

**Curriculum Policy**

**Legislation**  This policy is based on the requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS) with links to Development Matters.

**Curriculum** The EYFS outlines the Characteristics of Effective Learning (CoEL) and the 7 areas of Development. The CoEL are set into 3 areas, these 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 acheivements
* **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The 7 areas of development within the EYFS are divided into Prime and Specific areas of learning.

**The 3 Prime areas of learning**

1. Communication & Language – Listening, attention & understanding and speaking
2. Personal, Social and Emotional Development – Self-regulation, managing self and building relationships
3. Physical Development – Gross motor skills and fine motor skills

**The 4 Specific areas of learning**

1. Literacy – Comprehension, word reading and writing
2. Maths – Number and numerical patterns
3. Understanding the World – Past & present, people, culture & communities and the natural world
4. Expressive Arts and Design – Creating with materials and Being imaginative & expressive

**Communication and language underpins all areas of learning within our early years curriculum.**

**Language Development**

Improving and encouraging children’s language is vital. This underpins the ability to explore the world around them communicating their wants, needs and views. Language enables them to access provision, making the most of their time in the Early years. Daily we provide many opportunities for langauge development through activities based around asking questions, modelling good langauage, singing, stories, group discussions and being together.

**Hygge** At Eltham Green Nursery we follow the Hygge (pronounced hue-gah) concept which is a Scandinavian way of living that focuses on wellbeing through enjoying the comforts of everyday routines. It’s an art of creating feelings of cosiness, happiness, familiarity, simplicity, comfort and anything else that brings that warm feeling of contentment. Applying the concept of hygge within our setting allows us to create a home-from-home feeling, bringing a sense of security and wellbeing that enables children to feel calm and relaxed, and to explore and investigate with confidence. Focusing on children’s wellbeing is fundamental for their development and continuing progress. The calming atmosphere allows for increased engagement and focusses on their own interests in play, it also promotes self-confidence. Peaceful play helps children to manage their emotions. Our childcare rooms have been enhanced to reflect the Hygge approach where rooms have been decorated with natural tones, soft lightning, plants etc. Each room has its own home corner which is cosy with cushions & throws as well as real objects for the children to experience. Our resources are open ended and mostly wooden to create the sparks of curiosity, exploration and investigation to satisfy our children’s young inquiring minds.

**Our approach** Within our setting we follow the children’s lead and the interests that they bring, this informs our planning and the children’s next steps. An adult focus is provided daily in each room where each practitioner will provide activities that introduce new learning and further enhance the children’s current learning and knowledge. Many of the activities / resources provided are wooden and open-ended which encourage the children to use their own imaginations. We have a large outside area which the children use every day regardless of the weather. We are lucky that our area has trees and shrubs for the children to be explorative and learn about living things.

**Forest School** Forest school allows children to learn through play in a natural outdoor forest environment. Children are encouraged to build their confidence, independence, and self-esteem, as well as to explore and develop an appreciation of the natural world. We have two members of our team trained as forest school leaders. The area we use is situated on the grounds of Alderwood primary School located behind our nursery. The area is fenced and secure.

**Learning Journals** At our nursery we record our children’s learning and development in their own learning journal which consists of snapshot observations, samples of work and photographs capturing the learning taking place. This lovely memento of your child’s time with us is available for you to see when you wish but also is a great keepsake when your child leaves us to transition to school.

**Partnership with parents**

All parents are provided with a copy of this curriculum policy within their starter pack to inform them of our pedagogical approach and curriculum goals. Daily factual boards are placed outside each childcare room detailing the days focus and other areas of learning. Parents are informed of their child’s learning each half term with suggestions of activities to try at home to further develop their learning, as well as each room showcasing highlighted moments on their display board. Information displays are created to promote reading at home and developing language skills with props to share. Our annual parents evening with a record of each child’s learning development and targets provide opportunities for parents to discuss with key workers their child’s progression. End of summer and transition to primary school reports are completed covering each child’s academic year’s development, parents receive copies of this. Learning journals (see above) are available for parents to view as and when they wish.

**Planning/evaluations** Each room completes daily evaluations of the learning children have participated with. This includes the focus activity that one member of staff will lead as well as noting other learning across free play. The evaluation sheet covers all 7 areas of the curriculum as well as a next steps section for staff to forward plan. Each focus activity adheres to the three I’s – Intent (your learning intentions), Implement (how you are going to carry out the activity) and Impact (what did the children learn, did the impact meet the intent) The focus activities take into account the needs of all the children, differentiating to accommodate the individual needs and abilities. A breakdown of the evaluations is noted daily on each room’s notice board (outside the room for Mini Explorers and in the coat area for the Little’s and Big’s)

**Assessment**  The only assessment we are obliged to complete are the two year intergrated developmental review which we complete at nursery for children from 2 years 6 months to two years 10 months. This review requires parental involvement so questions will be supplied which we will be incorporated into the written review.

**Transitions** As the children reach the ages of 2 and 3 years they transition into the next age range. It is hoped specific milestones are reached before they move rooms.

**Mini Explorers – 0-2 years** - Be able to understand and follow simple instructions. - String 2-3 words together in a sentence. - Complete actions to familiar rhymes, speaking key words. - Feeding themselves with a spoon. - Developing gross motor skills: walking, climbing, running - Making marks/patterns using different media. - Engaging in pretend play with an adult as a play partner.

**Little Explorers – 2-3 years** - Indicating when wet or soiled/becoming independent when using the toilet. - Showing an awareness of different emotions, beginning to explain what they are. - Self dressing skills – putting on own coat and shoes. - String 3-4 words together to form sentences. - Developing climbing and balancing skills. - Using a dominant hand when mark making. - Giving meaning to the marks they make. - Engaging in co-operative play with peers. - Repeating key phrases from familiar stories.

**Big Explorers – 3-4 years** - Being independent and managing tasks for themselves. - Managing own clothing. - Mastering their own toilet, including wiping themselves and managing clothing. - Recognising and writing their own name, forming some or all of the letters. - Using cutlery well. - Being able to count to 10+, reognising and naming numbers. - Forming well structured sentences when communicating, adding descriptive language and asking “what, why, where” questions. - Understanding and following 2 part instructions. - Showing engagement and focus in activities for a sustained period of time. - Sequencing familiar stories, reciting key texts, adding props to act out favourite stories. - Engaging and participating in role play within a group, showing self confidence to speak and share ideas.