

# The Jungle Day Nursery & Cheeky Monkeys Nursery Ltd

Policy 33-01

## EYFS Curriculum and Early learning goals

This policy summarises the curriculum of pre-school education which has been developed at the nursery for children under the age of 5 years. The objective of this policy is to provide a sound foundation for children moving up to key stage 1 & using the National Curriculum:

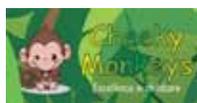
1. Within the nursery we use the Early Years Foundation Stage Profile to govern our planning process. The nursery follows 6 areas of learning that the EYFS adheres to:
  - Personal, social, emotional development.
  - Communication, language and literacy;
  - Problem Solving, Reasoning and Numeracy
  - Creative development
  - Physical development;
  - Knowledge and understanding of the world.
2. Throughout these 6 areas of learning there are documented early learning goals for children to attain, and the educational curriculum is geared to these objectives:
  - To provide a foundation for the Child's future learning.
  - This will include the provision of special educational needs & English as an additional language.
  - The curriculum is designed to:
    - Maximise opportunities to foster children's emotional social, moral, cultural and spiritual development;
    - Build upon children's previous life experiences and knowledge and skills they have already gained.
    - Be available to all children, and to ensure equality of opportunity regardless of gender, race or ethnic origin, creed, colour, religion and disabilities or impairments;
    - For the child to look upon their learning as a rewarding and pleasurable experience;
    - Provide sufficient time and opportunity for each child to learn through a programme of involvement in concentrated activity;
    - To identify at an early stage any special educational needs that a child may have and to arrange intervention or support, and to liaise with support agencies as appropriate.
3. The 6 areas of learning focus upon the following specific issues in each case:

Personal, social and emotional development

  - learning how to play and work, both individually and within groups outside the family environment
  - developing confidence and showing self respect, for example, in dress and personal hygiene;
  - developing independence and an ability to act and think for themselves;
  - showing respect for the needs, cultures, beliefs and sensitivities of others;
  - Developing understanding the child & an understanding of right & wrong & why.

Signed by \_\_\_\_\_ Date \_\_\_\_\_ Review Date \_\_\_\_\_

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Communication language and literacy – encouraging the development of language and providing the foundation of literacy:

- helping the child to become competent in English at the earliest stage;
- developing word/ sound connections as a basis for rewarding
- Monitoring and assessing each Childs development in talking, listening, reading and writing.

Mathematical development – developing mathematical understanding and providing the foundation of numeracy:

- Developing an awareness of the properties and handling of 2d and 3d shapes
- Develop understanding and practical awareness of measures.

Creative development – developing creative skills:

- developing the Childs imagination through; art, music, dance stories and imaginative play;
- encouraging children to explore texture, shape, form, space, sound and colour in 2 and 3 dimensions;
- Developing the child's ability to communicate effectively and to express their ideas and feelings in creative ways.

Physical development – developing physical skills

- developing the Childs physical control of mobility, movement, awareness of space and manipulative skills in both indoor and outdoor environments;
- developing handling skills from appropriate tools, objects, construction items and malleable materials safely and with increasing control;
- Helping the child to develop and foster a positive attitude towards a healthy and active lifestyle.

Knowledge and understanding of the world – providing a foundational for historic, geographical, scientific and technological learning:

- encouraging children to talk about where they live, their families, environment and life events
- developing the Childs knowledge and understanding of the environment, both natural and man made, and of other people and races
- developing an awareness of basic materials and equipment as a basis for finding out why things happen and how they work;
- Developing skills such as cutting, folding, joining and building for a variety of purposes.

4. The early years curriculum planning is divided into long term, medium term and short term strategies in line with early year's policies. Details of the curriculum planning process are laid out in appropriate planning forms.

5. The educational progress of each child towards the achievement of early learning goals will be monitored, assessed and recorded thorough a process of frequent observations and reviews and discussions with parents/ guardians/ carers. This is covered in more detail in policy 33-02.

Signed by \_\_\_\_\_ Date \_\_\_\_\_ Review Date \_\_\_\_\_

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