



11.2 Curriculum Policy

The setting follows The Early Years Foundation Stage as required by the Department for Children, Schools and Families (DCSF). This sets the standards for learning, development and care for children from birth to five. It includes the statutory framework which sets out the legal requirements of the EYFS. relating to learning, development and welfare.

Four guiding principles shape practice in early years settings. These are:

- 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 relationships**;
- 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/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The Practice Guidance includes detailed information on the seven areas of learning and development and supporting children from birth through various stages of maturity and development.

The Early Years Foundation Stage Curriculum

The National EYFS Curriculum consists of seven areas of learning and development. All areas of learning and development are important and are inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime areas** are:

1. Communication and Language:

- Listening and attention
- Understanding
- Speaking

2. Physical Development:

- Moving and handling
- Health and self-care

3. Personal, Social and Emotional Development:

- Making Relationships
- Self confidence and self awareness
- Managing feelings and behaviour

Children are also supported in four **specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

4. Literacy:

- Reading
- Writing

5. Mathematics

- Numbers
- Shape, space and measure

6. Understanding the World

- People and communities
- The World
- Technology

7. Expressive Arts and Design

- Exploring and using media and materials
- Being imaginative

None of these areas of learning and development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All the areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

The Nursery makes full use of the outdoor classroom, where a planned programme of appropriate activities, complementing and extending the indoor learning activities, takes place at all times of year. Children wear suitable clothing at all times.

Within the group, all children are supported in developing their potential at their own pace. Our key worker system enables us to ensure a planned curriculum, tailored to the needs of each individual child. See below for more details of Learning Journeys.

For each area of learning there are statutory Early Learning Goals. These establish expectations for children to reach by the end of the EYFS. They provide the basis for planning. By the time a child leaves our Nursery, they will be well on the way to achieving the goals. Other children, depending on their individual needs, will be working at a lower level for some, or all, of the goals – particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language. Equally, some children may have already achieved some, or all, of the goals by the time they leave Nursery. We use the detailed guidance set out in the document Development Matters in the Early Years Foundation Stage.

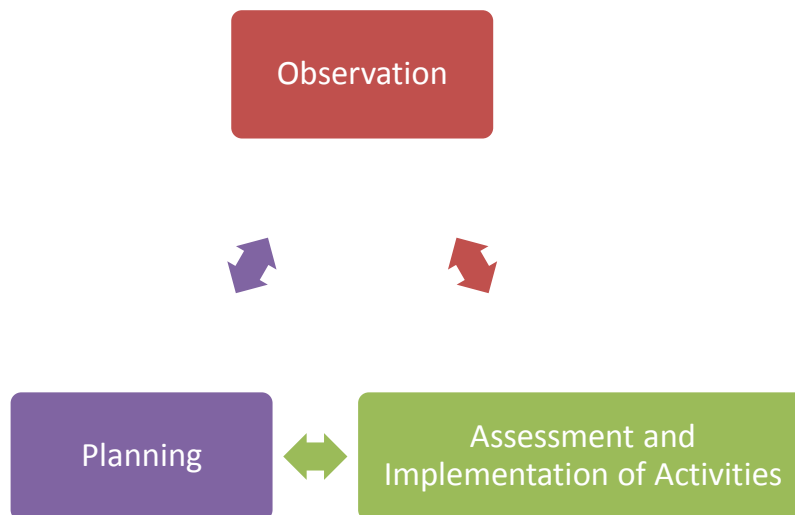
Children's Learning Journeys.

To develop children's interest, we:

1. Observe the child
2. Assess and then implement activities to extend a child's play
3. Plan next steps

The processes are interlinked and multi-directional and at each stage we evaluate and reflect upon practice, outcomes, learning, ways to improve etc.

A Learning Journey:



We initially carry out both planned and spontaneous observations on a child's individual interest as well as group activities during play.

Parents' comments on their child's interest at home are also incorporated into the planning

Evaluation is carried out formally at the end of the session of all the activities, with staff discussing any relevant observations they made. This then informs which activities will be provided in the next session – partly to extend previous activities, and to introduce new activities based on the needs and interest of the children.

Key persons plan for their individual key children according to their interest and needs.

How we monitor children's progress and development:

With parents' help, we use an initial assessment checklist and 'this is me information' from the Profile form when a child joins the Nursery. This gives an idea of a child's interests as well as what they can or can't do.

Staff members carry out their own initial assessment between three to four weeks after a child starts the nursery. This gives us the opportunity to monitor their progress, set targets and address any concerns.

The manager then collates all the information together, to enable the areas needed to work on for individual children and as groups to be identified.

Children are continued to be monitored through observations, activities, targets, assessment etc. to monitor the progress they are making towards the Early Learning Goals as well as getting them ready for their next stage of education.

The setting always works with external professionals and parents to meet the needs of the children. Early interventions may also be required in some cases.

This Policy was adopted by Emmanuel Community Church Nursery on:	
Signed:	
Print name:	
Role:	
Review date:	