

# **CURRICULUM AND EARLY LEARNING GOALS POLICY**

## **Statement of intent**

We believe that the experiences of early childhood are the foundations on which children build the rest of their lives. At Roundabout Preschool, children will be valued as individuals and given opportunities to learn in different ways and develop intellectually, physically, spiritually, emotionally, morally and socially. To do this, we will provide a happy, inclusive, secure and engaging environment.

## **Aim**

We aim to provide the children with learning experiences of the highest quality, considering both children's needs and achievements and the range of learning experiences that will help them to make progress towards (and where appropriate, beyond) these goals.

We aim to provide opportunities for every child to develop and progress, to encourage children's confidence and self-esteem, encourage independent learning and acknowledge that children learn in different ways always ensuring that each child is valued for themselves

## **Methods**

The Early Years curriculum is planned based on the governments Early Years Foundation Stage Guidance and the Early Learning Goals. The early learning goals establish expectations for most children to reach by the end of the foundation stage, but are not a curriculum in themselves. The early learning goals are in line with the objectives in the frameworks for teaching literacy and numeracy, which are taught throughout the reception year at school.

The seven areas of learning are:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Art and Design.

## **Curriculum**

Within in the group, all children are supported in developing their potential at their own pace. Our keyworker system enables us to ensure a planned curriculum tailored to the needs of each individual child.

By means of developmentally appropriate play activities and a high level of individual adult input, we offer a curriculum which leads to nationally approved learning outcomes and prepares children to progress with confidence to the National Curriculum at the age of five years.

### *1. Personal, Social and Emotional Development*

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

### *2. Communication and Language*

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding to stories, songs and rhymes. Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when they are ready, to use drawn and written symbols for themselves.

### *3. Physical Development*

A range of equipment and opportunities, both indoors and weather permitting in our outside play area, allows children to develop confidence and enjoyment in the use and development of their bodily skills. A very high level of adult supervision enables children safely to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time children are supported in the development of fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

### *4. Literacy*

A well stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and aware of their uses, both for reference and as a source of stories and pictures.

### *5. Mathematics*

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities which form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding.

### *6. Understanding of the World*

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also in the wider community. A range of safe and well maintained equipment is provided to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and solve problems.

### *7. Expressive Art and Design*

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories, and there are many opportunities for imaginative role play, both individually and as part of a group.

**Issued October 2016**