

## **Curriculum Policy**

**Our aim is to provide a loving and secure environment in which young children can develop into strong and competent individuals, skilful at communicating and confident in their own abilities. Through developmentally appropriate play activities and a high level of adult input we offer children opportunities to; make decisions; be creative; make connections and develop a sense of belonging. In line with Statutory requirements we follow the Early Years Foundation Stage Curriculum for all children (the EYFS).**

### **The Early Years Foundation Stage Curriculum**

All children between the ages of nought and six years of age, (or the end of the Foundation year in primary school), are deemed to be at the Early Years Foundation Stage. Six areas of development form the basis for this stage:

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Physical development
- Creative development
- Knowledge and understanding of the world

Children at the Early Years Foundation Stage are expected to work towards specified Early Learning Goals within each of the six curriculum areas. Our key person system ensures that the planned curriculum is tailored to meet the needs of each individual child, taking his or her interests and unique characteristics into account and enabling each to work towards the Early Learning Goals at their own pace.

The curriculum is delivered in 3 ways:

- Through a well planned indoor and outdoor environment (continuous provision)
- Through outings and visits linked to children's interests
- Through a program of adult initiated activities carefully planned to ensure that children are able to work towards Early Learning Goals in all six areas of the curriculum each day

### **Personal and social and emotional development**

Within a nurturing environment, children are helped to become independent, to develop a positive self image, and to work, play and co-operate with others. Great emphasis is also placed on encouraging each child to develop an enthusiasm for knowledge and a confidence in their own ability to be successful learners. We aim to achieve this through:

1. A well planned environment that ensures:
  - Equipment is laid out in such a way as to enable children to have easy access to the materials and resources they might need.
  - Toys, books and displays reflect the wider society in an unbiased and anti-discriminatory way.
  - There is a well-stocked home corner and role-play area.
2. Outings and visits that provide:
  - Opportunities for children to share experiences with others and by so doing begin to see themselves as part of a group.
  - Opportunities for children to see their parents as part of the group.
  - Opportunities for children to demonstrate their skills and expertise in their own environment.
3. Planning each session in such a way as to ensure that:
  - Children have regular opportunities to make decisions and choices.
  - Children are given time to complete work to their own satisfaction.

- Children have plenty of time to play together and are given the support needed to find their own solutions to any problems they may encounter.
  - Adults have time to get to know each child and take an interest in what they do and say.
  - There is time to discuss rules with children and through these discussions help children begin to think about the consequences of their actions.
4. A well-planned system of adult initiated activities that ensure children have daily opportunities to make progress towards Early Learning Goals for personal, social and emotional development.

### **Communication, language and literacy**

Individually and in small groups, children are given a wide range of opportunities to practice and extend the range of vocabulary and communication skills they already have. They will also experience a rich variety of books and, when they are ready, learn about the use of words and text in a broad range of contexts.

Our aims for communication, language and literacy are achieved through:

1. A well planned environment that provides:
  - A well stocked book corner containing a wide range of books to suit most tastes. The town library is also used to give children access to books more specifically linked to individual children's interests.
  - A well stocked home corner and role- play area.
  - A wide range of small world toys and puppets.
  - A wide range of mark making tools for children to use in play.
  - Plenty of examples of the written word for children to use as props in their play.
  - A wide variety of toys and equipment designed to help children to develop their fine motor skills.
  - Examples of the alphabet for children to look at and use.
  - Home-made and commercial games designed to develop vocabulary, visual discrimination, memory and phonic awareness.
2. Outings and visits that provide:
  - Topics for discussion between adults and children and children and children.
  - Opportunities for extending children's vocabulary.
3. Well-planned systems of adult initiated activities that ensure children have daily opportunities to make progress towards Early Learning Goals for communication, language and literacy.

### **Problem solving, reasoning and numeracy**

By means of practical experiences, children become familiar with the sorting, matching, ordering, sequencing and counting activities that form the basis for early problem solving, reasoning and numeracy. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children to become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding and subtracting.

Our aims for developing skills in problem solving, reasoning and numeracy are achieved through:

1. A well planned environment that provides:
  - A wide range of mathematical games and equipment.
  - Plentiful opportunities for children to develop and practice mathematical thinking.
2. Well-planned systems of adult initiated activities that ensure children have daily opportunities to make progress towards Early Learning Goals for problem solving, reasoning, and numeracy.

## **Knowledge and understanding of the world**

A safe and stimulating environment allows children to observe and experiment with a range of natural and manufactured materials. They learn to recognise differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also in the wider community. They learn to respect other people, and expect to be respected for themselves. A range of safe and well-maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems.

Our aims for developing knowledge and understanding of the world are achieved through:

1. A well planned environment that provides children with:
  - An interesting outside play area freely available for the children to use.
  - A wide range of equipment and materials to choose from when building and constructing, both inside and outside.
  - An extensive range of tools and equipment designed to encourage exploration and investigative skills.
  - A variety of equipment to develop ICT skills.
  - A variety of readily available reference books.
  - A range of books, toys and materials chosen to promote awareness and understanding of different cultures and faiths.
2. Outings and visits that:
  - Extend children's own interests.
  - Provide new and interesting first hand experiences.
  - Help children to make connections between their own lives and those of others around them.
  - Help children to become aware of their own culture and community and those of others in the wider world.
3. Well-planned systems of adult initiated activities that ensure children have daily opportunities to make progress towards Early Learning Goals for knowledge and understanding of the world.

## **Physical development**

A range of equipment and opportunities, both indoors and out of doors, allows children to develop confidence and enjoyment in the use and development of their own physical skills. A very high level of adult supervision enables children to safely create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time, children are helped to develop the fine motor skills they will need to use tools, including pens and pencils, and to handle small objects with increasing control and precision. They are also encouraged to develop awareness of their own bodies and of what keeps them healthy. Our aims for promoting physical development are achieved through:

1. A well planned environment that provides:
  - Outside play every day whatever the weather.
  - A range of large and small PE equipment.
  - A large range of tools, toys and equipment for developing fine motor skills.
2. Well-planned systems of adult initiated activities that ensure children have daily opportunities to make progress towards Early Learning Goals for physical development.

## **Creative development**

Children are given a wide range of opportunities to share their thoughts and feelings through art, design and technology, music, dance, stories and imaginative play. We teach the skills and techniques necessary for children to be able to express themselves in whichever way they choose and give them time to complete their work to their own satisfaction.

Our aims for the development of creative abilities are achieved through:

1. A well planned environment that ensures:
  - There is a wide range of art / craft / design equipment and materials, both natural and man- made, always on offer and freely available to the children.
  - There is always a wide range of resources on offer for imaginative play, including small world toys, dressing up clothes and props, and a large home play area.
  - There is a music area where children can experiment with instruments and listen to a range of different types of music.
2. Well-planned systems of adult initiated activities that ensure children have daily opportunities to make progress towards Early Learning Goals for creative development.

**This policy was adopted at a meeting of the pre-school held on**

**Date.....**

***Signed*                      *on*                      *behalf*                      *of*                      *the*                      *pre-***  
***school*.....**