



Whiteley Preschool Curriculum Policy

Legislation

- Childcare Act 2006 Which introduces the statutory framework:
- Early Years Statutory Framework - EYFS 2017
- Development Matters - 2013

The Whiteley Preschool Manager is responsible for ensuring effective implementation of the curriculum. All Educators have a duty to have a thorough knowledge of the curriculum. Taking the responsibility to implement the curriculum too every child who attends the setting.

Through effective implementation Whiteley Preschool aims children will:

- Feel Safe to explore and investigate their stimulating environment.
- Have a key person to make sure their individual learning and development needs are met.
- See their key person building a positive relationship with their parent / carer.
- Have the opportunity to play, interact and build relationships with other children.
- Be confident, capable, resilient and independent in their own decision making.
- Always be listened to and have their self-esteem encouraged.
- Be treated as a unique child.
- Be in a setting that promotes equality and diversity.
- Have an enabled environment which supports their individual needs.
- Learn to be strong and independent through positive relationships.

Early Years Foundation Stage

Every Child Matters inspired a new statutory framework called the Early Years Foundation Stage (EYFS) which became law as of September 2008. The EYFS has recently been modified and a new version became law as of April 2017. The EYFS must be followed by all childcare providers for children from birth to age five years old.

The EYFS seeks to provide:

Quality and consistency in all Early Years settings, so that every child makes good progress and no child gets left behind.

A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.

Partnership working between practitioners and with parents and/or carers.

Equality of Opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

There are four key themes of the EYFS that underpin all the guidance. The four themes and their guiding principles are:

A Unique Child and Development + **Positive Relationships** + **Enabling Environment** = **Learning**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Children learn to be strong and independent through positive relationship

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with special needs and disabilities.

Learning and development

Children begin learning and absorbing information from the moment they are born. At Whiteley Preschool we encourage learning by ensuring stimulating and enabling environment, with appropriately challenging experiences. All areas of learning and development are important and interconnected. There are three prime areas that are crucial for igniting children's curiosity and enthusiasm for learning. These three 'prime' areas support learning in the four 'specific' areas.

Below are the seven areas of learning and development and some ways Whiteley Preschool fosters development within them.

Prime Areas

Personal, Social and Emotional Development

- Encourage and role model positive relationships with others.
- Value and support the decisions that children make.
- Celebrate cultural, religious and ethnic experiences.
- Encourage children to talk about their home and community life.
- Support a child's need to express their feelings.
- Ensure that children have opportunities to join in.
- Set, explain and maintain clear reasonable and consistent boundaries.
- Allow children to pour their own drinks and serve their own food.
- Support children to feel good about their own success.

Physical Development

- Providing an environment to support gross and fine motor skill, such as large areas to run, the train in the garden provides an area for climbing, scissors and playdough aid fine motor development.
- Allowing children time to practice new skills and take risks.
- Being supportive and encouraging when children are challenging themselves.
- Talk about our bodies, the way they work, and discuss and look at what is healthy.

Make equipment available and accessible to all children for most of the day where possible.

Communication and Language

Providing activities which help children to learn and distinguish differences in sound, word patterns and rhythms.

Listening to children and providing them time to think, about what they want to say, and to initiate their own discussions.

Use song and rhyme during every day play.

Make a language rich environment, encourage children to create signs for the environment.

Provide an environment which creates cosy places which encourage conversations.

Support children where English is a second language with the dedicated setting SENCo, the use of Makaton and where appropriate examples of their own home language.

Specific Areas

Literacy

Encourage a love of stories.

Provide opportunities for children to access a range of literacy; such as books, leaflets, magazines and signs and symbols.

Develop an understanding that words and marks have a meaning.

Encourage the marks children make and support children with writing their name when they are ready.

Make story telling interesting and engaging.

Include home language and bilingual stories.

Mathematics

Creating a number rich environment.

Encouraging counting and number language in every day play and songs.

Providing resources for children to sort, order and count.

Providing a range of objects to be explored that differ in their properties and patterns.

Encourage positional language during every day play.

Use maps and games to encourage an understanding of directions.

Provide opportunities for exploring numbers through mark making.

Encourage parents of children learning English as an additional language to talk in their home language about quantities and numbers.

Play games which relate to number order, addition and subtraction, such as hopscotch and skittles and target games.

Understanding the World

Enable children to be active contributors within the local community.

Providing opportunities for children to observe objects and their environment closely.

Adding resources that support and extend a child's interest.

Providing a range of ICT equipment and ensure children are knowledgeable on its use.

Ensuring there are clear routines to aid with children's concept of time.

Examine change over time, for example by looking at plants growing or ice melting.

Encourage children to express their opinions and form their own views.

Use open ended questions such as "I wonder what would happen if..." to encourage children's critical thinking skills.

Celebrate our differences.

Expressive arts and design

Providing props such as light fabric to encourage a child's imagination.
Introducing vocabulary such as smooth, rough, bumpy, jagged during play.
Providing a wide range of materials and resources with differing properties.
Making sure there are plenty of opportunities for children to mix and combine materials.
Providing familiar resources to the children such as bowls and spoons to support role play.
Musical instruments are always available to the children.
Introduce rhythm and rhyme during every day routine.

Learning Journals

Each key person keeps a record of your child's journey. Your child's learning journal helps us to celebrate together your child's achievements. The journal enables us to work with children and parents, to ensure all children's learning and development needs are met. These journals can be viewed and contributed to by parents at any time and there will be an opportunity once a term, during an open week, for you to meet with your child's key person and view your child's journal together.

Observation, Assessment and Planning

Observation

The Educators at Whiteley Preschool observes all children to ensure that the child's developmental needs are met. From this observation the Educators will look at the intent of the child. Educators will look beyond the obvious and discover the real interest of the child during an activity. Educators will then implement learning opportunities, enhancing each child interest, and create a stimulating environment. Planning will be done in the moment so next steps will be created at the child moves around the environment.

Observations will be made to inform the practitioner about the child's interests, relationships with others and their learning and development needs. Once a practitioner has built a positive relationship with their key child and the child's parent / carer they will, involving the parent / carer, begin to support their child in their development. Observations will be carried out daily and next steps will be led by the child.

Planning

Planning is based around the children and their interests. Educators will use a planning form to record the children's next steps, these will be in the moment. If the Educators notice that a child needs support in a specific area, they will adapt their planning accordingly. Planning will be used to record information adapting the environment to meet the children's needs.

Assessment

At Whiteley Preschool we believe that parents know their children best. Parents have the biggest influence on children's educational outcomes, therefore it is important for Educators to communicate with parents and share observations. This will be done via a termly report and the children learning journey. Assessing and evaluating next steps and our practice is vital to ensure that children's changing needs and interests are met. Educators will regularly assess and evaluate their planning with the support of the room leader and manager.

Development Matters

Children learn and progress at their own rates. At Whiteley Preschool we formally keep track of children's progress in all areas of learning and development and share this progress termly with parents.

Learning through play and continuous provision

Learning through play helps young children learn and develop through doing and talking. We provide opportunities for planned purposeful play through a mix of adult led and child-initiated play in the seven areas of learning which make up the Early Years Foundation Stage.

The preschool aims to provide a balance between child-initiated play, and well-informed responses to teachable moments. We offer a broad range of experiences to the children to stimulate their interest, facilitate meaningful communication and promote purposeful, interactive play. We offer a balanced curriculum to extend their thinking processes. Educators are aware of the benefits of sustaining a dialogue with the children either individually (responding to questions and asking open questions) or as a group (with shared thinking themes threading through the rhythm of the day).

Characteristics of effective learning

Educators must reflect on the way children learn and reflect this in their practice. The three characteristics of effective learning 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 achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Educators with the support of the EYFS will ensure that their practice and the environment ensure children can learn effectively.

Child Centred Approach

Whiteley Preschool encourages a child centred approach to children's learning. It encourages children to make their own choices and decisions regarding the direction of their play. Educators have a role to support and encourage children to explore and make connections. Benefits of a child centred approach can include children growing in confidence and self-esteem, children's creativity and imagination are nurtured, and children can feel more independent.

Date: 02nd July 2019

Signed..... Chairperson