**CURRICULUM**

An early years curriculum is designed to provide a structured learning framework tailored to the developmental needs of children from birth to five years old. It goes beyond mere activities, encompassing a holistic approach that promotes social, emotional, physical and intellectual development. Our curriculum works in tandem with the Early Years Foundation Stage framework (“EYFS”).

We aim to provide a caring, nurturing, positive and happy learning environment which will allow all children to develop to their full potential. **We want our children to be prepared for their next stage of education and to be….**

**Ready to learn** have a positive, confident attitude to learning. They are both physically and emotionally ready to learn.

**Resourceful** children show initiative, are independent, ask relevant questions and are prepared to use a variety of strategies to learn

**Reflective** children are curious, willing to take risks and learn from their mistakes. They can describe their progress.

**Resilient** children are prepared to persevere and stay involved in their learning, even when the process is challenging

**Reciprocal** children are prepared to help each other and work as a team alongside children and adults

The EYFS outlines specific early learning goals that set expectations for what children should know and be able to do by the end of the foundation year. These goals cover seven critical areas of learning and development and ensure a cohesive educational journey that supports holistic development. The areas are:

**Prime areas Specific areas**

Personal social and emotional Literacy

Communication and language Mathematics

Physical Understanding the world

Expressive arts and design

An effective curriculum is pivotal in setting the foundation for successful learning outcomes. Gathering information initially from the home setting is essential as the setting comes to understand each child on a deeper level. The setting will obtain as much information as possible from parents and work collaboratively with previous or shared settings to ensure curriculum depth.

Everything we want the children to learn during their time at our setting including skills, experiences and knowledge are structured through our curriculum and dependent on a variety of factors. The setting starts with the child and grows in partnership. It begins with observation, tuning into the child and then building a relationship to understand their interests, development and learning, and planning for next steps. This process will involve the child, parents and carers and other professional. It considers the……

* **Children’s past experiences** **and home setting**
* **Local area**
* **Community and cultures and languages**
* **Children’ needs**
* **Parents needs**
* **Children’s interests**

For a setting to provide high quality education it must have an effective curriculum that understands **what you intend children to learn**, **how you implement it** and **the impact it has** to help to review their early years practice.

**What you intend children to learn** “**INTENT”** and what we are determined the children to learn in our setting: how we support, encourage and extend a child’s knowledge and skills at various stages of development. We do this by:

**Assessment of Needs:**

Evaluate the specific needs of the children before they begin in our care through “new starter - all about me booklets” completed by the parents/carers

Completing a termly “Person Centred Profile” for every child between the setting and parents/carers. This ensures that both the home setting and ours are aligned in the child’s learning and development goals for that term.

“I can” flower assessment every term between the setting and parents/carers

Completing 2–3-year progress checks to share with other professionals highlighting the child’s current learning and development.

Providing termly home learning resources and reading books aligned with their learning and development goals.

**Incorporating EYFS Goals**:

Integrate your child’s learning and developmental goals into our daily child and adult led activities. We ensure that these goals are adaptable to individual learning styles and paces. The setting will use the EYFS, Developmental Matters, Birth to 5 Matters as guidance.

**Planning:**

The setting compiles long, medium- and short-term planning to cover topics, special events, activities and individual developmental outcomes within the seven areas of learning and development .

**Newsletter**

Planned topics and useful websites are shared with the parents/carers on the termly newsletter. Children are then able to follow similar topics and activities at home too.

**Resources**:

We use age / stage appropriate resources/experiences that enhance a child’s learning journey. This could involve; tactile materials for physical development, books, and storytelling props for literacy; outdoor activities to nurture the understanding of the natural world around them. Resources are reviewed when compiling planning, and the completion of the termly “Person Centred Profile”. Ensuring the resources provide the knowledge and skills to support their outcomes.

**Staff Training**:

The setting compiles a yearly action plan. Within this action plan the setting can confidently schedule training to deliver for its staff to support the curriculum and children’s outcomes effectively. This sets out all legislative and non-legislative training which ensures the setting is up to date on relevant documentation and professional development. The action plan is frequently reviewed to ensure the curriculum is of high quality and meeting the needs of all the children. All training encompasses the quality of education, personal development, behaviour and attitude, and leadership and management.

**How you implement it** “**IMPLEMENTATION”** ishow the setting will put these intentions into action. This is the setting’s structure / narrative and requires thoughtful execution and regular evaluation. We do this by:

**One Centred Profile**

This document is completed by the setting and home on a termly basis; incorporating the learning and development outcomes that both settings wish the child to achieve but also how we could support them obtaining this through resources, interests, activities etc. The aim of compiling information this way is to keep them actively engaged in their play developing attention skills, focus, and concentration all essential for building skills, knowledge and language

**Home learning resource and reading books**

Upon completion of the One Centred Profile a clear pathway of the child’s learning objectives, activities and resources of their interests will have been collated in both settings. The setting will produce a home learning resource and reading books to take home for that term that will support the implementation of that term’s intentions.

**“About my day” daily sheets**

This is a one-page synopsis of the child’s day and is shared with the parents/carers. It will detail all the child’s basic needs i.e. meals, snacks, sleep, nappy changes, bottle feeds. It also details the resources that the child has chosen to access that day giving the setting and parents/carers another opportunity to review any changes in their play interests, topics.

**Daily child and adult led activities / free play resources**

Children have access to both adult and child led activities throughout the day. These are planned around themes, special events, their interests, the child’s age and stage of development and their learning and development outcomes for that term. Each day is reviewed by staff and reflect on how the day developed; did they actively engage and stimulate the child? Did they help the child achieve any aims and objects? Reflecting this way will help to see if any adaptions are required, planning, training or additional purchases.

**The “IMPACT”** **it has** achieved on their outcomes because of what the setting was determined for the child to learn (**intent**) and how the structure, narrative, execution (**implementation**) influenced the education received. We do this by:

**One Centred Profile**

This document is revisited by the setting and the parents/carers. Did the child reach their aims and objectives? Did the resources, interests, activities etc actively engage them in their play developing their attention skills, focus, and concentration, and language? How did the parents/carers and child find the home learning resources and books? Reviewing this document enables both the setting and parents/carers to reflect on the child’s next steps for next term.

**“I can” assessment check point**

The setting updates the assessment check document. Highlighting the child’s achievements and looking ahead to their next steps. It is also shared with the parents/carers for feedback.

**Planning / resources**

Evaluating the planning and resources assist the setting in asking: Did the resources and planning enhance the effectiveness of the child’s “intent” and “implementation”? Was the resources of high-quality to improve the curriculum, and assist reaching their goals creating awe and wonder? Did the activities, special events and experiences engage the children to explore.

**Continuous professional development**

The action plan is reviewed. We look at why that training was chosen, How it has impacted the setting, Where next could this training lead? Within this the setting evaluates and adapts to the evolving needs of the children, what professional development would support the age and stage of the children in the setting. It also takes into consideration any necessary legislative and non-legislative training required.

**Evaluations**

The setting asks all parent/carers s to complete an annual questionnaire to evaluate all aspects of the setting.