

CURRICULUM POLICY

INTRODUCTION

We incorporate the Early Years Foundation stage (EYFS) framework to support and develop children's play and learning. The EYFS covers birth to five years and are divided up through the following:

- A unique child - every child is a competent learner from birth
- Positive relationships - children can learn to be strong and independent
- Enabling environments - the environment plays a key role in supporting and extending children learning and development
- Learning and development - children develop in different ways and at different times and all areas of learning and development are vital.

The curriculum is all the planned and unplanned activities that are organised within the setting and are based heavily on a child's Personal, Social and Emotional development which underpins all curriculum areas, plus their holistic development and attitude towards coming to our care.

VALUES

The Early Years Foundation Stage framework is reflected in our practice within an environment which is respectful and caring to all those who attend. Our objective is to celebrate the age of the children as they are, and not purely see the early years as a pre-runner for something bigger and more exciting. We embrace the curriculum and lay the foundations for the promotion of caring and considerate individuals.

AIMS AND OBJECTIVES

The aim of our curriculum is:

- To promote a positive attitude towards learning
- To promote self-discovery, curiosity and exploration towards learning
- To endorse and support children's high self esteems so they have the confidence to 'try'
- To promote an ethos of mutual respect and caring, and a sense of what is and what is not acceptable codes of behaviour
- To help children understand the importance of truth and fairness, so that they begin to learn the importance of equal opportunities.
- To enable all children to learn and develop their skills to the best of their ability.

We advocate the importance of the development of learning

ORGANISATION AND PLANNING

The planning of activities is carried out in three phases:

- Long Term

- Medium term
- Short term

The curriculum and topic areas are discussed within planning meetings with key practitioners within the team at regular intervals. In addition, the key person plans for the individual needs of the children in their group, and these are reflective of the curriculum which adds to the children's stage of development.

Planning within the EYFS - covers the 7 areas of development, with most activities lending themselves to cross curricula learning, such as a scientific activity, which would involve counting or sorting. The seven areas are:

- Personal, Social and Emotional Development
- Communication and language
- Literacy
- Understanding of the World
- Physical Development
- Expressive Arts and Design
- Mathematics

CHILDREN WITH ADDITIONAL NEEDS

Ramas Daycare is designed to provide access and opportunities for all children who attend our care. The EYFS is delivered creatively by practitioners who will take into account any additional needs that your child may have. Children will not be excluded from any activity because of an additional need; the onus will be on the practitioner to deliver the activity in a manner that meets the child's needs.

Our setting complies with the requirements set out in the Special Educational Needs (SEN) code of practice. Assessments will be made in accordance with the code. An individual education plan will be formulated for children to ensure their needs are met, monitored and reviewed.

The EYFS endorses an ethos of learning through play. The children progress along the stepping stones, which breaks down outcomes into small, manageable steps which the children need to work through until they have mastered a skill. The children are encouraged to meet the stepping stones at their own rate, at a pace that is reflective of their stage of development and the things they have experienced. Planning is therefore essential for the children to have opportunities to explore and investigate new skills and objects, sometimes for the first time.

Partnership with parents is a vital part of the EYFS, and one that Ramas Daycare strongly supports and advocates. Children who benefit from support and a positive approach to play and learning, offer children an excellent foundation onto which future learning can be built.

MONITORING AND REVIEW

The Setting Manager is responsible for the day-to-day organisation of the curriculum, ensuring that practitioners are fully trained in all areas of it, and recognise the importance

of an integrated approach to it. An amalgamation of evidence of children's learning is captured on a daily basis through observation and individual learning journeys, which are monitored and checked by the Setting Manager for progression and inclusion. Parents are encouraged to see their child's portfolios and ask any questions.