

WINSTON HOUSE PREPARATORY KINDERGARTEN

CURRICULUM POLICY

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Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the setting organises in order to enrich the experience of the children.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

At the setting:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral, social and cultural development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the essential skills of literacy, numeracy and social development;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;

- to help children understand Britain's cultural heritage and promote British values;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves, have high self-esteem, and to be able to live and work co-operatively with others.

Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice (July 2014) in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need.

In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies including support for the Local Authority.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Early Years Foundation Stage

Learning and Development

Children are competent learners from birth and develop and learn in a wide variety of ways. The curriculum that we teach in the EYFS meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our setting fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area by attending local managers meetings and independent school meetings as arranged by the Local Authority. To support such active learning it is crucial that the nursery provides many different sensory experiences combined with plenty of contact and interaction with affectionate adult carers. This means that the young child has a settle and secure base from which to consider and learn about the world and is essential to the child's optimum development.

Children are taken regularly outside to experience all weathers and learning on a larger and wider scale. We have equipment for them to climb on, trikes and balls. The sand and water trays offer extra opportunities for exploratory play and co-operation with other children. Staff monitors the children's activities, and join in or lead games where appropriate, but the children have freedom to explore and develop their own skills.

During the children's first term in EYFS, their key person begins to record the skills of each child as a baseline assessment on entry to the setting (see assessment and observation policy). This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Reflecting Many Cultures

At the setting, we work hard to ensure that the variety of many cultures represented in our own country and also worldwide is an integral part of our curriculum. We want the children to realise that there are many different ways of approaching a situation, and accept that different ways are valid. For example, we may consider how individuals from different cultures celebrate a wedding, using the experiences of our own staff. We might look at some of the different ways children are carried in different countries and discuss some of the reasons for the alternative strategies. As well as looking at examples of art within a European culture, we take care to include examples from other continents.

The resources are selected so that the setting has a good variety of images, including people of different races, on display and shown in books and on jigsaws. Dressing up clothes and home corner equipment represent different traditions.

Most importantly, staff are trained to deal with casual remarks by the children. Such remarks, for example, about skin colour or gender roles may reflect stereotyped attitudes in our society or simply by the child's curiosity about differences in the people that s/he knows. Our staff deal comfortably with such enquiries, acknowledging the differences between people but valuing all, thus helping to establish early attitudes of tolerance in the child.

Encouraging Creativity and Appreciation

As a child learns about his/her environment and gains control of his/her movements. s/he begins to experiment deliberately with colour, texture, movement and construction to create something. Within the setting many mediums are available to the child to experiment with in this way – paint, clay, collage materials, cornflour, dough wood, etc. The planned activities within the curriculum ensure that the child experiences and learns about different ways to use these materials creatively. The child is then free to explore the qualities of different media. S/he creates his/her own image of reality and experiments with ways of representing objects in the environment.

In line with the recommendations for the Early Years Curriculum, we introduce the children to art from a variety of periods and cultures, perhaps in the context of a theme such as “Mother and Child” or “Celebrations” depending upon the children’s and teacher’s interest.

Planning and Delivering a Quality Curriculum

The setting insists that staff produce a plan for each group of children, detailing proposed weekly activities and identifying what learning objectives are to be targeted. A list of craft activities or a timetable detailing what equipment will be set out is not enough. To support quality, it is essential that staff understand what the children can learn from the available resources, and how such learning can be supported by informed and aware staff.

Staff spend at least one session per week discussing what they intend to do, the resources necessary and how to support the learning of individual children. After reviewing the previous week’s programme, staff work to plan new challenges so that children are stimulated and gain experience in all areas of the **EYFS**. The children’s motivation, interests and ideas lead the way in this process. Children work individually and in groups and the role of the practitioner is to facilitate and act as co-constructor of knowledge with the children. In this way, teaching becomes learning too.

The process of learning is documented using different media recording the children’s learning, which is then displayed for parents, staff and children.

The Children Act 2006 provides for the **EYFS** learning and development requirements to comprise three elements:

The early learning goals – the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five

The educational programmes – the matters, skills and processes which are required to be taught to young children

The assessment arrangements – the arrangement for assessing young children to ascertain their achievements.

There are seven areas covered by the early learning goals and educational programmes:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

None of these areas are delivered in isolation from the others. They are equally important and depend on each other to support a holistic, rounded approach to child development.

All areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

The Seven Areas and Early Learning Goals

Communication and Language

Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Early Learning Goals:

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity,
- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Children can express themselves efficiently, showing awareness of the listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

This involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Early Learning Goals:

- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Early learning Goals:

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in familiar groups, will talk about their ideas, and will

choose the resources they need for their chosen activities. They say when they do or don't need help.

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Literacy

Development includes encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Early Learning Goals:

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, space and measures.

Early Learning Goals:

- Children count reliably with numbers one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

Development involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Early Learning Goals:

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how

environments may vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Early learning Goals:

- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Monitoring and review

The Head monitors the curriculum via the school development plan ensuring that progress is made in developing and enhancing the curriculum.

The Head monitors the lesson plans for all teachers and practitioners, ensuring that the full requirements of the National Curriculum are taught.