

1.111 Curriculum Planning Policy

Statement of intent

- For children between the ages of 2 years to 5 years, the pre-school provides a curriculum for the Early Years Foundation Stage. This curriculum is set out in a document, published by the Department for Education and skills, The Early Years Foundation Stage (EYFS); Setting the standards for learning, development and care for children from birth to five. All Children are assessed by this document.

Aims

Our aim is to provide activities that will challenge children to achieve the level the EYFS sets for children before they start infant schools, which will be appropriate for children's ages and stages, and make the learning experience an enjoyable one for the children.

Method

We will plan activities around the curriculum so that all 7 areas of the curriculum are covered

We will prepare plans before the start of each half term, centred on a theme or topic and review each week and endeavour to meet any additional needs to each week plan.

- We will plan each week's activities so that the activities are changed part way through the week, or alternative activities are available, so that a child is not asked to repeat an activity too many times in a week.
- We will keep a record of each child's progress, parents will be allowed to see the record and discuss it with their key worker
- We will measure each child's development by reference to the Development Matters Statements, and arrange activities (possibly on an individual basis as opposed to group work) that will help each child to reach the Development Matters Statements, by planning each child's Next Step
- We will keep parents informed of the term's theme/topic by a notice on the wall, on a newsletter and on email monthly and ask for children's and parents/carers suggestions for future plans.
- We will ask for parental involvement to support some of the activities by helping in session, bringing in materials and other items connected with the theme or topic.
- We will discuss the curriculum with parents at open events and on request.

The curriculum provided by Sunnymede Pre-school

- Children start to learn about the world around them from the moment they are born. The care and education offered by Sunnymede Pre-school helps children to continue to do this by providing all of the children with interesting activities that are right for their age and stage of development.
- For children between the ages of 2 to 5 years, the pre-school provides a curriculum for the Early Years Foundation Stage (EYFS). This curriculum is set out in a document, published by the Department for Education and skills and is also available for you to download or order copies online at www.teachers.gov.uk/publications. Pre-school follows this guidance.

The guidance divides children's learning and development into seven areas:

- Personal, social and emotional development;
- Communication and language
- Physical Development

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

For each area, the guidance sets out early learning goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

For each early learning goal, the guidance sets out Development Matters Statements which describe the stages through which children are likely to pass as they move to achievement of these goals. Sunnymede Pre-school uses the learning goals in this document to help us to trace each child's progress and to enable us to provide the right activities to help all children move towards achievement of the Development Matters statements in the EYFS.

Personal, social and emotional development

This area of children's development covers:

- having a positive approach to learning and finding out about the world around them;
- having confidence in themselves and their ability to do things, and valuing their own achievements;
- being able to get on, work and make friendships with other people, both children and adults;
- becoming aware of - and being able to keep to - the rules which we all need to help us to look after ourselves, other people and our environment;
- being able to dress and undress themselves, and look after their personal hygiene needs; and
- being able to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication and language

This area of children's development covers:

- being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others;
- adding to their vocabulary by learning the meaning of - and being able to use - new words;
- being able to use words to describe their experiences;
- getting to know the sounds and letters which make up the words we use;
- listening to - and talking about - stories;

Physical development

This area of children's development covers:

- gaining control over the large movements which we can make with our arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- gaining control over the small movements we can make with our arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- learning about the importance of - and how to look after - their bodies.

Literacy

- knowing how to handle books and that they can be a source of stories and information;
- being given the opportunity to practice early reading skills with a wide range of books which interest them,
- knowing the purposes for which we use writing;
- being given the opportunity to practice early writing skills

Mathematics

This area of children's development covers:

- building up ideas about how many, how much, how far and how big;
- building up ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- starting to understand that numbers help us to answer questions about how many, how much, how far and how big;
- building up ideas about how to use counting to find out how many; and
- being introduced to finding the result of adding more or taking away from the amount we already have.

Understanding the world

This area of children's development covers:

- finding out about the natural world and how it works;
- finding out about the made world and how it works;
- learning how to choose - and use - the right tool for a task;
- learning about computers, how to use them and what they can help us to do;
- starting to put together ideas about past and present and the links between them;
- beginning to learn about their locality and its special features; and
- learning about their own and other cultures.

Expressive Arts and Design

This area of children's development covers:

- using paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- becoming interested in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Sunnymede Pre-school uses the Development Matters Statements early learning goals to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the EYFS and Development Matters has been used to decide what equipment to provide and how to provide it.

We are also using the theory **In the Moment Planning**, we use what the children bring in or ask to do and extend it into an activity they will enjoy doing. We evaluate activities as the week progresses in a reflections report to support future planning.

This policy was adopted by Sunnymede Pre-school on 27th April 2018

Date to be reviewed

April 2019

Name of signatory

Mrs. J. Greenwood/Kate Greenwood

Role of signatory

Directors