

# **Curriculum Policy**

## **Statement of intent**

At Little Sunbeams Preschool (Fareham) it is our intention to ensure that, by the time our children transfer to compulsory education, they have made progress, to the best of their ability, in both the **prime** and the **specific** areas of learning and development.

The 3 Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The 4 Specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## **Aim:**

We aim to achieve this through minimum planning and a flexible curriculum of child orientated learning, with children having first hand experiences, and learning through play. Children are given every opportunity to be independent, to choose their own activities and to make decisions.

We recognize and value the different interests, skills and experiences that each individual child brings to the setting and our aim is to extend each child's Culture Capital by offering all children new experiences and by expanding on their individual interests.

Culture Capital is defined as the essential knowledge that children need to prepare them for their future success. (Early Years Inspection Handbook (19 April 2021) Paragraph 183)

'It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning' (Paragraph 184)

## **Methods:**

1. We believe that parents are a child's primary and most important educators, therefore it is essential that we work in partnership with our parents/carers, in order for our children to learn and develop (see our Parental Partnership policy)
2. We aim to deliver a broad and balanced curriculum which takes an anti-bias approach and ensures that children understand the world and learn about similarities and differences (see Inclusion policy – Curriculum)
3. All staff have a sound understanding of In The Moment Planning and will expand on an interest that is shown by a child to extend the learning opportunity
4. Planning takes into account our resources and the deployment of available staff.
5. Our curriculum plans incorporate differentiation to allow and cater for the individual age/stage of each child's development.
6. Each child's key-person is responsible for their individual learning plans, observation and record keeping.
7. When a child is aged between two and three years, their progress will be reviewed and a summary, written by their key-person, will be provided to parents/carers. This review will highlight achievements and areas in which extra support might be needed and will describe how we, the provider, will address any issues.
8. To respect Culture Capital by recognising that children arrive at our setting with totally different holistic experiences from others, not only in their learning and their play, but also in their overall daily routines, structures, family environment and behavioural expectations.
9. To use our curriculum to enhance the experiences and opportunities available to all our children, particularly the most disadvantaged.

## **We promote the Fundamental British Values:**

- **Democracy:** Children are given every opportunity to be independent, to choose their own activities and to make decisions.
- **Rule of Law:** Children are encouraged to follow our rules, routine and structures and the reasons for these are explained to them.
- **Individual Liberty and Respect:** Our time table is planned in accordance with the Early Years Foundation Stage and allows for flexibility in order for us to allow the children to take the lead in our planning. We ensure that activities reflect the current interests and experiences of our children and we use these to plan the next steps of learning for our children.
- **Tolerance of Different Faiths and Beliefs:** Our long term planning is planned on a half

termly basis to ensure the inclusion of festivals and celebrations, to encourage our children to value social and cultural diversity.

## **We promote all areas of Hygiene:**

- **Basic Hygiene:** We encourage regular hand cleaning, we encourage children to develop independence in self care and we promote why good hygiene is essential.
- **Respiratory Hygiene:** We encourage using a tissue to catch coughs and sneezes and promote the message ‘catch it, kill it, bin it’.
- **Oral hygiene:** We promote healthy eating and why it is essential and we encourage a good dental hygiene routine.

**We use the 3 Is approach when planning activities and experiences:**

- **Intent:** Based on our knowledge of the child, their interests, their current stage of development and individual needs, **What** do they need to learn, know or be able to do, in the context of the areas of learning and development and characteristics of effective learning in order to succeed in life (Culture Capital)? What is needed to help them achieve this?
- **Implementation:** **How** we deliver our plans, for example through teaching and modelling, discussion, providing resources and experiences, to enable the child to have the opportunity to make progress in all 7 areas of learning and development.
- **Impact:** How do we know what we planned was successful, how do we know that the child has achieved the **Outcomes**? What can they do now that they could not do before or what new knowledge do they have?

**As a setting we also use the 3 Is as our Pedagogy to ensure our curriculum is effective and to ensure our children achieve to the best of their abilities:**

- **Intent:** Leaders construct a curriculum that is ambitious, coherently planned, sequenced and designed to give children the knowledge and Culture Capital they need to succeed in life.
- **Implementation:** Practitioners and leaders create an environment that supports the intent curriculum.
- **Impact:** Children develop detailed knowledge and skills across the 7 areas of learning. Children develop their vocabulary and understanding of language.

**Quote from Early Years Inspection Handbook (April 2021) paragraph 173:**

*“Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes*

*their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling. Providing a narrative for what they are doing, facilitating and setting challenges...”*

Following changes to the EYFS Framework 2021 we have implemented a bespoke curriculum to highlight how we intend to progress the development of our current cohorts.

For our eldest cohort who are in their final year with us before their transition to school, our aims of progression of development for these children are as follows:

- To have confidence and belief in their own abilities
- To play as part of a large group, taking turns, sharing resources and resolving conflicts
- To develop self care skills such as dressing/undressing, toileting etc
- To sit and listen to others in a large group
- To extend vocabulary leading to being able to communicate clearly with people who are unfamiliar to them
- To develop fine motor skills and to use mark making equipment effectively
- To develop a dominant hand and give meaning to marks they make
- To recognise numerals and letters in the environment leading to recognising own initial/full name

For our additional cohorts of younger children, our aims of progression of development for these children are as follows:

- To separate easily from parents/carers, settle in and build a bond with their keyperson
- To play alongside others leading to playing with others
- To understand and adapt to our routines and to begin to co-operate with boundaries
- To develop independence and early self care skills such as feeding themselves with a spoon, handwashing etc
- To progress with toilet training and make their toileting needs clearly known
- To listen to others on a one to one basis or in a small group
- To communicate freely and make their needs, wants and feelings clearly known
- To develop a broader vocabulary leading to speaking in full sentences

- To develop gross motor skills and to become aware of spatial awareness
- To develop mark making skills and begin to have increasing control when using one handed tools and equipment
- To recognise shapes and everyday objects in the environment

Version	Changes made	Author	Date
1.0	Baseline version	Lyn D	12 <sup>th</sup> Oct 2015
1.1	Change of wording/format to incorporate reference to Fundamental	Lyn D	5 <sup>th</sup> Jan 2016

	British Values		
1.2	Reviewed, no changes made	Lyn D	26 <sup>th</sup> Jan 2017
1.2	Reviewed, no changes made	Lyn D	22 <sup>nd</sup> April 2018
1.3	Aim: reference made to Culture Capital Method: 3) change of wording to reflect in The Moment Planning Method: 8) and 9) added to reflect CC	Lyn	22 <sup>nd</sup> July 2019
1.4	Numerous changes made to reflect Inspection Handbook update, the 3 Is and good Hygiene practices	Lyn	30 <sup>th</sup> July 2021
1.5	Reference to our bespoke curriculum following EYFS changes 2021	Lyn	15 <sup>th</sup> Nov 2021