

St Marychurch Pre-school

Curriculum Policy

Aim

We aim to ensure that each child

- ❖ is in a safe and stimulating environment
- ❖ is given care and attention because of our ratio of qualified staff to children
- ❖ has the chance to join with other children and adults to play and learn together
- ❖ is helped to take forward her/his learning and level by being helped to build on what she/he already knows and can do
- ❖ has a personal key person who makes sure each child makes satisfying progress tailored to the needs of each individual child
- ❖ is in a setting that sees parents as partners in helping each child to learn and develop
- ❖ is in a setting which parents help to shape the service it offers
- ❖ can develop their communication and language, by providing a rich language environment to develop confidence and skills for children to express themselves and to listen and speak in a range of situations

The provision for children's development level and learning is guided by the Early Years Foundation Stage framework issued by the Department for Children, Schools and Families. The aims of the EYFS is to help young children achieve and is guided by the four themes which underpin all the guidance.

The four themes of the EYFS are Unique Child, Positive Relationships, Enabling Environments and Learning and Development. Each theme provides our setting with important principles to ensure effective practice in the care, development and learning of young children.

A Unique Child	Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
Positive Relationships	Children learn to be strong and independent through positive relationships.
Enabling Environments	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 carers.
Learning and Development	Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Each theme is supported by

A unique child	Practitioners:- <ul style="list-style-type: none">● understand and observe each child's development and learning, assess progress, plan for next steps.● Support babies and children to develop a positive sense of their own identity and culture.● Identify any need for additional support● Keep children safe● Value and respect all children and families equally
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Positive Relationships

are:-

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- built on key person relationships in early years settings

Enabling Environments

- value all people
- value learning

they offer:-

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

Learning and Development

- practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

they foster the Characteristics of Effective Learning

- playing and exploring
- active learning
- creating and thinking critically

Each characteristic of effective learning underpins learning and development across all areas and support the child to remain an effective and motivated learner and each characteristic is broken down into three further areas.

Playing and Exploring Engagement

*Finding out and Exploring
Playing with what they know
Being willing to 'have a go'*

Active Learning Motivation

*Being involved and concentrating
Keeping on trying
Enjoying achieving what they set out to do*

Creative and Thinking Critically Thinking

*Having their own ideas
Making links
Choosing ways to do things*

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age, stage of development and learning styles.

The guidance divides children's learning and development into three **prime** areas:

- Personal, social and emotional development
- Communication and language
- Physical development

And four **specific areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

For each area, the guidance sets out early learning outcomes. These outcomes state what is expected that children will know and be able to do by the end of the reception year of their education. For each early learning outcome, the guidance sets out stepping stones, which describe the stages through which children are likely to pass as they move to achievement of the outcome. Our setting uses the stepping stones that lead to the early learning outcomes to help us to trace each child's progress and to enable us to provide the right activities to help all of the children to achieve and progress through observation and on-going assessment.

Prime Areas

Personal, social and emotional development

This area of children's development covers:

- ✓ Making relationships
- ✓ Self-confidence and self-awareness
- ✓ Managing feelings and behaviour

Communication and language

This area of children's development covers:

- ✓ Listening and attention
- ✓ Understanding
- ✓ Speaking

Physical Development

This area of children's development covers:

- ✓ Moving and handling
- ✓ Health and self-care

Specific Areas

Literacy

This area of children's development covers:

- ✓ Reading
- ✓ Writing

Mathematics

This area of children's development covers:

- ✓ Numbers
- ✓ Shape, space and measure

Understanding of the world

This area of children's development covers:

- ✓ People and communities
- ✓ The world
- ✓ Technology

Expressive Arts and Design

This area of children's development covers:

- ✓ Exploring and using media and materials
- ✓ Being imaginative

Play helps young children to learn and develop through doing and talking and research has shown this is the way in which young children think. Our setting uses the Early Years Foundation Stage (EYFS) to plan and provide a range of play activities which support children to make progress in each of the areas of learning and development and welfare. In some of these activities children decided how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from observation and assessment and early year learning outcomes has been used to decide what equipment to provide and how to provide it. We consider our own cultures and festivals as well as those around the world, with children's experiences being valued and used wherever possible.

Signed _____

Position Chairperson

Dated _____

We aim to provide a safe, stimulating, caring, happy Pre-school where all children and their families are welcome. We provide a curriculum based on the Early Years Foundation Stage using individual children's interest and needs.