



Curriculum

Created: January 2026

To be reviewed: January 2027

1. Guiding Principles

In planning our Curriculum, we are guided by The Statutory Framework for the Early Years Foundation Stage. In particular, we are led by the four overarching principles of the framework:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships; • children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children learn and develop at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

2. Areas of Learning and 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 inter-connected.

i. Prime Areas

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

Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school.

ii. Specific Areas

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

3. Educational Programmes

Educational programmes involve activities and experiences for children, as follows.

- i. **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.
- ii. **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.
- iii. **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.
- iv. **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.
- v. **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.
- vi. **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.

- vii. **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.

Characteristics of Effective Learning

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice. Three characteristics of effective teaching and learning 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

4. Individualised Learning

Practitioners consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

- i. Practitioners closely observe what the children can do, what their next steps in development are and where their interests lie. This information is shared with their team and enables the planning of appropriate learning activities.
- ii. Each week, there are two focus children; practitioners will pay particular attention to their needs when planning the environment and focus activities for the room.
- iii. Parents feed into planning, receiving a Parent Planning Sheet the week prior to that in which their child is a focus child.

5. English as an Additional Language

For children whose home language is not English, we take steps to provide opportunities for children to develop and use their home language in play and

learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in the English language during the EYFS. Children are immersed in a language rich environment to support the development of the English language.

6. Special Educational Needs

If a child's progress in any prime area gives cause for concern, we will discuss this with the child's parents and/or carers and agree how to support the child. We will consider whether a child may have a special educational need or disability which requires specialist support. We will link with, and help families to access, relevant services from other agencies as appropriate. Children's individual needs will be planned for as part of the curriculum. See SEN Policy.

7. Phonics

We recognise that children's ability to link sounds and letters and to decode and encode words are a vital skill, forming the foundations of reading and writing. When teaching children to link sounds and letters and to begin to read and write, we follow the **Letters and Sounds** Programme. When children have completed this and are developmentally ready they may begin to embark on the **Read Write Inc.** Programme (used in Little Learner's Nursery Group) in an informal way.

8. Cultural and Religious Diversity

Through our planning, we will take account of the different religious and cultural groups represented in both the Nursery and the wider community. For example children will have the opportunity to explore music and books from different cultures and in different languages and they will celebrate different religious and non-religious festivals.

Festivals covered might include:

Religion	Festivals
Christianity	Harvest, Easter, Christmas, Shrove Tuesday
Islam	Eid
Judaism	Hanukkah
Hinduism	Diwali

Other	Guy Fawkes Night, Chinese New Year, Valentines' Day, St George's Day, Pride, Black history
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This is not an exclusive list; other festivals may be celebrated and these festivals may not all be celebrated.

9. British Values

In planning our curriculum, we take account of the need to promote British Values of **democracy, the rule of the law, individual liberty, mutual respect and tolerance**. See British Values Policy.

10. Protected Characteristics

In all of our planning for the curriculum we respect the Protected Characteristics.

The Equality Act 2010 includes the nine Protected Characteristics, which it is illegal to discriminate against. The nine characteristics are; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

We believe that being an inclusive nursery means that we recognise these protected characteristics when planning our curriculum and take a number of steps to ensure we are fulfilling our responsibility under the Equality Act 2010 to actively promote these.

We have thought about our learning environment to ensure it reflects these characteristics and we display many images which show our children a current and inclusive society. We have a range of books and toys which also promote equality and show images that depict disability, race and same-sex relationships.

We use language which is designed to be inclusive and teach our children about the importance of living in an inclusive society and showing respect and tolerance for all; for example, correct use of language related to race and job roles. Our

routines also respect British Values and how the law expects us to behave in order to show respect for others.