

## **Meppershall Preschool Curriculum Policy**

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

### **Aims:**

- For our children to feel safe, nurtured, loved and supported.
- To provide a carefully planned, stimulating environment in which children can develop skills, attitudes and understanding that will help them to live full satisfying lives and become confident, useful, active members of a diverse constantly-changing society.
- To provide opportunities for each child to become a valued member of the setting community so that a strong self-image and self-esteem are promoted.
- To develop, through appropriate adult support for play, key learning skills such as; listening, speaking, concentration, persistence and learning to work together and to co-operate with other children.
- To encourage a positive attitude with a disposition to learn, where curiosity, excitement, willingness to 'have a go' and persistence are all equally fostered with the aim of each child being sociable, happy, enquiring, confident and stimulated.
- For each child to communicate her/his needs, understand those of others and to be ready to take advantage of the play opportunities available.
- To provide a broad and challenging experience for our children, both indoors and outside.
- To develop the intellectual, emotional, social and spiritual potential of every child.
- To offer opportunities for each child to 'find out' both verbally and non-verbally, through language, books, equipment, music, visits, meals, visual stimuli and play.
- To nurture the independent growth of the individual characteristics of each child.
- To promote healthy growth through correct nutrition, fresh air and hygiene.
- To celebrate success as being the starting point to learning.
- To continually assess and evaluate the development of each child by systematic and regular observation using the observations to inform the child's "next steps".
- To establish a partnership with all parents for the mutual benefit of children, parents and staff.
- To recognise when a child does not develop within the normal times frames and liaise with parents and expert help accordingly.

## **Principles Underlying our Curriculum**

The principles of the EYFS are grouped into four distinct themes:

- A Unique child
- Positive Relationships
- Enabling Environments
- Learning and Development

The themes are broken down into four commitments describing how the principles that guide our work are put into practice:

- 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 year's provision, including children with special educational needs and disabilities.

## **Areas of learning and development**

For children between the ages of 0 and 5 years, the setting provides a curriculum for the Early Years Foundation Stage. This framework is set out in a document, published by the Department for Children, Schools and Families.

The guidance divides children's learning and development into seven areas. Three prime areas and four specific areas:

Prime areas

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

Specific areas

- literacy;
- mathematics;
- understanding the world; and
- Expressive arts and design.

**Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### **Planning and organisation**

In planning and guiding children's activities, each child's key person will reflect on the different ways that each of their key children learn and use this knowledge in their practice and planning. Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

The planning of activities is carried out in three phases:

- Long Term
- Medium term
- Short term

Loose themes and curriculum areas are discussed within planning meetings with key staff in each room. In addition, key workers plan for the individual needs and interests of the children in their group, and these are reflective of the curriculum which relates to the children's stage of development.

### **Prime and specific areas**

Practitioners working with the youngest children will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. These will be underpinned using the specific areas. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child.

### **English as additional language**

For children whose home language is not English, we provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and use the English language during the EYFS.

<b>Date approved by Pre-school committee</b>	<b>13/06/2019</b>
<b>Signed by Pre-school leader</b>	
<b>Signed by Pre-school chair</b>	
<b>Signed by Pre-school staff</b>	