



Curriculum Policy

CURRICULUM POLICY - The Aims of the Nursery Curriculum

The Early Years Foundation Stage

The Nursery curriculum provides the children with quality learning experiences, which are structured, balanced, relevant to the child, related to the real world and rooted in “PLAY”.

Our aims are:

To provide a curriculum which promotes the ‘Early Years Foundation Stage’ identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum – ***The Early Years Foundation Stage is the first part of the National Curriculum, focusing on the distinct needs of the children from birth to the age of 5 years.***

- To provide a curriculum, which takes account of and responds to the children’s development needs and allows them to make progress related to their differing abilities. “What the child can do” will be our starting point.
- To ensure that the children have positive experiences of success at their own levels, in order to give them confidence and motivation for learning in the future.
- To provide a curriculum which provides equal learning and development opportunities for all the children within the nursery.

- To create a partnership with parents and carers. To support and enhance the development of the children.

Our curriculum seeks to promote a positive self-image and independence within a supportive environment. Attainment of skills and factual knowledge is combined with instilling values and positive attitudes. Personal, social and emotional development is equally important.

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development 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.
- Is in a setting that sees parents as partners in helping each child to learn and develop.
- Is in a setting in which parents help to shape the service it offers.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCFS 2012). From September 2012 the revised Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and the principles of the Early Years Foundation Stage, which have remained the same under the new legislation that came into place in September 2012. **Amendments from September 2014**

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support. Keeping Safe: Being safe and protected, discovering boundaries, making choices. Health and Well-being: Growth and developing, physical and emotional wellbeing.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

How we provide for development and learning

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 and stage of development.

The 7 Areas of Learning and Development comprise 3 Prime Areas and 4 Specific Areas:

Prime Areas

- Personal, Social and Emotional Development;
- Physical Development;
- Communication and Language;

Specific Areas

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

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the Reception Year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

The Curriculum is now split into 3 prime and 4 specific areas. All areas of learning and development are important and inter-connected. The 3 prime areas are particularly crucial for building children's capacity to learn in the other specific areas. They therefore form the foundations on which children develop and extend their skills and knowledge across the curriculum.

The Prime Areas:

1. Personal, social and emotional development

Our program supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

2. Communication and language

Our program supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their ability to listen to, and talk about, stories;

3. Physical development

Our program supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and their understanding about the importance of, and how to look after, their bodies.

The Specific Areas:

Mathematics

Our program supports children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.

Understanding of the world

Our programme supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.

Expressive arts and design

Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Literacy

Our programme supports children to develop:

- their knowledge of the sounds and letters that make up the words we use;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities children decide 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 the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's Learning Journal. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

Learning Journals

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's Learning Journal helps us to celebrate together her/his achievements and to work

together to provide what your child needs for her/his well- being and to make progress.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The day

The setting organises the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

All new amendments to the EYFS came into force in September 2014.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>15th March 2025</i>	<i>Jeanette Manu</i>	<i>March 2026</i>