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Document.	006	Curriculum Policy		
Revision	06	Approved By	Katy Taylor	Approval Date 16/08/2023

Scope

This policy applies to all provision for early years aged children, and also – where appropriate – to before and after school provision and walking bus provided by Duchy Preschool and Playgroup for primary school aged children attending The Duchy School in Bowley Meadow.

Statement of Intent

The Duchy Pre-school & Playgroup, through a wide range of experience and in keeping with current Government advice, believe that children learn through play.

We aim to provide a learning and caring environment for all children in the setting which is both well planned and resourced. The 'Early years foundation stage statutory framework for group and school based providers' (2023) underpins everything we do in the setting. We use the Birth to 5 Matters: non statutory guidance for the Early Years Foundation Stage (2021) and the Characteristics of Effective Learning (DFE 2021), to help us plan the play experiences. The staff attend the latest training to ensure our practise is of the highest standard. We aim to allow all the children to achieve their full potential whilst in our care and our key worker system allows each individual child to work at their own pace and developmental level.

We use both the indoor and outdoor space to deliver activities across the whole curriculum.

In a secure environment and with sensitive adult support children will learn through many play-based experiences, and thus they will begin to make sense of the world around them.

It is the responsibility of the Managing Supervisor, and the Staff Team to keep up-to-date with the latest changes to the Early Years Foundation Stage Framework, as and when they happen.

Personal, Social and Emotional Development

It is vital that, for a child to be able to play and learn successfully, they must feel confident to be left by their parent/carer, have the social skills to interact, ask for help when they need it and have the self-esteem to explore and investigate. This area of learning concentrates on all these life skills and we firmly believe that if the children are well developed in this area they will have the skills to listen, respond and learn through their play.

Communication and Language

The development and use of communication skills are vital for the young child to learn and is at the heart of the curriculum. Through enjoying rhymes and action songs, poetry, picture and factual books the children learn to become more confident in this area. There are also opportunities during each session to talk with adults, either in a group or a one-to-one situation and also to talk with other

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children about activities and games and create role-play scenarios together.

Mathematics

This area includes counting, recognising numerals and understanding the values they represent, shape, space and measure. We develop these skills through number rhymes and songs, games and role-play. Mathematical activities could include talking about the numbers on the children's front door, counting how many children are in the group, building with 3D bricks and exploring how shapes fit next to each other, inside or on top of each other.

Literacy

This area builds the children's enjoyment for reading and mark making, these are available to the children at all times of the day through our continuous provision. There are also continual opportunities for the children to experiment with their writing and mark making skills, as well as planned activities which introduce other methods of communication such as Braille and signing in language rich environment.

Understanding of the World

This area builds the foundations for children to develop in the areas of science, design and technology, information computer technology, geography, history and different cultures and beliefs. Children are introduced to opportunities to explore, experiment, compare and talk about their own experiences. They will play at making junk models or drilling and sawing pieces of wood. We give them the chance to have first-hand experience of using remote control toys and iPads, talk about past experiences such as a birthday or when Grandma visited, and explore the outside environment to look for mini beasts. We also look at people, food, beliefs and homes from other places. The children are also given the opportunity to go on local trips to explore the wider community.

Physical Development

This area includes the development of both gross motor skills: running, climbing and jumping, and fine motor skills: using a paintbrush, screwdriver or pencil. With adult support and encouragement, as with all the areas of learning, the children will grow in confidence and self-esteem whether it is pedalling a tricycle or zipping up their coat. This area also provides opportunities for staff and children to investigate healthy eating and exercise and the effects these have on the children's bodies.

Expressive arts and design

This area includes art and craft, music, using media and materials, dancing/movement and imaginative role-play. Creative development requires the children to feel safe and confident to take risks, make mistakes and then succeed at creating something new. We allow the children time to

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explore musical instruments, new songs and create movements and dances, and encourage them to revisit experiences time and again to develop skills.

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Responsibility for periodic review	Development Sub-committee
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Document History

Rev	Changes	Date	Approval
00	Previous changes incorporated for AGM	17/05/10	AGM
01	Reviewed for AGM	15/11/11	AGM
02	Addition of scope statement	02/01/14	PNW
03	Updated	10/07/19	LP
04	Added new Framework Development Matters and statutory guidance.	05/10/22	KT
05	Added new framework Birth to 5	16/08/23	KT
06	Updated EYFS framework	16/01/24	KT

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