



Little Treasures Nursery and Day Care

‘Belonging, nurturing, developing every unique child as part of our wider Wheeler Family’



Curriculum Policy and Intent

Nov 22

Review - Nov 23

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The Pillars of our curriculum

High quality early years education and care is pivotal to paving the way for future happiness and success. These are the foundations on which every child's future experience and learning are built upon. At Little Treasures we aim to ensure that all children from birth up to five years have access to a high standard of play, quality interactions which develop and extend language by providing first hand experiences and a stimulating environment in which to learn and thrive. **Adults at Little Treasures have a wealth of experience which means high quality delivery of our intentions is possible and successful. This includes:**

A Unique child - meeting children's needs	Forging Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development and understanding the journey 1.2 Inclusive practice	2.2 Parents as partners 2.3 Supporting learning 2.4 working with other professionals	3.1 Observation, Assessment and planning 3.2 Supporting every child	4..1 Play and exploration 4.2 Active learning

Our Intent

It is widely acknowledged that if children feel safe and secure, are making friends and are forming strong attachments with key people, they will be able to flourish and be ready for the next stage in their lives.

Understanding that this is what children need, Little Treasures offers a comprehensive and 'holistic' approach to learning, wellbeing, and development in their early years.

It's specifically designed to help young learners develop strong emotional resilience and equip them to make the most of opportunities - and deal with the challenges - that they may encounter throughout their lives.

The curriculum provides experiences designed to develop a wide range of skills knowledge and experiences ;from mindfulness, self-expression and problem-solving to music and movement.

These experiences and skills contribute to children's emotional resilience and sense of self. They are of equal importance to their introduction to mathematical concepts, developing their love of writing, passion for reading and building strong social relationships.

Wellbeing also forms a key pillar of the curriculum. Integral to Little Treasures are Little Treasures Children's HEARTS Values for Wellbeing, which provide the underpinning 'conditions for learning':

- Healthy Body
- Emotional Wellbeing
- Attachments
- Relationships (including early foundations of restorative practice)
- Teaching
- Safe and Secure

The unique focus on wellbeing means your child will be given the emotional foundations - as well as the practical skills - to learn and thrive as they progress through their early years and beyond.

Planning Our Early Years Foundation Stage Curriculum

Our setting considers the complete development of your child. We provide opportunities which enable your child to; exercise options and express ideas, reflect on experience and information, share thoughts, make decisions, make discoveries and explore and engage in first hand experiences. Our curriculum is designed to be accessible for all children, regardless of any special educational need or disability.

Our allocation of time, space and equipment will provide opportunities for your child to develop to their potential, physically, linguistically, intellectually, emotionally, socially and morally. Through carefully planned activities we support and enhance your child's learning ensuring they make at least good progress over time. We plan themes on an annual basis (long term plans) but these are not 'set in stone' and are fluid to address the ever growing and changing needs of all our children. We see them as more of a 'working document'!

Our curriculum is designed around the needs of our young children and is organised into seven areas of Learning and Development taken from the Early Years Framework.

These are:

Prime Areas of which place greater emphasis

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

And specific areas which will have greater emphasis as children progress in F1 and F2

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Here are the main components of each of the seven areas.

Communication and Language experiences are about:

- Listening, attention and Understanding
- Speaking

Personal, Social and Emotional experiences are about:

- Self Regulation
- Managing Self
- Building Relationships

Physical Development experiences are about:

- Gross Motor Skills
- Fine Motor Skills

Literacy experiences are about:

- Comprehension
- Word Reading
- Writing

Mathematics experiences are about:

- Number
- Numerical Patterns

Understanding the World experiences are about:

- Past and Present
- People, Cultures and Communities

Expressive Arts & Design experiences are about:

- Creating with Materials
- Being Imaginative and Expressive

Long Term Overview

Medium Term Plans

Short term Plans

We plan through a broad theme approach. To keep you well informed about the children's activities our plans are displayed:-

- On the Notice Board (long, medium and short term planning)
- Here on our school website
- Home Learning Plans are also shared via Tapestry

Throughout the year we organise several exciting activities and experiences which bring learning to life and provide a concrete experience

Cultural Capital

In September 2019, the new Ofsted Education Inspection Framework added the term 'Cultural Capital'.

The Early Years Foundation Stage plays an important part here, as strong foundations are built that will make a real difference to a child's future. We believe that that Cultural Capital is about giving our children the best possible start to their early

education and future success. It is our intention to provide a curriculum which enhances and broadens experiences and opportunities for all children, particularly for our most vulnerable young learners. Our curriculum is pitched so that it offers a range of experiences which engage, enthuse and enlighten. Our intention is to provide a culture of curiosity through magical moments: to widen horizons, tap into potential and instil ambition.

.We communicate with parents face to face regularly, but 'Tapestry' our online learning journal helps us to seek parent's opinions about their child and facilitate shared experiences.

We have always prepared our children (and families) for what comes next. We already receive positive feedback from parents and schools about how our children are 'ready' when they make the transition to primary school.

We will continually reflect on what we offer our young children to ensure that we remain focused in our ambition to give children the essential knowledge to be educated citizens and to open doors into worlds they didn't know existed.

Learning Aims of the Curriculum in Little Treasures

Our 7 Curricular Goals

PSED	Settle in and become a confident learner, to have an ability to resolve conflicts using their 'words'
CL	Engage in an extended conversation, expressing their points of view using a developing vocabulary
PD	Have control over their gross and fine motor skills, to have a preference for a dominant hand, use scissors independently and be able to make healthy choices.
LITERACY	Have a phonological awareness, use some print in their writing and be able to write their own name.
MATHS	Be confident in numbers 1-10, be able to problem solve and understand concepts such as size and quantities
UNDERSTANDING THE WORLD	Understand that there are different places and countries in the world and to have an interest and respect for nature, different cultures and their environment.
EXPRESSIVE ARTS AND DESIGN	To be able to participate in imaginative/cooperative play with their peers

This policy should be viewed in conjunction with the School's Curriculum Policy.