



## 11.10 EYFS Curriculum policy

### Policy statement

There are seven areas of learning and development that shape educational programmes in the Early Years. 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

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

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

At Notting Hill Nursery School, we aim to provide a broad and balanced curriculum enabling each child to develop spiritually, personally, socially, emotionally, physically, creatively, and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

### Procedures

When designing the curriculum and planning each individual child's routine, the manager and each Key Teacher will ensure each area of learning is cross referenced to each characteristic of effective learning. These characteristics are as follows:

#### *A Unique Child*

In our setting we recognise that each child is an individual and competent learner. We encourage children to become capable, resilient, confident, and self-assured by ensuring each individual is valued for their unique character, abilities, interests, and cultural heritage. We believe that every area of children's development is equally important and provide an environment where children's needs and interests are central. We consider children's range of life experiences when planning for their learning. By working closely with parents, we aim to provide a safe environment where children feel secure and are able to trust that an adult is available to meet their needs and support their development, whether at home or nursery.

We know that a child's health impacts enormously on their emotional, mental, social, environmental, and spiritual well-being. We encourage children to develop healthy practices and support their independence.



### *Positive Relationships*

In line with the EYFS, each child attending Notting Hill Nursery School is assigned a Key Teacher who respectfully acknowledges and supports their learning, needs and feelings, and those of their family (the key teacher ratios are in line with those ratios set out in policy 5.1 – child ratios). Each Key Teacher recognises the importance of a key teacher system as well as group time and the positive impact they have on the children.

It is usually the case that the Key Teacher for each child is their class teacher. Other staff members have key person responsibilities, with oversight from the class teacher. This system helps us provide an environment in which children learn to be strong and independent through the formation of secure, warm, and trusting relationships with each unique child and their family.

### *Enabling Environments*

At Notting Hill Nursery School, we believe that a stimulating and safe indoor and outdoor environment, which encourages children's independence, are central to their learning and development.

We observe children to tune into their interests, needs and abilities and use these to underpin our planning.

A rich and varied environment is carefully planned to ensure all children learn and develop well, are engaged and making progress at their own pace. Children develop the confidence to explore in the safe, yet challenging environment that Notting Hill Nursery School offers.

We believe that working as a team with external agencies and professionals is essential and benefits the children significantly. There is a strong partnership between staff and parents and careers. We are committed to supporting children to progress towards the outcomes of the national children's agenda, 'Every Child Matters': e.g., being healthy, staying safe, enjoying, and achieving, making a positive contribution, and becoming prepared for future work and economic wellbeing.

**This policy will be reviewed annually**

**This policy was adopted by Soraia Almeida on March 2024**

**Next review on March 2025**