

**Our curriculum**

The aim of our curriculum is to equip children with the skills and knowledge they need to explore and understand the world around them.

We believe that children grow and develop when they have access to a well thought out learning environment and engaged adults.

The teaching and learning of new skills and knowledge are delivered through both adult and child led opportunities both indoors and outdoors.

We focus on the importance of knowledge and skills that will support children in every way possible so that they can make the most of opportunities and fulfil their potential, along with promoting their independence and readiness for school.

**There are seven areas of learning and development within the Early Years curriculum:**

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| **Prime Areas of Learning** | **Specific Areas of Learning** |
| Personal, social and emotional development PSED  Communication and Language development CL  Physical development PD | Literacy L  Mathematics M  Understanding the world UTW  Expressive arts and design EAD |

We use the updated version of **Development Matters 2021**, along with **professional judgement** to ensure that individual child development is achieved and that we are offering a stimulating curriculum to support this.

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| **Our intent is for children to leave us confident in** | **Implementation - How we will support children** |
| Knowing about themselves and others, and how to keep safe.  PSED / CL / PD / UW  Having the social skills and confidence to play alongside / with other  children  PSED / CL / UW  Being able to make a simple choice and have independence  CL  Having a go and keep on trying  PSED / PD/ L / M  Listening and taking turns/ Following simple instructions  CL/ PSED / M  Knowing a number of songs and rhymes and enjoy joining in with  singing.  L / M / EAD / CL / PSED  Sitting at a table for snack and meal times  PSED/ UW/ PD  Talking to an adult  CL / PSED / UW  Using gross and fine motor skills to do things independently  PD  Using mathematical concepts and language in play and everyday  experiences.  M  Mark making and early writing skills/ phonic knowledge  CL/ L | Observe children at play and plan activities that follow their interests and introduce them to new ideas and concepts.  Provide opportunities to learn about health and safety, including dental hygiene, mindfulness- yoga etc., road safety, hand washing, toileting, being active etc.  Being specific with our praise, noting how well children solve problems, have ideas and negotiate.  Use additional funding to support children as identified  Work with parents to ensure they are able to support their child’s learning at home, including opportunities to dress selves, pour drinks etc. as encouraged in the setting.  Share and discuss experiences  Role model positive language and positive behaviour  Provide supervised opportunities for turn taking.  Provide real life experiences  Use flashcards to support basic English language / for children to express their own wants and needs.  Well planned leaning environments indoors and outdoors that promote the focus on learning.  Know and understand the areas of learning and development  By building a good relationship with both key children and their immediate family, utilising the key person system and listening to children and their parents.  Know how each child plays and learns.  Provide opportunities for mathematical investigation throughout daily experiences.  Daily phonics activities/ Letter and number of the week/ Mark making and writing opportunities embedded into daily experiences e.g. open ended access to clip boards, pens and writing materials.  **Our planning is logically structured to focus on the prime areas of development, in line with the seasons, festivals, individual and group interests and needs, and a knowledge of child development. We use a rota system of focused children in each room. Planning is there as a guide only and child-lead play is at the forefront, with direct teaching opportunities to support this where appropriate.** |

**Over time we offer a range of experiences to support the children’s knowledge and skills development. Some of these include:**

• Planting seeds, watching them grow, making their own snack, and washing their own dishes etc.

• Meeting people from the local community who help us such as the dentist, fire fighters, police and such alike where possible

• Trips to local parks and walks around the local area, as well as posting letters, visiting the local church and primary school.

• Being part of a world-wide post card exchange to learn about other cultures and families around the world

• Baking and cookery activities

**We will celebrate a range of festivals and share special occasions with the children throughout the year. Some of these include:**

• Shared meals and food tasting

• Dressing up

• Dancing to music

• Books and stories

• Visitors

• Making cards

**Assessment**

Assessment links our children’s learning and to our curriculum.

Most of the assessments we do at preschool are formative, so that it quickly helps us to make a difference to children’s learning. This is achieved through practitioners spending quality time with your child, observing and interacting with them. Written observations are reduced to ensure that practitioners are able to make the best impact upon your child’s learning. However, we also need to have an overview of children’s progress, so that we can take further actions where needed. We notice what children can, and can’t do. We are good at deciding when it will be helpful to step in and support, and when it’s best to be encouraging but step back.

*It is important that we are certain that children are secure in what they know and can do, before introducing them to something new*

**We complete:**

• Baseline assessments of the child’s development shortly after they start with us, using Personal Profile questions.

• Two summative assessments of where the child’s development is in relation to typical milestones and the characteristics of effective learning, in line with Development Matters and professional judgements- completing personal profiles to assist with this. One is completed at the end of the Autumn Term (Dec) and the second at the end of the Summer Term (July) to summarise the end of the child’s year with us.

• Two year checks for all children attending the setting before they turn three years of age.

**Assessment helps with:**

• the early identification of children who need temporary extra help, and children who may have special educational needs.

• checking that individual children, and groups of children, are making progress and taking prompt action where this is not the case

• reporting formally and involving parents in the statutory 2-year-old progress check

• celebrate children’s achievements with parents and share focus for learning

• discussions with other professionals involved with a child and family. For example, a health visitor or social worker

• sharing information with receiving schools in the summer so that children can continue their learning journey through the EYFS as seamlessly as possible.

**Evaluation**

We will check that our curriculum is meeting the needs of our children by:

• gathering feedback from the children, parents, and other professionals.

• review the progress children are making and how they are accessing the learning environment- this includes use of our floor books, where children are regularly involved in creating a display book with photos and comments made about previous learning opportunities within the setting, cementing learning by revisiting, reminiscing, and building upon this. Floor books assist with planning for future interests and needs.

• as a team discuss our observations of the educational programmes that we offer at staff meetings and in the Deputy Managers Reports.

• individually with the manager of the setting discuss the curriculum