



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. We will consider the individual needs, interests, and development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. In our interactions with the children, we will respond to our own day-to-day observations about the children's progress and observations that parents and carers share.

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 March 2021 (effective Sept. 2021)

Further Guidance for this policy is:

1. Early Years Outcomes
2. UNICEF rights of a child articles
3. Development Matters 2021
4. Birth to 5 Matters 2021

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. We follow a structure of intent, implementation and impact – whereby activities are planned with the intent of a learning(s), the activity is then implemented with that learning in mind, and then the impact is reviewed. Using this approach to a variety of different playtime activities, enables us to help the children develop through 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

- Observations are used to inform, monitor and plan support for children's progress. These do not need to be formal observations or recorded.
- Online 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, 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.
- Children will be informally assessed on an ongoing basis with a formal report at the end of each academic year. Additionally, 6 weeks after starting with us, we report back to parents on their child.
- 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.
- We aim to address specific topics each year, for example oral health, water and road safety, as they are fundamental in teaching children about positive healthy choices and understanding the world.
- Activities are rotated on a daily basis, 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 pedaling, 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, balanceability.
- 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:

2016 created
July-Nov 2017 reviewed and updated
June-July 2018 reviewed and updated
May 2019 reviewed
June 2020 reviewed and updated
June 2021 reviewed and updated

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.