

## Hall Orchard Barrow CE Pre-School

### CURRICULUM GUIDANCE

Adopted September 2020 Review September 2023

#### Statement of intent

At Hall Orchard Pre-School we endeavour to provide a high quality learning experience for all children to ensure that by the time our children transfer to compulsory education, they have made excellent progress in all areas of learning.

#### Our principles

Our principles are drawn from the Early Years Foundation Stage (2017) and reflect good, effective practice in the Foundation Stage:

- 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;
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

We aim to provide a safe, secure and exciting environment where children can thrive and reach their full potential. In order to achieve this we have considered:

- Providing children with the tools for learning
- Managing behaviour positively
- Fostering good relationships with parents
- The impact of the learning environment
- Development of children's attention skills
- The teaching and learning cycle
- Rigorous and regular informative assessment to identify attainment and next steps
- Effective questioning techniques
- Variety of learning styles
- The connections between music and learning
- The importance of physical development, and how movement is essential in the early years.

## **The Foundation Stage Curriculum**

The Foundation Stage covers the development of children between the ages of three and five years. The Pre-school and Reception practitioners work together to support child development through the 3 Prime Areas and 4 Specific areas of learning:

Prime Areas:

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

Specific Areas:

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

We value each area of development and appreciate the importance of learning through play in achieving the Early Learning Goals. Our planning is carefully structured and reflects the different ways in which children learn and develop. We provide a balance of activities that children can initiate themselves and those that are teacher led/directed. We provide opportunities for teaching and learning both indoors and outdoors. We are aware of the rich experiences that children come into school with and are prepared to extend these appropriately. Our curriculum also encourages children to value social and cultural diversity. Our curriculum is planned on a half termly, weekly and daily basis. Continuous provision is monitored regularly to ensure children have relevant first hand experiences that meet their interests and needs.

### **Assessment and record keeping**

We reflect our children's interests in our planning and use regular informed observations and assessments to provide next steps. Each child's key worker is responsible for their individual next steps, observation and record keeping. We also recognise the contribution that parents/carers and children can make.

As part of the teaching and learning process, staff assess each child's development in relation to the phases of development as documented in the Early Years Foundation Stage Outcomes. All areas of development are included. Assessments are made on the basis of observations and knowledge of the whole child. Progress summaries are completed by key workers each term and the final progress summary is passed on to the schools the children move to. Our learning journeys and progress summaries ensure that each child leaves the setting with their strengths acknowledged and next steps for learning identified. Where children are identified as having a Special Educational need, staff assess and plan next steps based on their individual learning plans. Children that are exceeding age-related expectations are challenged appropriately and staff liaise school staff where necessary.

## **Physical Activity**

Our pre-school is committed to promoting the health and well-being of its children and staff through physical activity. Current UK physical activity recommendations state that children and young people should be active for a total of 180 minutes each day (Department of Health 2011).

Our specific objectives are:

1. To enable children, staff and parents/carers to understand the importance of physical activity through the provision of information and development of appropriate skills and attitudes.
2. To provide and promote opportunities for staff and children to be physically active.
3. To increase physical activity levels of children in line with national targets.

Methods:

- Activities and resources in the pre-school promote physical activity throughout the day e.g. bikes, hoops, balance beams, balls, yoga, dance, active rhymes and stories.
- Practitioner-led, structured activities on a daily basis.
- Access to free-flow activities that promote active play.
- Staff aspire to be positive role models for our children. We aim to take part in physical activity whenever, e.g. as part of practitioner led sessions.

## **Emotional Health and Wellbeing**

Our pre-school is dedicated to providing an environment that promotes everyone's health and wellbeing as this is central to the 'Every Child Matters' strategy. For additional information, please see our SMSC policy.