



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 adult and child led opportunities both indoors and out.

We focus on the importance of knowledge and skills that will support children in every way possible, allowing them to make the most of opportunities, and fulfil their potential along with promoting their independence.

There are 7 areas of learning and development within the Early Years curriculum, these are –

Prime areas of learning

- Personal, social and emotional development (**PSED**)
Managing self, self-regulation and building relationships
- Communication and language development (**CL**)
Listening, attention and understanding and speaking
- Physical development (**PD**)
Fine motor and gross motor

Specific areas of learning

- Literacy (**L**)
Comprehension, word reading and writing
- Mathematics (**M**)
Numerical patterns and numbers
- Understanding the world (**UW**)
Past and present, the natural world and people, culture and community
- Expressive arts and design (**EAD**)
Creating with materials and being imaginative and expressive

In planning for children, we consider the different ways in which children learn. The 3 characteristics of effective learning are

- Playing and exploring
- Active learning
- Creating and thinking critically

Our intent is for children to leave us confident in -	Implementation – how we support children
<p>Knowing about themselves and others, and how to keep safe. PSED/ CL / PD /UW</p>	<p>Observe children at play, and plan activities that follow their interest and introduce them to new ideas and concepts.</p>
<p>Having the social skills and confidence to play alongside/with other children. PSED / CL / UW</p>	<p>Being specific with our praise, noting how well children solve problems, have ideas and negotiate.</p>
<p>Being able to make a simple choice. CL</p>	<p>Use additional funding to support children as identified.</p>
<p>Having a go and keep on trying. PSED / PD / L / M</p>	<p>Work with parents to ensure they are able to support their child’s learning at home.</p>
<p>Listening and taking turns. CL</p>	<p>Share and discuss experiences.</p>
<p>Knowing a number of songs and rhymes and joining in with singing. L / M / EAD / PSED /CL</p>	<p>Role model positive language and positive behaviour.</p>
<p>Sitting at a table for snack and meal times. PSED / UW / PD</p>	<p>Provide supervised opportunities to take turns.</p>
<p>Talking to an adult. CL / PSED / UW</p>	<p>Use flashcards/Makaton and other planned strategies to support basic English language, for children to express their own wants and needs.</p>
<p>Using gross and fine motor skills to do things independently. PD</p>	<p>Offer well planned learning environments indoors and outdoors that promote the focus on learning.</p>
<p>Using mathematical concepts and language in play and everyday experiences. M</p>	<p>Know and understand the areas of learning and development.</p> <p>By building good relationships with children, families and the professional we work with.</p> <p>Know how each child learns and plays.</p>

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

- Planting seeds, watching them grow,
- Meeting people from the local community who help us such as police,
- Trips to the local woods, shops and schools,
- Looking after tadpoles, caterpillars and learning about their life cycle,
- Funding events that involve our community.

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

- Food tasting
- Dressing up
- Dancing to music
- Books and stories
- Visitors
- Making crafts

Assessment

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

Most of the assessments we do at pre-school are formative, so that it quickly helps us to make a difference to children's learning. However, we also need to have an overview of the 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 hang 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

- A baseline assessment of the child's development shortly after they start with us. This is completed in partnership with parents.
- Termly summative assessments of where the child's development is in relation to typical milestones, the characteristics of effective learning.
- Leavers one-page profiles which get forwarded to reception year.

Assessment help with

- The early identification of children that 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 if this is not the case.
- Reporting formally and involving the parents in the statutory 2-year-old progress check.
- Celebrate children's achievements with parents and share focus for learning.
- Discussions with other professionals who may be involved with a child and family. For example, a health visitor or social care worker.
- Sharing information with receiving schools in the summer so that the children can continue their learning journey through the EYFS as seamlessly as possible.

Evaluation

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

- Gathering feedback from children, parents and other professionals.
- Review the progress children are making and how they are accessing the learning environment.
- As a team discuss our observations of the educational programmes we plan to offer.
- Individually with the manager discuss the curriculum and how it's being delivered and meeting the children's needs through supervisions.