversations;
- ask and answer questions;
- describe what they see and experience;
- recall and talk about past experiences;
- express ideas and opinions;
- listen to and retell familiar stories;
- use language to support their thinking and play.

Practitioners recognise that every interaction is an opportunity for language development.

2. Independent Individuals

We want children to develop the confidence and practical skills to increasingly do things for themselves.

Children will progressively learn to:

- make choices;
- manage their belongings;
- feed and drink independently;
- dress and undress with increasing independence;
- manage toileting and personal hygiene;
- wash and dry their hands;
- select resources independently;
- tidy and care for their environment;
- recognise when they need help and ask for it;
- take appropriate responsibility for themselves.

Rather than automatically doing things for children, practitioners consider: “Can the child do this themselves with appropriate support?”

3. Happy, Secure and Resilient Learners

We want children to feel safe, valued and confident and to develop the emotional skills necessary to manage the challenges of everyday life.

Children will progressively learn to:

- build secure relationships;
- recognise and express emotions;
- begin to understand the feelings of others;
- manage frustrations;
- wait and take turns;
- share and cooperate;
- cope with appropriate boundaries;
- recover from setbacks;
- persist when something is difficult;
- develop confidence in unfamiliar situations;
- recognise when they need support;
- develop positive relationships with children and adults.

Children should learn that making mistakes is part of learning and that sometimes success requires repeated attempts.

4. Curious Thinkers

We want children to be curious about the world and confident to investigate, question, experiment and solve problems.

Children will progressively learn to:

- explore using their senses;
- notice similarities and differences;
- ask questions;
- investigate how things work;
- predict what might happen;
- test their ideas;
- solve practical problems;
- make connections between experiences;
- develop their own ideas;
- adapt their approach when something does not work;
- concentrate for increasingly sustained periods;
- explain some of their thinking.

Practitioners value children's questions and provide time for children to think rather than immediately providing the answer.

5. Early Readers and Storytellers

We want children to develop a genuine enjoyment of books, stories, songs and rhymes and strong foundations for future reading and writing.

Children will progressively learn to:

- enjoy sharing books;
- handle books carefully;
- recognise favourite books and stories;
- join in with songs and rhymes;
- notice rhythm and rhyme;
- develop listening and sound discrimination;
- predict what might happen in stories;
- recall characters and events;
- retell familiar stories;
- create their own stories;
- recognise that print carries meaning;
- notice familiar environmental print;
- develop the foundations required for later phonics and reading;
- make marks and increasingly understand that marks can communicate meaning.

Our priority is to create children who want to read, not simply children who have been hurried into formal reading.

6. Confident Mathematicians

We want children to recognise that mathematics is part of everyday life and develop secure foundations in number, quantity, pattern, shape, space and measure.

Children will progressively learn to:

- notice differences in quantity;
- develop secure counting principles;
- recognise small quantities;
- understand that numbers represent amounts;
- compare quantities;
- notice and create patterns;
- recognise and explore shapes;
- understand positional language;
- compare size, length, weight and capacity;
- sequence events;
- solve practical mathematical problems;
- explain mathematical thinking using increasingly appropriate vocabulary.

Mathematics is deliberately taught through children's play, routines, stories, songs and meaningful practical experiences.

7. Healthy and Physically Confident Children

We want children to develop strong bodies, physical confidence and the foundations for making healthy choices.

Children will progressively learn to:

- balance;
- coordination;
- spatial awareness;
- strength;
- gross motor control;
- fine motor control;
- hand-eye coordination;
- safe use of tools and equipment;
- increasing control when making marks;
- independence in personal care;
- understanding of healthy food and drink;
- awareness of their bodies;
- understanding of the importance of movement, rest and wellbeing.

Children will have frequent opportunities to move, climb, carry, build, manipulate, dig, pour, balance, run and explore. Physical development will form part of children's everyday experience.

8. Responsible Members of Their Community

We want children to develop a strong sense of belonging while becoming curious, respectful and knowledgeable about the wider world.

Children will progressively learn to:

- routinely learn about themselves and their identity;
- learn about their families;
- notice similarities and differences between people;
- encounter different families, cultures and traditions;
- understand their nursery community;
- develop knowledge of their local community;
- learn about people who help us;
- explore the natural world;
- learn about animals and living things;
- notice growth and change;
- observe seasons and weather;
- care for living things;
- care for their environment;
- understand appropriate behaviour and boundaries;
- develop kindness, respect and responsibility.

Children will encounter people, places, experiences and ideas that extend beyond what they already know. Our curriculum helps children understand: “I belong here, other people may be different from me, and we all deserve to be valued and respected.”

What Success Looks Like at Daisy Chains

Success does not mean that every child leaves Daisy Chains knowing exactly the same things.

Success means that children have made meaningful progress from their individual starting points and have developed strong foundations for future learning.

By the time children leave Daisy Chains, our ambition is that they are increasingly:

Confident.

Communicative.

Independent.

Resilient.

Curious.

Kind.

Physically capable.

Excited to learn.

Most importantly, we want children to leave Daisy Chains believing:

“I can have a go. I can learn. I can ask for help. I am valued here.”

This is the foundation upon which we believe successful future learning is built.