



## 05. Curriculum Policy

### Aims of Policy

The Early Years Foundation Stage (EYFS) is the statutory framework that all Ofsted registered Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. All children attending Seer Green Pre-School will be assessed according to the EYFS curriculum, known as the Early Years Outcomes, which is divided into seven areas of learning and the three Characteristics of Effective Learning. This curriculum supports children in developing a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

### Aim

We aim to:

1. provide warm positive interactions to respond to each child's emerging needs, reflecting their interests to guide their current stage of development;
2. support, extend and challenge their needs and capabilities through play; and
3. seek to provide quality and consistency, a secure foundation, partnership working and equality of opportunity.

The Legal Framework for this policy is:

1. Statutory Framework for the Early Years Foundations Stage September 2014

Further Guidance for this policy is:

1. Early Years Outcomes
2. UNICEF rights of a child articles

### The value of play

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated play. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement made by the practitioners about the balance between activities led by children and activities guided or led by adults.

### Curriculum Areas of Learning

- Personal, social and emotional
- Communication and language
- Physical
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Characteristics of Effective Learning

- Playing and exploring
- Active learning
- Creative and critical thinking

## Method

- Summative and formative observations are used to inform, monitor and plan support for children's progress
- Learning journeys are used to reflect a child's time at pre-school, celebrating their progress and achievements accomplished at pre-school or at home. Learning journeys are either shared with the children at home with their parents on a regular basis, or via Tapestry Online Journals.
- The curriculum is tailored to meet the needs of individual children.
- All activities are accessible for all children.
- Activities are planned by the child's Key Person reflecting a child's particular interest and supporting their progression
- A child's progress and next steps can be related to an area of learning or a characteristic of effective learning, or both.
- Progress development trackers are kept for individual children for measuring and monitoring purposes and to inform cohort related information
- Parental involvement may support some of the activities in session, bringing in materials or other items connected to a theme, volunteering their time to do cooking, gardening or computer activities with the children
- We discuss the curriculum with parents through the newsletter, during parent consultation evenings, during a child's induction meeting and new starter meeting and when reports are produced throughout the year.
- The three prime areas (personal, social and emotional, communication and language and physical) are the most fundamental areas for young children to be secure in and at Seer Green Pre-School we believe in supporting and fostering skills that develop a child's independence, confidence, self esteem, friendships, communication, and to gain bodily control of large and small motor movements.
- Themes are planned every half term to extend children's learning and experiences, which may foster new interests, ignite questions or open up new opportunities.
- Activities are rotated on an eight weekly planning cycle, however any activity can be selected by a child outside of this planning and planning sheets are changed accordingly.
- Children are able to freely access the inside and outside environment, activities are similar or can be transferred to either environment; however outside we do encourage the development of large motor muscle activities, through pedalling, running, digging, climbing etc.
- Music and movement sessions and P.E classes are planned to support children's physical development and their ability to listen and follow instructions, take part in team games and move creatively.
- New initiatives for developing children's learning are researched and considered prior to implementing, e.g. Forest School.
- We actively promote British Values and the UN Convention on the Rights of the Child supporting children to be good citizens by:
  1. Developing their empathy and consideration for others.
  2. Respecting and valuing their choices, ideas and opinions of others.
  3. Respecting others differences to make them feel unique and to be proud to share with others their personal experiences.
  4. Engaging children with their community and the wider society around the world.
  5. Knowing that their ideas and opinions will be respected by others.
  6. Teaching them the difference between right and wrong and why.
  7. Empowering the children to take responsibility for their own actions and words, getting them to know that these are valuable and powerful tools that can be used positively in many situations.
  8. Developing their positive self image and self esteem by nurturing their "have a go" attitude and critical thinking skills to achieve, which may involve taking a risk. Reinforcing that making mistakes are positive steps in learning.

9. Encouraging turn-taking and sharing to reinforce the importance of tolerant behaviours
10. Being good role models of how a good citizen behaves in everything we do at pre-school and outside in the wider community.
11. Giving time to explain strategies, processes and understandings to enable children to make vital connections and links to their own thinking and understanding.
12. Creating an environment that promotes tolerance of other and fostering inclusivity where faiths, views, cultures and races are valued.
13. Developing their enquiring minds by letting them know questions are valued, and thinking for themselves.
14. Supporting them in negotiations, problem-solving, sharing ideas, expressing their feelings or opinions.

As with all the policies for Seer Green Pre-School, the Operational Plan should be referred to for the specific details of day to day operations of the Pre-School. In addition, any issues which arise in the course of a child's time with the Pre-School and that are related to a child's health and wellbeing, parent's or staff's concern, or the overall care and safety of our children, staff, parents and equipment will be dealt with in a professional and confidential manner in order to arrive at an appropriate outcome.

This policy was adopted on (date) \_\_\_\_\_

Signed on behalf of Seer Green Pre-School (Chairperson) \_\_\_\_\_

This policy was reviewed as indicated below:

Date reviewed:	Reviewed by:

**UNCRC related articles:**

**Number 3**

The best interests of the child must be a top priority in all things that affect children.

**Number 12**

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

**Article 14**

Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Number 15**

Every child has the right to meet with others and to join in groups, as long as it does not stop other people from enjoying their rights.

**Article 29**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and others cultures, and the environment.