



Our Curriculum



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We promote all areas of learning and development as outlined in England's statutory Early Years Foundation Stage which sets the standards for learning, development and care of children from birth to 5 years old. We do this through a planned and purposeful play based curriculum. At the heart of our approach we have created an environment where children can express themselves, explore and investigate. We offer a curriculum that is not only broad based, but considers the individual needs of each child, allowing each child to develop at their own pace and to follow their own interests. In each room the experiences offered are appropriate to children's age and include both indoor and outdoor activities



From their first days at school children are immersed in environments that support their development. Foremost is our commitment to providing a truly language rich environment. Across the kindergarten, activities that engage children in listening, talking, and communicating to express their thoughts, questions, choices and feelings surround them.

Our learning environments are pivotal to our whole approach to learning and teaching; they are flexible so that spaces can be adapted in response to children's interests or lines of enquiry. Resources are easily accessible to children and are open-ended using largely natural or recycled materials so that children can create many different things in many ways.





Reading materials are plentiful and wide ranging in nature encouraging children to develop a love of books



Children become enthusiastic about mathematics, enjoying the use and application of mathematics in practical tasks and real-life situations. They learn to use mathematical language with confidence to explain their thinking, their reasoning and the methods that they are using. More formal methods are used for working and recording when children are ready to do so.



Children become curious about their world through the opportunities that they have for learning about the physical and natural environment. They develop their enquiring minds and enjoy exploration and the quest for finding answers to their questions. We make full use of ICT to facilitate learning, teaching, recording and communicating.

We strongly believe that the environment for children must be safe, warm, welcoming and calm; that the activity spaces and meeting spaces in the kindergarten are homely and nurturing; that some areas have furniture that would be found in our homes and that there are plenty of cosy spaces where children can come together to be with others or on their own. Objects, artwork and photographs from the natural world are displayed around the setting.



Lighting and colour are also used to best effect to create a sense of well-being. These features will surround children within an environment that helps them feel safe and secure and encourages and supports positive 'behaviour for learning'. Displays relating to ethnic diversity feature within the learning environment to help raise awareness of and respect for other cultures.

Daily key person group times are a time of sharing, reflecting and being together; building up a secure base from which the children feel confident to explore the wider learning environments. This very helpful time will also enable staff to support children to think about how they can explore the indoor and outdoor environments throughout their learning sessions. Each key person group has a designated base which becomes their special gathering place, a place that the children will feel they belong to; photographs of the children with their families both in and out of school are displayed in their area and any experiences that the children want to share with their group can also be displayed here



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For further information about the Early Years Foundation Stage use this link:
www.foundationyears.org.uk/eyfs-statutory-framework