



## Curriculum Policy

Within our setting we have a curriculum policy this is to help find where each individual child is in their learning. We base our curriculum planning around each individual child we use the Curriculum guidance for the foundation stage which is complying with government regulations. Within this curriculum there are three prime areas and 4 specific areas, which are:

### Prime areas

Physical development

Personal, social and emotional development

Communication and language

### Specific Areas

Literacy

Mathematics

Understanding the world

Expressive arts and design

We gather information on each child's learning and development and document this using a PLOD (Possible Lines of Development) This tool has the EYFS curriculum within this. We then highlight each learning intention once it has been completed to create a starting point for each child. Once this is done we then take the next stage from each area for the child to develop, this creates the child's new next steps for that term. Next to each learning intention on the PLOD there is the letter E, D, S, this means emerging, developing and secure. We then date when this has been completed and highlight the intention, to follow on from this we then have an observation in each child's folder to show how they have completed their next step learning intentions. We also highlight the next step intention once this has been completed and added to the folder. This then gives us a clear picture of where each child is within their learning.

Speech and Language is paramount to a child's development, this is why we have a speech and language tracking sheet with ages and stages on to monitor where each child is within this area. There are four areas to speech and language they are as follows: Listening and attention, talking, understanding and social communication. We use this to also highlight any difficulties the child may be facing with their development and behaviour. If the child is lower than expected within any of these areas we will then talk to parents/ carers to come up with a plan for the child. This could be support in the setting or a speech and language referral. This is so we support the child's progress in a positive way.

We have a yearly plan, which involves planning topics for the year in accordance with seasons, occasions etc. We also have a termly plan which includes topics, layout of the room, activities on tables etc. These plans are available to parents/carers to see as the planning will be given via the Home link newsletter termly.

All planning is adjusted to suit individual children's ages and abilities and no child is discriminated, excluded or disadvantaged because of ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

Our curriculum and outcomes are achieved by using the child initiated approach where children can choose which area they prefer to play in and can access all of the toys and areas available to them freely. This is supported with Adult led learning where children will be accessing activities that the adults have planned for the children and adapted to each child's needs. To make sure that we are supporting children's interest we then enhance their play and interest through adult support within the child's play and trying to extend their play and ideas where possible, without taking over their play.

Adult led activities that we encourage children to access are:

*Dough Gym* – Dough Gym is a very effective programme for children who really need to work on their upper body and gross motor development, but there may well be children in our setting who need more focused input on their hands, fingers and grip.

### **What is Dough Gym?**

- Dough Gym is a gym for children where you work out with dough – Simple!
- Dough Gym is a specific **daily** intervention – If it is going to have impact it has to be regular and consistent.
- Dough Gym is directly linked to assessment and attainment.
- Dough Gym is with a maximum of 8 children, not a whole group.
- Dough Gym is done to music – We have found that this is key to its success. Children are highly engaged by music and the beat is crucial when it comes to performing the Dough Gym moves. This is to support children with their pre-writing skills which will strengthen their muscles in their body. This will support with their grip with holding any form of writing tool for when they start school.

### *Jolly Phonics*- How Jolly Phonics works

Jolly Phonics is a comprehensive programme, based on the proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age. This means that we teach letter sounds as opposed to the alphabet. These 42 letter sounds are phonic building blocks that children, with the right tools,

use to decode the English language. When reading a word, they recognise the letters and blend together the respective sounds; when writing a word, they identify the sounds and write down the corresponding letters. These skills are called blending and segmenting. These are two of the five skills that children need to master phonics.

However, our early years children will be starting with the basics, they will be sat in small groups and will sing the jolly phonics songs, they will copy the actions to practise their sounds. They will also be given writing tools, ie crayon, pencil, pen as well as paper on a clip board. The adult who is leading the activity will show the children what the letter formation looks like. The children can then express what they think it looks like on their paper. This starts to support their pre-writing skills and reading skills for reception level when they start school.

***Write Dance***- write dance is a programme that supports children's listening and attention skills, imagination, muscle development and pre-writing skills. The children lay on their tummies with a piece of paper in front of them, there is music playing that the children have to listen to whilst they are drawing, they need to use their imagination when they draw. The children have a crayon in each hand and are free to draw whatever comes into their mind.

***Boogie mites***- This programme supports the development of children in all areas of the EYFS as well as, muscle development that supports pre-writing skills, speech and language, health and wellbeing. The children will be dancing to music and singing copying the action from the adult. You can access the same programme via the boogie mites website

***Story Suitcases***- we have a number of story suitcases within the setting, within these there will be a story and props to support that story. The children will be sat with an adult who will be reading the story, the children will be interacting with the story using the props. This creates a more engaging activity and will help the children the adults will be asking questions about the story and will try and get the children to join in. This programme supports the development of the EYFS but mainly focuses on Literacy, listening and attention, understanding, personal social and emotional skills, routines and boundaries ready for school.

***Singing Bag***- This is to support speech and language development, listening and attention, personal, social and emotional skills. The children will be sat in a circle they will each have a turn from the singing bag to pull out a song piece, the children and adult will then sing the nursery rhyme or song together, this will be repeated until all of the children in the group have had a turn.

***Rhyming Bag***-This supports children with their speech and language development, and listening and attention skills as well as other areas of the EYFS. The children will be sat in a circle with an adult, each child will get a turn to choose a rhyming book from the bag, after they have chosen the adult will read the rhyme to the children and if the children know the rhyme they can try to join in.

*Teeth Cleaning*- we support good oral hygiene within our setting and promote teeth cleaning. The activity is set up on one of our round tables, all children have their own tooth brush which is stored in a teeth cleaning bus, the children have a mirror placed in front of them and an adult supports the child to clean their teeth, the toothpaste is placed on a piece of paper towel for them to scoop up themselves, then the child will dry brush their teeth. The adult will be singing the cleaning your teeth song and helping them to understand why we need to do this make sure they understand they need to look after our own bodies. The adult will also ask the child if they can recognise their name or their picture where their tooth brush lives. There will only be four children at any one time completing this activity at the table and will be done with their colour groups. This activity happens morning and afternoon so that all children can access this. This supports many areas of the EYFS. The staff have been trained by dental nurses to support children with their teeth cleaning.

*Cosmic Yoga* – Woodcroft is very mindful of children’s health and well-being. Cosmic yoga is all about giving the children time to have a healthy body, mind and time to unwind and relax as well as learning along the way. The children are given a mat to stand on and the adult supports them by showing them the yoga moves. This teaches them to breath slowly and stay calm. The programme is supporting physical development and personal, social and emotional.

We have special educational needs co-ordinators within the group, who create individual educational plans (IEP’s) and monitor children with special educational needs.

We also take advantage of opportunities for spontaneous play. We plan structured activities for the children but we also allow them to plan or initiate activities themselves. We encourage and value parent’s/ carers input and ideas when planning pre-school activities. Parents/ carers are given a home/school activities sheet so parents/ carers can be involved in their children’s development, by continuing the issues covered at pre-school at home.

Each child has an individual folder. The folder includes next steps for the children which documents the child’s development in the three prime areas and 4 specific areas of learning. You will also find the child’s characteristics of Effective learning, this helps us to identify what the children’s interest are within that term, we then use this to help the children within their development by using their interests. There is also a progress tracker used every term, this is used to find the child’s starting point and will be used each time they have new next steps, this is how we track the children’s progress and close any gaps within their learning. The folder includes various pieces of the child’s work e.g. paintings, drawings and observations that have been made on the child. These folders are confidential and kept in your child’s draw and are available to the child’s parent/ carers.

We have a confidentiality policy available to the view in the policies and procedures file.

We recognise and respect different cultures, religions, languages etc and we encourage the children to recognise and learn about cultures and religions other than their own, this is also incorporated into our planning, and for example, the children will learn about celebrations in different religions. This is to give children a balance and non-discriminatory view of the world and an appreciation of the rich diversity of our multi-racial society.

### Outdoor Play

We promote outdoor play this may be in all weathers children will be dressed to suit the weather and the doors to the childcare setting will remain open to allow for continuous play to take place. Children are keen to explore the outside environment and we promote this. Children are encouraged to wear wet suits, which are waterproof for outdoor, we ask that parents/ carers provide these for their child with their name clearly labelled, we also ask parents to provide wellie boots and spare clothing for each session that their child attends. However, if a child refuses to wear a suit, we will still let them outside as outdoor play is so important. We also ask that in the warmer months that you provide your child with a sun hat and sun cream so that we can keep your children safe and support their outdoor play.

This policy adopted October 2019, signed

Director

Secretary

Woodcroft Pre-school and Wrap Around Care