



**Dorothy Gardner Centre
Mary Paterson Nursery School
Queens Park Children's Centre**

CURRICULUM POLICY

Underpinning Core Principles

At Queen's Park Federation four guiding principles shape our practice.

These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.

Intent

We intend for our children to:

- Be happy, make friends and feel valued by staff
- Be competent and confident learners who are proud of their achievements
- Be provided with a safe and stimulating learning environment in which creativity and expressiveness are valued
- Be provided with a broad and balanced curriculum for every child so that they can develop skills, knowledge and understanding across a wide range of experiences and areas of learning
- Be treated as an individual with specific needs being met in appropriate ways
- Be provided with effective provision that will enable children to achieve their full potential
- Be excited about learning new things
- Be reflective, questioning, experimental, curious, persistent
- Learn to be effective communicators
- Be given new experiences

We intend for each parent/carer to -

- Feel confident in the care and education we give their children
- Feel part of the school community



- Feel able to approach us with any queries, worries or criticisms they may have

We intend for each member of staff to -

- Respect each child and her/his family
- Implement all school policies
- Contribute to the well-being and successful learning of each child
- Maintain a safe and stimulating environment and maintain vigilance regarding the wider safe guarding of all the children at Nursery
- Continue their professional learning throughout their employment here
- Build on the work which parents/carers do with their children outside school
- Ensure an active partnership with parents/carers about their child's development

Implementing our Intent

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. Effective education requires practitioners who understand that children develop rapidly during the early years – physically, intellectually, emotionally and socially.

Our provision supports and extends children's knowledge, skills, understanding and confidence, and helps them to overcome any disadvantage. All our Early Years practitioners ensure that all children feel included, secure and valued.

We build positive relationships with parents in order to work effectively with them and their children. Children's early years experience will build on what children already know and can do. We encourage a positive attitude and disposition to learn and use each 'failure' as a learning opportunity.

Parents and practitioners work together in an atmosphere of mutual respect within which children can have security and confidence. Our early years practitioners will also have a 'Family Group' of children with whom they develop a close bond and strong parental relationships. Our early years curriculum is carefully structured and each child and every child's experience and learning journey are considered.

We have three underpinning strands in our structure to ensure each child receives the very best education:

- Provision for the different starting points from which children develop their learning, building on what they can already do;
- Relevant and appropriate content that matches the different levels of young children's needs;
- Planned and purposeful activity that provides opportunities for teaching and learning, both indoors and outdoors.

There are opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves. Children do not make a distinction between 'play' and 'learning' and neither do practitioners.



Children are given time to become engrossed, work in depth and complete activities. Practitioners observe and respond appropriately to children, informed by a knowledge of how children develop and learn and have a clear understanding of possible next steps in their development and learning.

Our provision is set up for indoor and outdoor free flow provision. This benefits children's development in the following ways:

- Greater independence – As children are able to access the different environments freely it helps them develop greater independence. They are able to make those independent choices as to whether they play outdoors or access the messy activities inside. Older children especially strive on being given extra responsibilities and this will help them later on in life.
- Progress at own pace – Children shouldn't be rushed in their learning, it should be about giving children time to fully embrace the skills they are learning. Free flow gives children the opportunity to develop at their own pace, they can decide to either spend the morning outside participating in the stimulating activities or sitting at the table manipulating play dough.
- Decision making – As children are able to choose where they would like to play and with what, this is developing their decision making skills. As they get older they will begin to learn that their choices may have consequences.
- Physical well being – Offering children the choice especially the outdoors enables them the opportunity to run around and build on their physical skills. The outdoor space is great for those children who prefer to be outdoors, as practitioners can use their skills and mirror the indoor activities outdoors.
- Learning about the different environments – As children explore the different environment it opens up many learning opportunities as they discover the difference between inside and outside

Well-planned, purposeful activity and appropriate intervention by practitioners engage children in the learning process and help them make progress in their learning.

The learning environment is well planned and well organised to ensure children have a rich and stimulating experience. It provides the structure for teaching within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress.

High-quality care and education by practitioners translates to effective learning and development for the children.

The Curriculum

The Early Years Foundation Stage Profile (EYFSP) provides the curriculum framework for all practitioners working with children from birth to the end of the Reception Year. This guidance is inclusive of all practitioners working within the Foundation Stage. The Foundation Stage is valued as a stage in its own right. It establishes expectations for most children to achieve by the end of Reception Year. These expectations are stated in the Early Years Foundation Stage Profile as the Early Learning Goals.



Our curriculum also incorporates broader and more detailed learning that enriches the curriculum such as Forest School, Yoga, Arts projects and many more. This is in line with research into child development that tells us what makes for high quality early childhood education.

We believe that this broad curriculum is interesting for our children and stimulates challenging learning because it is developmentally appropriate and allows for differentiation. It enables us to be responsive to individual and groups needs and interests. This in turn means children are well prepared for primary school.

The curriculum is divided into seven areas of learning and these are underpinned by the 'characteristics of effective learning'. These are 'playing and exploring – engagement', 'active learning – motivation' and 'creating and thinking critically – thinking'.

The seven areas of learning are:

Prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Communication and Language development gives 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, such as imaginative role play, circle time, small group investigations, and group song, rhyme and story.

Physical Development provides 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.

Personal, Social and Emotional Development helps 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.

Literacy development encourages children to experience the world of reading and writing, to link sounds and letters and then to begin to read and write themselves. Children must be given access to a wide and exciting range of reading materials (books, poems, and other written materials) to ignite their interest.



Mathematics provides 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, spaces, and measures.

Understanding The World guides 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.

Expressive Arts and Design encourages 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.

Each of these curriculum areas is explored more fully in each of the school's curriculum policies which can be found on our website and a paper copy in the foyer of the school. If you have any queries please ask a member of staff.

Date: February 2020

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