



Chelsea Open Air Nursery School

Curriculum Policy

The policy above will be monitored and evaluated following the policy cycle at
Chelsea Open Air.

Date of establishment: 2013

Date of last review: 2021

Date of next review: 2023

Approved by the Governor's on:

Signed on behalf of Chelsea Open Air Nursery School: _____

Signed on behalf of the Governing body: _____

CURRICULUM POLICY FOR THE REVISED EARLY YEARS FOUNDATIONS STAGE

Introduction:

Children develop, learn and play in different ways and at different rates. At COA we see all the areas of learning and development as equally important and interconnected.

Aims:

- At COA we recognise the importance of the Prime Areas of Learning in determining children's future outcomes, Communication and Language, Personal, Social and Emotional Development (in particular wellbeing, self-regulation and dispositions) and Physical Development.
- Through our enabling environments indoors and out and supportive, positive relationships each child can develop, learn and play as individuals.
- We are committed to the principle of learning through play embedded in continuous provision to build young children's capacity to learn, form relationships and thrive.
- Children and adults engage in exploratory and active learning through a rich array of child initiated and adult led activities which ignite children's curiosity and enthusiasm. Creativity and critical thinking are developed, supported and extended through all areas of the curriculum.
- At COA we believe that children should have real and interactive opportunities to experience adventure, risk and challenge both indoors and out.

Four Guiding Principles:

A Unique Child:

- At COA we recognise each child is an individual and competent learner.
- We encourage children to become capable, resilient, confident and self assured by ensuring each individual is valued for their unique character, abilities, interests and cultural heritage.
- We believe that every area of children's development is equally important and take into account children's range of life experiences when planning their learning.
- By working closely with their parents, staff endeavour to meet each child's needs and support their development.

Positive Relationships:

- Parents and carers are a child's first and foremost educators.
- Young children are enthusiastic learners and all adults have an important role to play in sustaining this enthusiasm.
- Each child has a key worker who respectfully acknowledges and supports their learning, wellbeing and feelings, and those of the family. This helps us provide an environment where children learn to be resilient and independent through the formation of secure, warm, trusting relationships with each child and their family.
- We also believe that working as a team with external agencies and professionals is essential and benefits the children significantly.
- There is a strong partnership between staff, parents and carers which supports children in being healthy, staying safe, enjoying and achieving, making a positive contribution and becoming prepared for future work and economic well-being.
- We welcome parents' involvement in their children's education and care in school through discussions (formal and informal), supporting in the nursery or on expeditions and through their contribution to their learning profile via the 'Home and Beyond' section.
- We build upon each child's personal development through our entire provision, ethos and in their everyday learning. Examples include sharings, celebrating festivals and birthdays, expeditions into the local community, and special events such as Christmas Lights, and our annual themed Open Day with the involvement of parents and the local community.

Enabling Environments:

- At COA we believe that stimulating and challenging indoor and outdoor environments which encourage children's independence are central to their learning and development.
- We observe children closely in order to tune into their interests, needs and abilities and then use this knowledge to underpin our planning.
- A rich and varied environment is carefully planned to ensure all children learn and develop, are engaged and making progress at their own pace.
- Children develop the confidence to explore in the secure and challenging environment that COA offers.

Learning and Development:

- The EYFS is made up of seven areas of learning and development.
- At COA we are committed to supporting each individual child, including children with special educational needs and disabilities, Able, Gifted and Talented and English as an Additional Language.
- We encourage creative and critical thinking in a sustained fashion for all children. This is done through specific adult involvement and intervention via a wide range of resources so that links are made between the areas of learning and children can transfer and generalise their knowledge and skills.

The Seven Areas of Learning:

The Prime areas:

1. Communication and Language
2. Personal, Social and Emotional Development
3. Physical Development

The Specific areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

An Overview of Curriculum Planning:

The seven areas of learning support, foster, promote and develop children's learning and development. At COA we plan for the seven areas taking into account the children's interests, needs, abilities and diversity as well as current events and broad areas of interest common to young children.

1. Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children,

and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

2. Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

3. Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive⁹ relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts

peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

4. Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

5. Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

6. Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction,

rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

7. **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Characteristics of Effective Learning

In planning and guiding children's experiences, staff always reflect upon the different ways that children learn and reflect these in practice. Three 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.
- **Creating and thinking critically**-children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At COA we also consider these factors as important:

- The children are given opportunities to explore, learn and make sense of the world through structured play and their own child-initiated play. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- We provide activities to promote play. Learning and development opportunities are planned for both indoors and outside which

encourages children to be self-motivated, active, enthusiastic learners. The children make their own selection of the activities on offer as this encourages independent learning.

- We have high expectations for all children and we expect the majority of our children to reach standards above those expected for their age in relation to the age-related criteria of the EYFS framework, and so we provide challenges and inspirations for them whilst being careful that it does not pressurise them.

Assessment:

- Assessment takes place all the time through the everyday processes of teaching and learning, as staff observe and check on the children's skills, knowledge and understanding throughout the sessions. They produce a range of formal and informal observations, photographs, work samples, planned assessments, record keeping and tracking on an ongoing basis. This in turn supports staff in planning the next steps for groups of learners /individual children throughout the year as well as reporting progress to parents.
- Parents are given a clear indication of their children's progress at their twice yearly parents' consultation meetings with key workers in early November and June, as well as in each child's final transition to primary school report. With children who have special educational needs and disabilities there is more frequent discussion alongside the termly review of Achievement and Learning Priorities Plans. Staff are available for informal discussions with parents and evidence in children's Learning Profiles is shared regularly.

Roles and Responsibilities:

- The Head has overall responsibility for the leadership, management and development of the whole curriculum, its teaching, learning and assessment.
- The Deputy Head Teacher is responsible for developing the long, medium and short term planning with the staff team alongside the assessment systems so they match the needs, interests and requirements of the children plus the expectations of the EYFS.
- Curriculum Co-ordinators are responsible for the particular focus and coverage of their curriculum area (s) in ensuring all the children access

the broad and balanced provision via their specific planning and assessment.

- Key workers are specialists who plan for the particular individual interests, needs, schema and dispositions of their key group children. This may be by group activities and experiences or 1-1 provision using appropriate differentiation and detailed record keeping and assessment.

The above roles and responsibilities are closely interlinked, for example, Keyworkers are curriculum co-ordinators. The staff team work closely and collaboratively together on all aspects of planning, teaching and assessment.

Professional Development:

- Staff undertake regular training both locally and where relevant nationally and disseminate it appropriately amongst colleagues.
- Individuals identify areas for development with senior colleagues via our Performance Management system and these are built into our Training Plan and Improvement Plan.
- We have a large resource of reference books, regular periodicals and documentation for further information and individual study.