**Collingwood Pre-school**

# Curriculum: what we want children to learn

The curriculum is a top-level plan of everything the early years setting wants the children to learn.

Planning to help every child to develop their language is vital.

The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.

Young children’s learning is often driven by their interests. Plans need to be flexible.

Babies and young children do not develop in a fixed way. Their development is like a spider’s web with many strands, not a straight line.

Depth in early learning is much more important than covering lots of things in a superficial way.

| **Areas to consider about your setting** | **Supporting Evidence** | **Links to support and identify improvements** | **Actions you have identified** | **Date actions need to be completed** |
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| Do all staff have a good understanding of the Early Years Foundation Stage (EYFS) including the four guiding principles? | The staff team, through their CPD, ensure they all have a thorough understanding of the EYFS.  This includes the four guiding principles.  The Early Years Alliance (EYA) EYA Conect programme provides the staff team with a comprehensive range of training and resources they can access to suit their CPD.  Staff also access training though Essex County Coucil (ECC) and the Autism Education Trust (AET).  All training is noted on the pre-school website. collingwoodpreschool.com  The overarching principle of the **unique child** is evidenced through observation, assessment and reflective practice, ensuring that every child has the opportunity to learn and build their self-confidence, self-assurance and be capable and resilient.  The overarching principle of **positive relationships** is evidenced through the close contacts with children and their families which builds strong, positive relationships over their time at pre-school.  The children are encouraged and taught how to interact, share and be strong and independent by all staff using a consistant approach to promoting positive behaviour, which is shared with all parents/carers.  The overarching principle of **enabling environments with teaching and support from adults** is supported by session rotas and planning. Key persons are given the time and opportunity to respond to their key children’s individual interests and needs, noted from their first visits to pre-school and observed throughout their time at pre-school.  The key person and all staff scaffold children’s learning and build strong, caring relationships with them and their parents/carers.  The staff team have an excellent relationships with each other and share information, confidentially, about individual learning and development.  The overarching principle of **learning and development** is supported by careful planning of the curriculum and resources that are available to all children, including children with SEND, in the indoor and outdoor environment.  All staff are trained in recognising that children learn and develop at different rates and work closely with parents/carers to ensure their child(ren) reach their individual potential.  The staff team use Tapestry to record observations and assessments, charting children’s individual learning and development.  The Manager reviews all Tapestry journals to ensure staff are using their knowledege and understanding in recording their key children’s progress.  The Manager also initiates reflective practice to ensure the learning environment, indoors and out, is providing the highest standard of care and learning. | [Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf)  [Help for early years providers : Training, qualifications, support and guidance (education.gov.uk)](https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/training-qualifications-support-and-guidance) | Continue to review the Staff Development Plan.  Continue to include CPD as part of staff supervisions. | Ongoing. |
| Do all staff have a good understanding of the learning and development requirements of the EYFS? | Yes. This is evidenced through their recording on their key children’s journals.  The staff continue to access training and share ‘good practice’ within the staff team.  The Manager ensures that all updated information on the EYFS is shared in a timely manner.  Staff supervisions and daily support from the Manager and Deputy Manager ensure that sharing knowledge is ongoing. | [Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf) |  | Ongoing. |
| Do you have opportunity to regularly review the role of the learning environment to ensure it continues to meet the needs of the children within your setting? | The Manager and the staff team engage in reflective practice of the learning environment.  This is discussed and noted on Tapestry.  The resources are changed weekly, indoor and out, and provide an exciting experience for all children. They take into consideration the different development stages of the children on session and ensure that all children are learning and reaching their full individual potential. | [Learning environments – Birth To 5 Matters](https://birthto5matters.org.uk/learning-environments/#:~:text=Such%20an%20environment%20will%20support,well%20as%20the%20social%20world) |  | Ongoing. |
| Is your outdoor area used as an integral part of the provision and seen as of equal importance as indoors?  How do you know?  How do you ensure that children are [physically active](https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report)? | The outdoor area is viewed with equal importance as the indoor area.  This is evidenced through planning and reflective practice.  The pre-school has recently reviewed the outdoor area and purchased new equipment to encourage further physical play.  The resources and equipment are planned carefully to encourage gross and fine motor skills for all the stages of development. | [Early Years Foundation Stage: learning through playing outside - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/maximising-the-use-of-the-outdoor-environment-for-young-children#:~:text=Details,social%2C%20emotional%20and%20physical%20development.)  [Physical activity guidelines for children (under 5 years) - NHS (www.nhs.uk)](https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/) |  | Ongoing. |
| Do staff understand the importance of the role of the adult in providing warm responsive relationship between adults / children? | Our key person system has been embedded in practice for many years now. The pre-school has a staff team who are loving, caring and intune with children’s needs. This is one of our many strengths and is often highlighted by our parents/carers. | [Help for early years providers : Interactions (education.gov.uk)](https://help-for-early-years-providers.education.gov.uk/communication-and-language/interactions) |  | Ongoing. |
| Do staff understand their role in supporting children to acquire the communication and language skills and develop the physical, personal, social and emotional skills they need for the next steps in their learning? | The staff have a full understanding of the importance of the prime areas of children’s learning and development.  All parents/carers are encoraged to share their child’s acheivements as they start pre-school.  The Tapestry journal is shared giving parents/carers the opportunity to note their child’s development and understanding.  Key persons carefully observe their key children and plan from those observations and the information from parents/carers.  They understand that children are unique and holistic learners and provide every opportunity to meet their interests and needs. | [Early Years Evidence Store | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years/early-years-evidence-store)  [Help for early years providers : Curriculum planning (education.gov.uk)](https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/curriculum-planning) |  | Ongoing. |
| Does the settings curriculum support children to develop their knowledge and skills in the prime and specific areas of learning? | The pre-school curriculum is carefully planned to ensure the prime and specific areas support childrens learning indoor and out.  Resources are planned to cover the stages of learning and to develop and scaffold knowledge.  The pre-school provides high quality equipment and resources which compliment an exciting, enriching environment. | [Early Years Evidence Store | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years/early-years-evidence-store)  [Best start in life part 2: the 3 prime areas of learning - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning) |  | Ongoing. |
| Do all staff have a good understanding of children’s prior experiences and are these built on within the settings curriculum? (Cultural Capital) | Staff have close relationships with parents/carers and a full understanding of their key children’s experiences before they started at pre-school.  Meetings are arranged with their key person, prior to the child starting, and parents/carers are encouraged to complete the About Me section on their child’s Tapestry journal. They are also encouraged to share special events, celebrations and learning experiences on Tapestry.  This knowledge and understanding for the key person helps her/him plan for future teaching opportunities. | [Best start in life part 1: setting the scene - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene#curriculum) |  | Ongoing. |
| How is your curriculum shared with parents? | The Manager shares the curriculum planning, by email, with parent/carers every half term. She puts a weekly page on Tapestry which is an overview of the learning for the forthcoming week. | [Help for early years providers : Working in partnership with parents and carers (education.gov.uk)](https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/working-in-partnership-with-parents-and-carers) |  | Ongoing. |
| How does your curriculum support staff to understand their role in actively challenge gender, cultural and racial stereotyping and help children gain an understanding of people, families and communities beyond their immediate experience? | The pre-school is inclusive for all families. Staff deliver a diverse curriculum and encourage families to share their culture through artefacts from home, books and posters. Where different languages are spoken, the pre-school will draw on the parents/carers and the local community.  Using the child’s home language sends a powerful message about their individual idendity.  The pre-school enhances learning opportunities through inviting visitors from the community e.g. police, nurses, fire fighters etc.  This helps to foster a genuine interest in others.  Trips out into the community are arranged to promote the children’s knowledge of similarities and differences in the environment.  Open ended questions are used to encourage language and interaction. | [Help for early years providers : Diverse world (education.gov.uk)](https://help-for-early-years-providers.education.gov.uk/understanding-the-world/diverse-world) |  | Ongoing. |
| Does your curriculum consider the cohort of children within your setting and what you want them to learn?  Consider:   * Children with EAL * Children with SEND * Children with 2-year-funding * Demographic of children and families | The curriculum is tailored to all children. The needs of children with EAL, SEND and 2.6 year olds are always planned for.  Key persons plan carefully to meet the needs, fascinations and interests of their key children, by getting to know them very well.  The children’s starting points are discussed and noted, enabling staff to plan for their learning. This will help all children achieve the best possible outcomes and fulfil their individual potential.  Where it is noted that a child has a particular need in an area of development, the curriculum is adjusted and additional support given.  This is monitored carefully and shared with parents/carers. Early intervention is key to supporting the child’s needs. | [Help for early years providers : Meeting the needs of all children (education.gov.uk)](https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/meeting-the-needs-of-all-children) |  | Ongoing. |

**\* Definition of Curriculum from the Early Years Curriculum and Pedagogy- Best Start in Life research part 1: 8 Sept 2023**

The areas of learning and development in the EYFS must shape the educational programmes or curriculum for children in all settings. It is crucial that all providers carefully consider what children need to learn over time so they are able to reach ambitious end points by the end of their time in the early years. High-quality curriculums are coherently planned and well sequenced. Although the EYFS framework enables practitioners to decide on the detail of the curriculum they teach, it is important that they plan and sequence what they intend all children to learn, rather than it happening by chance or for some children and not others. A coherently planned and well-sequenced curriculum enables children to make progress by knowing more, understanding more and being able to do more. In the early years, the curriculum enables all children to make progress in the areas of learning. In this way, early education provides the building blocks of knowledge for subjects that children will study in later years. The early years curriculum does not include formal subjects. However, it does prepare children for later learning in those formal subjects.