



# Danbury Pre-Schools

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Accredited PSLA membership no: 10584 DFES/Ofsted nos: 520349/581607

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## CURRICULUM PLANNING POLICY

### Statement of intent

For children between the ages of 2 and 5 years, the pre-school provides a curriculum for the foundation stage of education. This curriculum is set out in a document, published by the Governments Every Child Matters and the Department for Education and Skills, and is called Early Years Foundation Stage.

### Aims

Our aim is to plan a curriculum using the Early Years Foundation Stage to provide the children with learning experiences of the highest quality, considering both children's ages, needs and achievements and the range of learning experiences that will help them to make progress, towards (and, where appropriate, beyond) these goals. We also make the learning experience a challenging and enjoyable one for the children.

We aim to provide a "joined up" package of care for your child by working closely with you and any other setting your child attends.

The framework focuses on the child holistically and is divided into four areas called 'Themes':

**A Unique Child**

**Positive Relationships**

**Enabling Environment**

**Learning and Development**

These areas are then divided in the 16 commitments:

<b>Early Years Foundation Stage</b>				
<b>Themes</b>	<b>Commitments</b>			
<b>A Unique Child</b>	Child Development	Inclusive Practise	Keeping Safe	Health and Well-being
<b>Positive Relationships</b>	Respecting Each Other	Parents as Partners	Supporting Learning	Key Person
<b>Enabling Environments</b>	Observation, Assessment and Planning	Supporting Every Child	The Learning Environment	The Wider Context
<b>Learning and Development</b>	Play and Exploration	Active Learning	Creativity and Critical Thinking	Areas of Learning and Development

Each of these commitments is of equal importance and none could stand alone.

The commitment Areas of Learning and Development divides children's learning and development into six areas:

**Personal, Social and Emotional Development**

**Communication, Language and Literacy**

**Problem Solving, Reasoning and Numeracy**

**Knowledge and Understanding of the World**

**Physical Development**

**Creative Development**

## Method

- We will plan activities around the curriculum so that all areas of the curriculum are covered in the plan.
- We will prepare plans of Development Matters before the start of each half term, centred on a theme or topic. Our topics are repeated over a 2 year cycle which enables us to improve on activities / resources and continue to provide good quality learning play experiences for all the children.
- 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 children are given the opportunity to decide for themselves what they would like to play with.
- We plan for part of each week which then enables us to be a child led environment, focusing on the children's needs.
- Our planning is flexible, evaluated and improved by input from staff, children and parents as part of an ongoing process.
- We will keep a record of each child's progress. Parents are able to have access at any time to the record and discuss it with their key worker at a convenient time.
- We will measure each child's development by reference to the early learning goals.
- We arrange activities so that children are able to choose to bring friends or work alone.
- We differentiate the activities by having additional resources available or by visual / spoken questions that will help each child reach their full potential.
- Some activities will be adult initiated and led while other will be child initiated and led.
- We will use both indoor and outdoor activities and learning opportunities, as appropriate, for the development of all the children.
- We will keep parents informed of the half term's theme/topic via a notice on the wall and our newsletter.
- 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 assessment record is not used as a checklist, but as a guide to next steps and forms part of the child's overall record. To complete the record fully we will complete observations on each child in our key group, ask for input from family members and work with other settings that individual children attend.

## **Play**

Play is essential for young children to learn and develop through doing and talking, research has shown play to be the means by which young children think. Danbury Pre-Schools uses the themes and commitments from the Early Years Foundation Stage and the Areas of Learning and Development 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. Information from the Early Years Foundation Stage and the Areas of Learning and Development has been used to decide what equipment to provide and how to provide it. All activities are selected for the child's enjoyment but each activity that the child participates in will help to provide the foundations for learning a new skill or consolidating previous learning and skills. For example, play dough which is a fun activity helps to develop self esteem, strengthen finger muscles, colour or shape recognition, language and play skills which in turn then are the start of new skills like writing, social skills, independence and maths.

## **Under Threes**

Children start to learn about the world around them from the moment they are born. The care and education offered by our 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.

Our under three's receive the same opportunities and we work in partnership with parents/carers to ensure that these young children are valued and celebrated, that they are seen as competent learners and learn through a safe and stimulating environment with confident and trusting adults.

At Danbury Pre-Schools planning plays an important role in our day, allowing us to assist and support the many areas of each child's development. During the children's play we are able to apply our observation skills, watching as they learn, explore, discover, communicate, gain independence and increase their mobility skills.

## **Early Years Foundation Stage Curriculum Policy**

The pre-school provides a curriculum for the foundation stage of education. This curriculum is set out in a document, published by the Government's Every Child Matters and the Department for Education and Skills, and is called Early Years Foundation Stage. Danbury Pre-Schools follows this guidance.

For each of the six areas, 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, which describe the stages through which children are likely to pass as they move to achievement of the goal. Our pre-school uses the early learning goals and their development matters 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 early learning goals.

### **Personal, social and emotional development**

This area of children's development covers:

Dispositions and attitudes
Self confidence and self esteem
Making relationships
Behaviour and self control
Self care
Sense of community

- 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 language and literacy**

This area of children's development covers:

Language for communication
Language for thinking
Linking sounds and letters
Reading
Writing
Hand writing

- 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;
- knowing how to handle books and that they can be a source of stories and information;
- knowing the purposes for which we use writing; and
- making their own attempts at writing.

We involve children in singing and music, games and puzzles, group discussions and have a quiet area for stories and reading. There will be opportunities to do free writing, i.e. in imaginative play, telephone messages, shopping lists, etc.

## **Problem Solving, Reasoning and Numeracy**

This area of children's development covers:

Numbers as labels and for counting
Calculating
Shape space and measures

- 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.

We will provide equipment which encourages children to add and subtract, identify shapes and sizes and different volumes and capacities, as well as singing number songs.

## **Knowledge and understanding of the world**

This area of children's development covers:

Exploration and investigation
Designing and Making
Information and communication technology
Time
Place
Communities

- 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.

Our pre-school enables us to teach children all about nature and wildlife in the area, using bird tables, observations, etc. Books, displays, dressing-up and cooking will be used to teach children about different cultures and religions. Visitors such as the police, firemen, etc., will reinforce their learning of our world.

### **Physical development**

This area of children's development covers:

Movement and Space
Health and bodily awareness
Using equipment and materials

- 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.

In our indoor and outdoor areas children can practice their physical skills using bats and balls, hoops, bikes, climbing frames and music and movement tapes.

### **Creative development**

This area of children's development covers:

Responding to experiences, and expressing and communicating ideas
Exploring media and materials
Music and Dance
Developing imagination and imaginative play

- 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.

We feel it is vital that children use their creative ability to help express their emotions through painting, collage, drawing and sticking, as well as messy activities, e.g. shaving foam, spaghetti, corn flour, play dough, sand, etc.

We feel it is important that we provide an education for children that is learnt through play, covering all the areas stated above.

**This policy was adopted at a meeting of Danbury Pre-Schools**

<b>Held on (date)</b>	<b>24<sup>th</sup> November 2008</b>
<b>Date to be reviewed</b>	<b>November 2009</b>
<b>Signed on behalf of the Pre-Schools</b>	<b>Wendy Dunston</b>
<b>Role of Signatory</b>	<b>Chair</b>