



Curriculum

Policy Statement

St Helen's Pre-School is committed to delivering the Early Years Foundation Stage (EYFS) as set out in the Statutory Framework for the Early Years Foundation Stages 2012.

Children develop quickly in the early years, and we believe all children deserve the best possible start in life and support to fulfil their potential. We do this by providing a variety of child and adult initiated activities, which are developmentally appropriate for our children.

Procedures

- Each child is allocated a Key Person who will support both parents and child with all aspects of learning and development.
- The Key Person is the parents first point of contact when discussing their development of their child.
- The Key Person to take observations and assessments in order to plan for each child's individual needs.
- Plan and provide opportunities which are appropriate to each child's stage of development.
- Our planning is regularly assessed to ensure that we are providing a balanced curriculum and children are given opportunities to develop their knowledge, skills, concepts and attitudes at a developmentally appropriate level.
- The planned curriculum is based on the Early Years Foundation Stage, it allows flexibility to include the children's own interests
- Children's gender, race, ability and spirituality is considered when planning the curriculum
- Plans incorporate provision for Special Educational Needs and multi-cultural experiences
- There are written plans for the areas of learning
- Our plans offer, and support, continuity of learning and are developmentally appropriate, differentiating between children's abilities and understanding to cater for the needs of every child
- Planning recognises the importance of child initiated learning, together with adult initiated learning
- Short term plans allow room for change based on the key person's observations
- Outdoor play is planned to extend the children's learning experiences
- The planned programme is regularly evaluated and assessed
- We recognise that parent's are the child's first educators and aim to work in partnership with them to include the children's learning at home.

The Early Years Foundation Stage

St Helen's Pre-School provides a mix of adult-led and child-initiated activities. We will always follow children's play principles, allowing children to choose how they use their time, and never force them to participate in a given activity.

The EYFS is built on four guiding themes. They provide content for the requirements and describe how we as practitioners support the development, learning and care of young children. These themes are broken down into four principles describing how the principles can be put into practice.

A Unique Child: recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development, inclusion, safety, and health and well being.

Positive Relationships: describe how children learn to be strong and independent from a base of loving and secure relationships with parents/carers. The commitments are focused around respect, partnership with parents, supporting learning and the role of the key person.

Enabling Environments: explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observations, assessments, and planning, support for every child, the learning environment and the wider content-transitions, continuity and multi-agency working.

Learning and Development: recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and interconnected.

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creative and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

There are seven areas of learning and development and all areas are important and inter-connect. Three areas are particular crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, are call the **PRIME** areas. In addition to the **PRIME** areas are the **SPECIFIC** areas which are essential skills and knowledge for children to participate successfully in society.

PRIME AREAS

- Personal, social and emotional development
 - Making Relationships
 - Self-confidence and self awareness
 - Managing feelings and behaviour

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.

- Physical Development
 - Moving and handling
 - Health and Self-Care

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 choices in relation to food.

- Communication and Language
 - Listening an attention
 - Understanding
 - Speaking

Development involves giving children opportunities to experiences a rich language

environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

SPECIFIC AREAS

- **Literacy**

- Reading
- Writing

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**

- Numbers
- Shapes, space and measure

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

- **Understanding the World**

- People and communities
- The world
- Technology

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**

- Exploring and using media and materials
- Being imaginative

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

By following the EYFS curriculum we are able to recognise each child's individuality, efforts and achievements, and provide exciting challenges and opportunities for children, preparing them for the next stage of their education. Key Persons record children's achievements through regular photographs, evidence from the child's work and observations which are recorded in their learning journeys, which are available for parents/carers to see at any time. Each term we hold parent evening to allow the key person and parents to discuss the child progress and next steps. In addition, the child's key person will provide a summative assessment allowing them to plan for children's next steps and identify any additional needs.

This policy has been adopted by St Helen's Pre-School

Signed on behalf of the setting by:

..... Chairperson

..... Manager

Date: August 2017

Review Date: August 2018