



EARLY YEARS CURRICULUM

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

We, as a pre-school, are registered to deliver an early years curriculum. Our early years curriculum sets out:

- The safeguarding and welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare.
- The seven areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge.
- Observations that will tell you about your child's progress.
- The expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "Early Learning Goals (ELGs)".

Children's Development and Learning

Our pre-school reflects the four guiding themes and principles of the EYFS:

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Enabling Environments

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, parents and carers.

Learning and Development

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



EARLY YEARS CURRICULUM (continued)

At Micklands Pre-School, we aim to ensure that each child:

- Has access to a safe and stimulating environment,
- Is given sufficient care and attention due to our ratio of qualified staff to children,
- Has the opportunity to join in with other children and adults to play, work and learn together,
- Is helped to develop their learning based on their individual needs,
- Has a team of key people who are responsible for tracking their development,
- Is in a setting that see parents as partners.

How we provide for Learning and Development

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through the seven areas of development and learning which comprise:

Prime areas

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

Specific areas

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

The level of progress children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals (ELGs). These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.



EARLY YEARS CURRICULUM (continued)

The 'Early Years Outcomes' guidance sets out the likely stages of progress a child makes along their learning journey towards the ELGs. Our pre-school has regard to development matters when we assess children and plan for their learning.

The seven areas are used to plan your child's learning and activities. Your child's key person will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools but it is suitable for very young children. It is also designed to be really flexible so that key persons can follow your child's unique needs and interests.

Communication and language

Our programme involves giving 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.

Physical Development

Our programme involves providing opportunities for young children to be active and interactive; to develop their co-ordination, control and movement; to be helped to understand the importance of physical activity; and to be helped to make healthy choices about food.

We refer to the guidance published by the Chief Medical Office on 'UK Physical Activity Guidelines for Early Years'.

Personal, social and emotional development

Our programme involves helping 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

Our programme involves encouraging children to link sounds and letters and to begin to read and write; and giving children access to a wide range of reading materials to ignite their interest.



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Mathematics

Our programme involves providing 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

Our programme involves guiding 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

Our programme involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities for and encouragement for sharing their thoughts, ideas and feeling through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Meeting Individual Needs

We consider the individual needs, interests and stage of development of each child in our care and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

When working with the youngest children, we focus strongly on the three prime areas which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. The balance shifts towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

Throughout the early years, if a child's progress in any prime area gives cause for concern, we will discuss this with the child's parents and carers and agree how to support the child. We will consider whether a child may have a special educational need or disability which requires specialist support. We will liaise with, and help families to access, relevant services from other agencies as appropriate.



EARLY YEARS CURRICULUM (continued)

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We ensure that children have sufficient opportunities to learn and reach a good standard in English language during their time with us, ensuring children are ready to benefit from the opportunities available to them when they start school.

When assessing communication, language and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of English language, we explore the child's skills in the home language with parents and carers to establish whether there is cause for concern about language delay.

Our Approach to Learning and Development and Assessment

Learning through play

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and to relate to others. Children learn by leading their own play and by taking part in play which is guided by adults and we make an ongoing judgement about the balance between the two.

We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Characteristics of effective learning

In planning and guiding children's activities, we reflect on the different ways that children learn. These characteristics of effective teaching and learning are:

- **playing and exploring**—children investigate and experience things, and “have a go”;
- **active learning**—children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically**—children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



EARLY YEARS CURRICULUM (continued)

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

Assessment plays an important part in helping parents, carers and us to recognise children's progress, understand their needs, and to plan activities and support.

Ongoing assessment is an integral part of the learning and development process. We observe children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In our interactions with children, we respond to our day-to-day observations about children's progress and to observations that parents and carers share with us.

Tapestry Online Learning Journeys

We believe that the sharing of information about children is very much a two-way process. Each child has a 'Learning Journey' that is built from a collection of photographs, video clips and written observations completed by their key person team.

We use the 'Tapestry Online Learning Journey' which is a safe programme hosted on secure dedicated servers based in the UK. This programme allows parents to be provided with ongoing information about their child's learning and progress according to the Early Years Foundation Stage and Characteristics of Learning.

Each child has a key person team who work with parents to compile their child's Learning Journey, collecting information about the child's needs, activities, interests and achievements. This information enables us to identify the child's stage of progress and helps us to cater for their individual needs, planning next steps that are beneficial and promote development.



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Parents work in partnership with us using Tapestry as the programme allows for photographs and video clips to be uploaded by parents to their child's learning journey from home. This encourages parents to share their adventures and how they help their children to learn whilst at home.

The child's learning journey helps us to celebrate with parents their child's achievements and to work together to provide what their child needs for their well-being and to make progress.

2-Year-Old Progress Check

If a child has attended pre-school for full term prior to turning 3 years old, then we will work with parents and carers to produce a short written summary of the child's development in the prime areas. This is called the "2-Year-Old Progress Check".

This progress check identifies the child's strengths and any areas where the child's progress is less than expected. If there are any significant emerging concerns, or an identified special educational need or disability, we will develop a targeted plan to support the child's future learning and development, involving parents and carers and also other professionals, for example the Special Educational Needs Co-ordinator or health professionals, as appropriate.

We agree with parents when will be the most useful point to provide the progress check. The key person is responsible for completing the progress check by using information from on-going observational assessments carried out as part of our everyday practice and by taking into account of the views and contributions of parents and other professionals. The progress check:

- reflects the child's developmental level and individual needs to give parents a clear picture of their child's development;
- highlights areas where the child is progressing well; and areas in which some additional support might be needed;
- identifies any areas where there is a concern that the child may have a developmental delay (which may indicate a special educational need or disability);
- describes the activities and strategies we intend to adopt to address any developmental concerns. This includes working with other professionals where appropriate as agreed with the parents;



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- enables the key person to plan activities to meet the child's needs within pre-school and to discuss with parents how the summary of development can be used to support learning at home.

Integrated 2-Year-Old Review

From September 2015, health visitors and early years providers are expected to bring together health and early years education reviews for children at the age of 2 to 2½. This age is an important time for children and their parents. It is a period of rapid growth, learning and development in a young child's life and it is also a crucial time when a child's need for additional support from health services or the education system can become clear. While the care given during the first months and years of a baby's life is critical for equipping them for the future, age two is another important stage where planned contact with all children and their parents can help to make a real difference to a child's future outcomes

Integrating the existing health and education reviews at age two helps to identify problems and offer effective early intervention for those children who need more support, at an age where interventions can be more effective than they would be for an older child.

To enable this integration and the best outcome for your child, parents are encouraged to share relevant information from their child's 2-Year-Old Progress Check with their Health Visiting Team and vice versa. This will allow us and health professionals to inform each other and work in partnership together to identify strengths, as well as any developmental delay, and to provide support from which the child and family might benefit.

We have to have the consent of parents to share information directly with other relevant professionals.

Transfer Records

If and when a child leaves us to move onto either another setting or onto primary school, we will then work with you to produce a "Transfer Record". This records information on your child's current learning and development success and particular interests they may have. All reports and other documents will be shared with you firstly and permission sought from you before sending them onto school. Please also see our "Transition Policy" for further details.