



Play, Learning and Curriculum Policy

Children start to learn about the world around them from the moment they are born. The care and education offered in the nursery helps children to build on their acquired knowledge by providing interesting and stimulating activities that are right for their age and stage of development.

What we aim to do

We aim to provide high quality care and education for children below statutory school age. We give children a broad range of knowledge and skills for their future.

How we will achieve this

Each child:

- Is given generous care and attention because of our high ratio of adults to children
- Has the chance to join with other children to play, work and learn together
- Is helped to take forward their learning and development by building on what they already know and can do
- Has a personal key worker who is responsible for ensuring the child makes satisfactory progress
- Is in an environment which sees parents as partners in helping the child to learn and develop
- Children's interests and preferences form the basis of the planning.

Little Bicks follows the Early Years Foundation Stage (EYFS). There are four themes which put the principles of the EYFS into practice: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

Play helps young children to learn through doing and talking, which research has shown to be the means by which young children think. Little Bicks uses the EYFS to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they use the activity and in others an adult takes the lead in helping children to participate in the activity.

In all our activities information from the EYFS has been used to decide what equipment to provide and how to provide it. Plans are displayed on our notice board to show you how we are providing the activities and how these fit into the EYFS statements.

The planning takes into consideration individual children's interests and these are highlighted on the weekly planning. Observations on all the children are made throughout the week and these are filed in each child's learning journal where they are matched against the statements according to their age. From this each key worker notes areas of development and this is implemented into future planning.

The areas of learning and development

There are 7 areas of learning and development implemented in Little Bicks. All areas of learning and development are important and inter-connected. 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

We 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

Communication and language 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 make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others, 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 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, spaces and 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, ideas and feelings through a variety of activities in art, music, movement, dance role-play and design and technology.

We reflect on the ways children learn and include all in our practice. We use the characteristics of effective learning and these are:

Playing and exploring – children investigate and experience things and “have a go”.

Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Schemas

Practitioners and parents observe the children to discover which Schemas they are using and plan lines of development based on their schema.

Date policy was reviewed	March 2021
This policy is due for review before	March 2022