



Curriculum Policy

Early Years Foundation Stage 2017 (revised 2019)

At Phoenix Childcare we incorporate the Reformed Early Years Foundation Stage (EYFS) Framework 2017 to support and develop children's play and learning.

The EYFS covers birth until the end of reception and is split into seven areas of development, three prime areas and four specific areas. All areas are important and interconnected

Prime

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

Specific

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The curriculum is all the planned and unplanned activities that are organised within the nursery and are based heavily on a child's personal, social and emotional development which underpins all curriculum areas.

Values

The Early Years Foundation Stage Framework is reflected in our practice within an environment which is respectful, kind and considerate to all those who attend. Our objective is to celebrate the developmental stage of the children, not necessarily the age of the children. We embrace the curricula and lay the foundations for the promotion of kind and considerate individuals.

Aims and objectives

The aim of the nursery curriculum is:-

- To enable all children to learn and develop their skills to the best of their ability at their own pace
- To promote a positive attitude towards learning's

- To promote self- discovery, exploration and curiosity towards learning
- To endorse and support children’s high self-esteem so they have the confidence to ‘try’.
- We promote the importance of the process of learning and not just the end result.

Organisation and planning

The planning of activities is carried out in accordance to the child’s individual development and interests that they have at that time.

Topics and curriculum areas are discussed within planning meetings with key staff in each room on a monthly basis incorporating the children’s ideas and individual needs.

Characteristics of Learning

Effective learning is defined as methods of learning that involve children actively participating in their own learning and personal development.

The emphasis on how children learn has huge potential to transform early years practice and empower children as confident, creative, lifelong learners.

Children are encouraged to follow their interests, make independent choices about their learning and are supported to develop their thinking skills through skilful adult interactions.

We have introduced named dinosaurs to the children to represent the ‘Characteristics of Effective Learning’. The Characteristics of Effective Learning are divided into three sections. They are all interconnected and overlap with one another. All children demonstrate each of them at some time – provided they are given the opportunities to do so.

This means that everything in our setting, including the outdoor and indoor environments that children are active in throughout the day, have been thought about and developed with these characteristics in mind. There are three characteristics that drive our teaching and signpost to practitioners that a child is learning:

- **Playing and Exploring** – Children investigate and experience things, and ‘have a go’.
 - **Imagindocus** – Playing with what I know.
 - **Explorosaurus** – Finding out and exploring
 - **Candoceratops** – Willing to have a go.
- **Active Learning** – Children concentrate and keep on trying if they encounter difficulties and enjoy environments.
 - **Proudosaurus** – Achieving what I set out to do.
 - **Tryceratops** – Keep on trying.

- **Stickosaurus** – Being involved and concentrating.
- **Creating and Thinking Critically** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
 - **Thinkodactyl** – Having my own ideas.
 - **Solveosaurus** – Choosing ways to do things.
 - **Buildosaurus** – Making links/ using what they already know to learn new things.

Observation and Assessment

The Purpose of Assessment

- To Inform Planning of work so that the child's existing knowledge and skills can be taken into account
- To Identify children who may need specialist help as early as possible
- To build up a profile of the child's development for parents and the schools those children will move on to.
- To evaluate the quality of provision provided for the children in our care.

Our assessment is developed through observations of the children across the whole nursery environment, Free-play, Outside play, planning/review groups, group activities and 1-1.

Methods of Observation

Our main method of observation is to observe children in the natural environment during daily routines and activities.

Other methods that we may use are,

- Setting up specific activities and observing the child's reaction to them
- Focusing on a particular task or activity
- Following children's IEP (Individual Educational Plan) and addressing through observation and assessment the targets set.

Through recording children's development we are able to:

- Find a child's stage of development so that appropriate aims and objectives can be set through planning.
- Monitor children regularly and check on their progress
- Identify strengths and weaknesses
- Provide a balanced curriculum
- Enable us to provide continuity between home, Nursery and receiving Primary School
- Inform our planning
- Identify what adults can do and provide to support the child's learning further

Two Year old Progress Check

Between the age of two and three every child who attends Phoenix Childcare will have a progress review. This is a requirement of the EYFS and will be carried out by the child's keyworker concentrating on the prime areas of learning. It will highlight strengths and any areas the child's progress may be less than expected and steps put in place to address any concerns.

The child's parents/carers will be asked to come in and discuss the review with the keyworker and include their views and comments into the summary.

Information sharing

At Phoenix Childcare we value the importance of how parents and carers contribute towards children's assessments and learning and understand the benefit of information sharing.

To ensure this happens we will,

- Ensure each room has an information board which explains how the Early Years Foundation Stage works and how it links to each age group
- Hold parents/carers evenings twice annually
- Each month after a development review parents will be given information on areas they can focus on with their child at home
- If a child attends another setting, each term the child's keyworker will make contact with them to share developmental information on the child.
(Permission will be sought from the parent carer first)