



St Paul's CE Primary School

Rising Threes

Curriculum and Provision Overview

Because children join the Nursery provision at different points throughout the year, the curriculum and provision is structured around routines, communication and play rather than a fixed sequence of teaching. Staff respond to children's developmental stages and interests, ensuring that provision and interactions are responsive rather than based on a termly sequence of objectives.

Intent

Our Rising Threes provision supports children at the very beginning of their early years journey. Many children join the setting at different points across the year and are at varying developmental stages. Therefore, the curriculum prioritises secure relationships, communication, play and routines rather than a fixed sequence of taught content.

The priority for Rising Threes is to help children:

- feel safe, secure and settled in the nursery environment
- build positive relationships with familiar adults
- develop early communication and language
- begin to engage in play alongside others
- learn simple routines and expectations of the setting
- develop independence in everyday tasks

- explore their environment through sensory and physical play

Our approach recognises that children develop at different rates and that learning at this stage occurs primarily through play, interaction and exploration.

Adults prioritise high-quality interactions, recognising that at this stage of development children learn most effectively through responsive relationships, play and meaningful experiences within daily routines.

These early experiences provide the foundations children need to access the wider Nursery curriculum as their confidence, communication and independence develop.

Implementation

Rising Threes are supported through a balance of play-based provision, consistent routines and high-quality adult interaction. Adults play a key role in modelling language, supporting play and helping children understand the expectations of the setting.

Learning opportunities are embedded throughout daily routines, interactions and play experiences.

Settling and Emotional Security

Adults prioritise building warm, responsive relationships with children in order to support emotional security and wellbeing.

This includes:

- consistent key adults
- comfort and reassurance
- predictable routines

- calm and supportive transitions

Children are supported to separate from carers and develop confidence within the nursery environment. Secure relationships enable children to feel safe to explore, communicate and engage in play.

Communication and Language

Developing communication and language is a central focus of the Rising Threes provision.

Adults model language throughout play and daily routines using strategies such as:

- commenting on children's play
- modelling simple sentences
- repeating and extending children's language
- sharing books and songs
- simple turn-taking games

These interactions support children to develop early vocabulary, listening skills and confidence in communicating with others.

Play and Exploration

Children are encouraged to explore a range of sensory and open-ended experiences that promote curiosity, engagement and physical development.

Provision includes opportunities for:

- sand and water play
- construction and loose parts
- role play

- mark making
- small world play
- outdoor physical exploration

Adults sensitively join children's play to extend thinking, encourage communication and support sustained engagement.

Small Group Interactions

At times, adults work with small groups of Rising Three children to support early attention, interaction and social skills.

Activities may include:

- simple turn-taking games
- singing and rhyme sessions
- sharing books
- puzzles and matching activities
- rolling or throwing balls

These short interactions help children develop attention, listening and early social communication in a supportive environment.

Routines and Independence

Daily routines support children in learning how the setting works and help them to develop independence.

Children are supported to:

- tidy away resources
- wash hands
- sit together for short group moments

- manage coats and belongings
- participate in snack and mealtimes

These everyday routines provide meaningful opportunities for communication, social interaction and independence.

Organisation of Provision

Children may join the Rising Threes provision at different times throughout the year. As a result, planning is responsive to children's individual developmental stages rather than following a fixed termly curriculum.

Staff observe children's interests, communication and play behaviours and adapt interactions and provision accordingly.

Teaching at this stage is primarily delivered through:

- high-quality adult interaction
- responsive play
- consistent routines
- carefully supported social experiences

This responsive approach ensures that each child is supported appropriately as they begin their early years journey.

Impact

Through this provision children begin to:

- feel secure and confident within the nursery environment
- develop early communication and language skills
- engage in play with increasing confidence

- begin to interact with other children
- develop independence in simple routines
- show curiosity and enjoyment in exploring their environment

These foundations prepare children to access the wider Nursery curriculum as they grow in confidence, independence and communication.