



Curriculum Policy

We believe that every child should be valued and respected and deserves the very best possible start in life and support to fulfil their potential. Young children are vulnerable and their experience in an early years setting has a major impact on their future life chances. We therefore offer a secure, safe, stimulating and happy environment **indoors and outdoors** on a daily basis because this supports children to thrive and develop.

We follow the Early Years Foundation Stage's (EYFS) principled approach to guide the work we do with children. This principled approach is built on four guiding principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

communication and language;
physical development; and
personal, social and emotional development.

We also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

literacy;
mathematics;
understanding the world; and
expressive arts and design.

When applying these principles, we look carefully at children, consider their needs,

their interests, and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development.

None of these areas of Learning and Development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Children are encouraged and supported to learn through play which reflects their wide ranging and varied interests and preoccupations. We believe that in their play children learn at their highest level and that play with peers is important for children's development.

Children are also encouraged to be active in their learning as they learn best through physical and mental challenges which are achievable. This means that their learning needs to involve other people, objects, ideas and events and engage / involve them for sustained periods.

Practitioners support children to enhance their ability to think critically and ask questions by providing opportunities to play with ideas in different situations and with a variety of resources which encourage them to discover and make connections.

Parent/carers are children's first and most enduring educators and so we endeavour to ensure to work in close partnership with parent/carers as this has a positive impact on children's development and learning.

In order to provide children with a secure foundation for future learning in school and beyond by being sensitive to individual children's needs, we operate a key person system. Every child has an identified key person with special responsibility for a group of children. They ensure that the activities / experiences offered on a daily basis are suitable for the stage the children have reached and enable learning to be fun and enjoyable. For this to happen, key persons :

- Follow a consistent and appropriate daily routine which is displayed in every room for staff, parent/carers, students and visitors to refer to.
- Carry out on-going observational assessment to inform planning for each child's continuing development through play based activities / experiences. Encourage parent/carers to contribute to their child's on-going assessment and ensure they are kept up to date with their progress towards the early learning goals.
- Take a flexible approach which responds quickly to children's interests, learning and development needs.
- Work to ensure there is coherence across different settings the child attends and to the child's experience at home.
- To ensure we offer high quality experiences we regularly reflect on our practice and so continually look for ways to improve the quality of the learning, development and care offered to our children.

Signed: _____

Policy Date: _____

Review Date: _____