



Scribbles Curriculum Overview

Being a Joyful learner!

EYFS – Personal, Social & Emotional Development (PSED)





Vision & Purpose



The *Joyful Learner Curriculum* is designed to nurture confident, curious, emotionally secure children who find joy in exploration, relationships, and self-discovery. Grounded in the EYFS framework, the curriculum places PSED at its heart, ensuring children feel safe, valued, and motivated to learn. *PSED is the foundation of Joyful learning.*

This curriculum emphasises:

- Emotional wellbeing as the foundation of joyful learning
- Secure, attuned relationships with adults and peers
- Independence, resilience, and self-belief
- Positive attitudes towards challenge and new experiences
- A playful, curiosity-led environment that sparks joy daily

Vision and purpose- What is the curriculum? Our curriculum is being a 'Joyful Learner' and this focuses around how PSED links in with allowing our children to be confident, free and have fun in their learning.

Curriculum Principles



The curriculum is guided by seven core *Joyful Learner Principles*:

- **Belonging:** Children feel safe, welcome, and valued.
- **Emotional Security:** Children understand and manage their own feelings.
- **Curiosity:** Children engage with the world with excitement.
- **Independence:** Children develop self-care skills and confidence.
- **Resilience:** Children persist when faced with challenges.
- **Creativity:** Children express themselves freely and imaginatively.
- **Connection:** Children build positive, empathetic relationships.

These principles underpin every interaction, routine and learning experience.

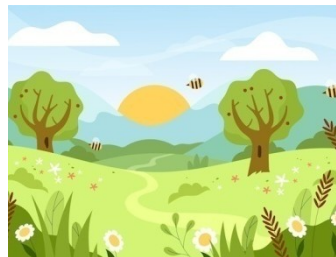
Curriculum principles- 7 Core things to follow. These will continue throughout the children's whole time at Scribbles, adapting to their age and stage as they move through each room.

Curriculum themes



(Joy modules)- *Give structure to the year*

- **Autumn-** Belonging and feeling safe/Friendships and kindness
- **Spring-** Joyful Independence/ Problem solving and perseverance
- **Summer-** Creativity and curiosity/ confidence and transition



Curriculum themes- These are 3 main term focus's, they are Autumn term, Spring term and Summer term. The aspects linked to each term are what you will be focusing on with your children. You should incorporate activities and ideas into your planning that actively promote and support these areas of development.

Intent for each Termly theme



Example below-

Autumn- Emotions, friendships and connections

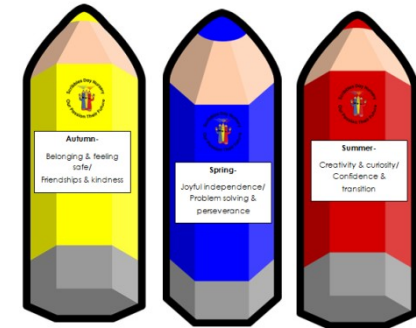
Pencil 1 "I enjoy coming to Nursery"
"I feel confident separating from my care givers"
"I show emotions"

Spring- Having a go, taking time and team work

Pencil 2 "I don't give up"
"I think win-win"
"I am part of a team!"

Summer- Exploration, Imagination, Independence and all things new

Pencil 3 "I am an explorer"
"I am creative; physically and mentally"
"I am confident in new situations"



Termly theme intent- Each term is represented by a coloured pencil (Scribbles pencils). Each term and theme will focus on key statements that we want children to become confident with. These statements will vary depending on the child's age group and stage of development. Our aim is to promote these statements and support children in becoming confident, joyful learners who can achieve them. If children begin to demonstrate these statements ahead of a new term, that is absolutely fine—continue to support their progress, help them grow further, and naturally incorporate these skills into your current practice and planning.

Weekly learning opportunities



Each week in your room, you will include:

- Circle time
- Story based emotional literacy
- Intentional play based enhancements
- Self-regulation opportunities
- Collaborative activities
- Quiet space for emotional safety

These will either be part of your general planning or continuous provision

Weekly learning opportunities- Each week, as part of your planning or continuous provision, you should include **intentional learning opportunities** that actively promote being a *joyful learner*. Story time and circle time should be social, engaging, and fun, offering children focused learning in an exciting and meaningful way. Bring **emotions and feelings** into these sessions by encouraging children to talk about how a story made them feel, what they think might happen next, and how characters may be feeling. Use open-ended questions to support communication, thinking, and confidence. Think carefully about how you can **enhance play and learning further**: What can you add to extend the learning? What could you remove to encourage independence or deeper engagement? It is also important to create **self-regulation spaces** and quiet areas where children can feel emotionally safe and secure. These spaces allow children to take time to reset if needed before rejoining their friends, supporting emotional wellbeing and positive relationships.

Embed 'Joy' in routines



Build Joy into everyday practice:

- Warm greetings at the door
- Predictable snack and tidy up routines
- Celebration of effort (*"You tried again!"*)
- Calm-down basket (*Self-regulation time*)
- Daily movement/dance moments



Embed JOY into your routines- As part of our day to day routine at Scribbles, we already foster these practices, but let's home in even more to ensure that our children feel secure and happy when they are coming into nursery. Ensure that you offer warm welcomes to both children and their carers as they enter the nursery., this helps set them up for the day, knowing they are coming into a fun and secure environment. Follow predictable routines so that children can begin to know what and when will be happening without prompts or cues. Always celebrate effort, even if they haven't achieved the end goal, they have tried and that's super important to let them know that sometimes that is enough and to feel proud of that achievement. It is important to allow down time and self regulation time so that the children don't burn out. If they need to sit and re charge for a few minutes or be part of a smaller group, that's ok. Allow space and time for this, calm- down baskets are a good way to allow children to still be part of play and learning but on a smaller/calmer scale. Ensure you are offering music and movement moments, this could be either at the start of the day once all of the children are in. Choose a song that you play each morning and have one big dance, letting off steam ready to focus on the day, you may want to do this again after lunch ready for the afternoon.

Continuous Provision Enhancements



Environments intentionally support joyful learning; sparks curiosity and social joy. Design spaces that invite:

- **Role-play:** home corner, shop, café—promotes social joy
- **Creativity:** open-ended materials for imaginative expression
- **Outdoor/Risk taking:** cooperation, risk-taking, large motor joy
- **Calm corner:** cushions, sensory bottles, emotion posters
- **Cooperation:** Large loose parts, collaborative arts

Joy grows when children explore without fear of failure.



Continuous provision enhancements- As part of your continuous provision, the statements on this slide should be embedded into the day-to-day running of your room. Think creatively about how you can enhance these and support the growth of children's minds and curiosity, enriching their learning in a fun and vibrant way. Allow children to learn without the fear of needing to achieve a specific end result. Let them lead their own play (within reason), explore freely, and create outcomes that are meaningful to them. This approach builds confidence, independence, and a genuine love of learning.

Partnership With Parents & Carers



A joyful learner is supported both at home and school.

The curriculum includes:

- Parent/grandparent open days
- “WOW Moments” shared through photos and journals
- Strategies for managing big feelings
- A consistent approach to routines and independence
- Parents are partners in nurturing joyful learning.



Partnerships with parents and carers- At **Scribbles Day Nursery**, we pride ourselves on building strong, positive connections with our families. We regularly hold events where family members are invited to spend time in the classroom with their child, such as Mother's Day, Father's Day, Grandparents' Day, and Sneak Peek sessions. These moments help strengthen relationships and create meaningful experiences for both children and families. We also create *WOW moments* through photos that are shared weekly, and we warmly encourage families to share what they have been doing at home too—it is always wonderful to see. Some children may find it more challenging to recognise, manage, or share their emotions. In these cases, staff should explore individual coping strategies to support these children and share these with parents, encouraging them to do the same at home. When it comes to personal routines such as toilet training, sleep, or transitions, it is important to work closely with parents. By communicating openly and consistently, we can create realistic strategies and outcomes together that best support the child. We should always encourage parents to support their child's learning at home and help them understand how to bring **JOY** into learning. Parents may not always know the best ways to do this, so it is our role to guide, reassure, and inspire them.

Learning Environment Expectations



The environment should be:

- Warm, sensory-aware, and inclusive
- Predictable yet flexible
- Filled with invitations to collaborate
- Designed for independence (accessible resources)
- A celebration of children's voices, cultures, and identities

Outdoor learning is a key part of joyful development—movement, nature, and risk-taking support regulation and wellbeing.

Learning environment expectations- You must always ensure that your environments are **warm, welcoming, and inviting**, sensory-aware (with access to sensory objects and materials), and **inclusive** of all children and staff, regardless of race, religion, disability, or ability. Each area should be clearly defined so children know when and how to access it, while remaining flexible and open to change in response to themed learning and children's interests. Where appropriate, allow children from different rooms to mix and explore play together, particularly during quieter periods such as early mornings and after 4:30pm. Provide play opportunities and resources that encourage **independence**, expand creativity, and support **open-ended play**, such as loose parts. Celebrate cultures and events from around the world and give children meaningful opportunities to learn about and respect the differences around them.

Diversity, Inclusion & Emotional Safety



The curriculum intentionally includes:

- Diverse characters and families in books
- Cultural celebrations led sensitively
- Resources showing different abilities, languages, and identities
- Anti-bias teaching woven into daily interactions
- Emotionally safe environments where every child is heard and respected i.e. sharing spoon to allow individual feedback/questions



Diversity, Inclusion & emotional safety- As part of children's general learning, there should be a wide range of **diverse and inclusive resources** available. This includes books featuring different families and characters, small-world figures that represent disabilities and a variety of races, and materials that reflect the world around us. We should celebrate cultural backgrounds and events such as **Luna New Year, Holi, and Diwali**, helping children to understand and respect differences. Provide books that introduce other languages and explore different religions and beliefs. Where appropriate, invite families to share experiences from home and link these into your learning. Always be sensitive to families who choose not to celebrate certain events, such as Jehovah's Witnesses. Have open discussions with them about how they would like their child to be involved, adapting learning in a way that is inclusive without isolating the child. When delivering learning linked to religion or culture, remain **non-biased** and allow children to explore freely and without prejudice. Create an environment where children know they will be heard—staff should be open and accessible, while also teaching children to give their friends time to speak without being interrupted. Some rooms use a *sharing spoon* or similar tool, which is a helpful way to give each child their own space and time to speak in a group before opening up wider conversation.



Impact Statement

By the end of the children's time at Scribbles, children will:

- Feel confident, valued, and joyful in their learning environment
- Form secure relationships with adults and peers
- Demonstrate resilience, curiosity, and independence
- Understand and communicate their feelings
- Approach new experiences with enthusiasm
- Work cooperatively and empathetically with others

This curriculum aims to grow children who love learning—and who see themselves as capable, joyful participants in their world.

Impact statement- By the time our wonderful children are ready to leave us and embark on new beginnings, we hope they have achieved everything outlined in the **Impact Statement slide**. Our aim is to nurture children who have a **love and passion for learning** and see themselves as **joyful participants** in their little world.