

CURRICULUM POLICY

Our primary aim is to provide an environment that is caring, stimulating and one that fosters children's independence. We will provide a variety of playful learning experiences which encourage each child to reach his/her full potential.

- 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and five have a major impact on their life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.' (Introduction, Statutory Framework for the Early Years Foundation Stage, DfE, 2014)

Therefore, at Bolnore Village Pre-School, we will help children have a positive approach to learning by:

- Respecting each child as an individual
- Helping children develop emotional stability, ensuring that they have a strong sense of belonging
- Providing a key person system to ensure children and parents have a special person with whom to liaise and therefore form attachments
- Developing their self-help and communication skills, which will give them independence and enable them to express their emotions
- Providing a rich and varied play based curriculum, following the Early Years Foundation Stage Framework, in which children will gain confidence in their abilities in all areas of learning and development
- Encouraging children to try new things and therefore to explore and investigate the world around them.
- Providing a comprehensive range of resources and a balance between child initiated and adult led playful learning opportunities to ensure that all prime and specific areas of the curriculum are covered
- Encouraging children to use their imagination in a variety of ways and therefore encourage their creativity
- Promoting 'British Values' (see separate policy)

- Promoting and encouraging strong home-school links to create an inclusive learning environment which takes account of children's interests, learning styles and stages of development both at home and in the setting
- Using a process of parental input and on-going observation and assessment in order to ensure that children's individual needs are reflected in both our medium and short term planning
- Emphasis is placed on the **3 prime** areas of learning for all children, but with particular reference to the younger children (2-3 years) in our care. These prime areas of learning are:

Personal, social and emotional development
Communication and Language
Physical development

- All children are supported in the **4 specific** areas of learning too which encompass:

Literacy
Mathematics
Understanding the World
Expressive Arts & Design

- In planning challenging and enjoyable playful learning experiences for children practitioners take into account the need for children to '**play and explore**', to be **active in their learning**, persevering with attempts and celebrating achievements, as well as supporting children to develop their own ideas to become '**creative and critical thinkers**'
- Each child is **unique** and constantly learning and can be encouraged to be strong and independent through **positive relationships**. Where **enabling environments** provide playful learning experiences based on individual needs and interests, children will learn and develop well as practitioners understand the different ways and rates at which children progress (EYFS, DfE, 2014)