

CURRICULUM

Children's progress will be at different rates and individual achievements will vary. However, all children will be able to participate in the curriculum in order to fulfil their potential. The term after your child's 3rd Birthday they will be entitled to 15 hours of '**FLEXIBLE**' LEA (Local Educational Area) or the 30 hours (subject to qualification and availability of spaces) funding over the period 2 to 5 days, term time only. There will be no 'Top-up' fees if your child is only accessing the 15 hours, however if your child exceeds the 15 hours of Flexible Funding this will be reflected on your child's invoice. If qualifying for 30 hours, there will be no 'Top-up' fees. Check the availability with your child's Setting.

All children are entitled to the highest possible quality of learning and teaching which should be engaging, challenging, relevant and enjoyable with opportunities to investigate, explore, create, imagine and solve problems through child initiated and adult directed activities. The curriculum should take account of individual children's needs and abilities promoting learning and progression in all aspects of development; socially, emotionally, cognitively and physically. The curriculum should enable all children to build on prior knowledge, develop understanding, practice and apply skills for lifelong learning.

The Areas of Learning & Development

There are seven areas of learning and development that must shape educational programmes in early years Settings. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, ***the prime areas***, are:

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

Providers must also support children in four ***specific areas***, through which the three prime areas are strengthened and applied. The specific areas are:

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

Educational programmes must involve activities and experiences for children as follows:

Communication, Language and Literacy

Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development

Involves helping children to develop a positive sense of themselves and others, become enthusiastic and motivated learners, to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; promote and develop British values, have secure values and beliefs and to have confidence in their own abilities.

Literacy

Development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Mathematics

Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, space and sand measures.

Understanding the World

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, idea and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Play is essential for children's development, building their confidence and they learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interest, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

At Naval Under Fives we promote children to become

Responsible citizens

Gaining respect for others and a commitment to participate responsibly in economic, political, social and cultural life.

Effective contributors

With an enterprising attitude, resilience and self-reliance.

In planning and guiding children's activities, practitioners must reflect on the different ways the children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **Playing and Exploring** – promotes enthusiasm and motivation for learning, children investigate and experience things, and 'have a go', they assess risks and make informed decisions.
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, link and apply different kinds of learning in new situations and be determined to reach high standards of achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies and problem-solving skills for doing things.

Each child when starting the Setting will be allocated a 'Key Person' who will ensure that every child's learning and care is tailored to meet their individual needs. The 'Key Person will seek to engage and support Parents/Carers in guiding their child's development within the Setting and at home.