



# Play in Dore

## Curriculum Planning Policy

We provide opportunities for children between the ages of 3 months and 5 years. This curriculum is set out in a document, published by the Qualifications and Curriculum Authority and the Department for Education and Skills, and called the early year's foundation stage. (EYFS)

Our aim is to provide activities that will challenge children to achieve the level the EYFS sets for children before they start infant schools that will be appropriate for children's ages and stages, and make the learning experience an enjoyable one for the children.

### **The guidance divides children's learning and development into seven areas:**

- Personal, Social and Emotional development;
- Communication and Language development;
- Literacy;
- Mathematics;
- Understanding of the world;
- Physical development; and
- Expressive Arts and Design.

### **Method**

- We operate on a child led/observational system where we extend children's interests.
- We prepare short term plans each week, with individual child learning focuses.
- Medium term planning is implemented monthly relating to the child's environment, I.E. festivals, cultures, visitors etc.
- Long term planning is available in continuous provision in every room and is evaluated on a regular basis.
- We keep a record of each child's progress, parents will be allowed to see the record and discuss it with their key worker
- We observe each child regularly and monitor their progress to the stages of development, and enhance activities to extend their interest and further develop their learning.
- We involve parents in their child's learning using home observation sheets informing us of the child's current interests.
- We offer parental opportunities to support some of the activities by helping in sessions, bringing in materials and other items connected with the activities planned or helping with walks/trips.

### **Personal, social and emotional development**

This is how we implement this area of children's development:

\*Form a warm, caring attachment with children in the group

### **Communication, language and literacy:**

This area of children's development covers:

- being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others;
- adding to their vocabulary by learning the meaning of — and being able to use — new words;
- being able to use words to describe their experiences;
- getting to know the sounds and letters which make up the words we use;
- listening to — and talking about — stories;
- knowing how to handle books and that they can be a source of stories and information;
- knowing the purposes for which we use writing; and
- making their own attempts at writing.

### **Problem solving, reasoning and numeracy.**

This area of children's development covers:

- building up ideas about how many, how much, how far and how big;
- building up ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- starting to understand that numbers help us to answer questions about how many, how much, how far and how big;
- building up ideas about how to use counting to find out how many; and
- being introduced to finding the result of adding more or taking away from the amount we already have.

### **Knowledge and understanding of the world**

This area of children's development covers:

- finding out about the natural world and how it works;
- finding out about the made world and how it works;
- learning how to choose — and use — the right tool for a task;
- learning about computers, how to use them and what they can help us to do;
- starting to put together ideas about past and present and the links between them;
- beginning to learn about their locality and its special features; and
- learning about their own and other cultures.

### **Physical development**

This area of children's development covers:

- gaining control over the large movements which we can make with our arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- gaining control over the small movements we can make with our arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- learning about the importance of — and how to look after — their bodies.

## Creative development

This area of children's development covers:

- using paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- becoming interested in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Our overarching principles are:-

1. Unique Child
2. Positive Relationships
3. Enabling Environments
4. Children develop and learn in different ways and at different rates.

This curriculum planning policy runs in conjunction with the Safeguarding policy, Working together to Safeguard children defines Safeguarding and promoting the welfare of the child.

Please refer to the Safeguarding policy for any additional information.

All staff at Play in Dore comply with the standards of the 1998 Data protection Act.

This policy was adopted by: Play in Dore	Date:
To be reviewed:	Signed: Niala Haq

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2014): Safeguarding and Welfare Requirements: Information and records [3.68 -3.70]*.