



CURRICULUM PLANNING

In planning the curriculum we would use the guidelines produced by the DfES (The Early Years Foundation Stage) which sets the standards for Learning, Development and Care for children from birth to five.

We aim to provide a relevant, broad and balanced curriculum, which is delivered by a staff team that are fully conversant with the curriculum requirements.

This will include:

Provision for the different starting points from which children develop their learning, building on what they can already do. Relevant and appropriate content that matches the different levels of young children's needs, interest and learning styles. Planned and purposeful activity that provides opportunities for both teaching and learning, both indoors and outdoors.

There is recognition that children develop rapidly in the early years both physically and intellectually, emotionally and socially. We aim to offer provision that supports and extends knowledge, skills understanding and confidence.

Principles

In developing a curriculum we recognise that the following principles should be adhered to:

Each child will feel included, secure and valued. No child will be excluded or disadvantaged because of ethnicity, culture, home language, family background, special educational needs, gender or ability. Experiences offered to the children will build on what they can already do. Staff will encourage a positive attitude and disposition to learn. Staff will emphasise the process not the end product. Children will be allowed time to become engrossed, work in depth and complete activities to the child's satisfaction. Varied appropriate interventions by staff will engage children and help extend their learning. The knowledge and expertise of parents and other family adults are used to support the learning opportunities provided by the setting.

The learning environment will continually provide the structure for children to explore experience, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress.

Planning

There will be a balanced range of opportunities for children to engage in activities planned by staff and also those they plan or initiate themselves. The planning will show the following:

Long Term Plans

A framework for the year - the way the broad and balanced curriculum is to be delivered and the learning experiences to be offered during that year in all areas of the continuous provision.

Medium Term Plans

These plans will concentrate on the curriculum offered over a period of 1 month. These may identify themes, highlight visits or visitors, special resources, interactive displays. These should be related to Aspects and Stepping Stones.

Short Term Plans

These plans may cover 1 week period. These plans provide more focus and identify:

What they want the children to learn. How the adults will provide for and support this. How the team will evaluate its success against the learning intentions. Differentiation - how learning experiences could provide appropriate levels of challenge and support to meet the children's needs.

Observation, Assessment and Record Keeping

Staff will carefully observe children, using their observations to inform the planning for the next steps and enable progress to be maintained. Staff will use their observations to find out the following about the children:

- What they know and understand.
- What learning should next take place.
- Their strengths and areas of development. Their learning behaviours and patterns.
- Their attitudes, opinions and interests.
- Use of language. If they have difficulties to monitor progress and to identify obstacles to learning. What experiences need to be enriched and repeated.

Sign on behalf of WKN Nursery _____ Proprietor/Manager

September 2008
Next review date: October 2009

