



Allsorts Curriculum Statement

Purpose

At Allsorts we believe that the Early Years Foundation Stage (EYFS) provides a solid foundation for children to become lifelong learners. We are passionate that all children reach their full, unique potential alongside their peers. We recognise that children learn in different ways and at different rates and plan for this accordingly.

We try to equip children with their own 'essential toolkit', so that whenever they leave us, they are ready for their next stage of education. We make our children feel safe and secure, enabling a positive and confident attitude to learning. We see our settings as an extension of the children's family and want to give children a welcoming, caring, nurturing environment in which to grow and learn. We see every child as an individual and underpin the fundamental British Values into all aspects of our play.

We understand that every child is an individual and we support children to make progress from their individual starting points. Our staff pride themselves on knowing their key children - their interests, their family and their community. They understand the ways in which they learn best and what your child needs to do to help them achieve their next stages of development.

We follow the Statutory Framework Early Years Foundation Stage and use the Birth to Five Matters Guidance to ensure all children learn and develop to their full potential. We support and enhance the children's learning and development through active play-based activities, which are interesting, stimulating and challenging, that meet all the needs of the children. Allsorts staff ensure that our curriculum is well planned and resourced so that it covers the seven areas of learning.

We shape our educational programmes around the three prime areas of the EYFS:

Communication and language

We give children opportunities to experience a rich language environment. We help develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

Physical development

Our practitioners provide our children with opportunities to be active and interactive, helping them to develop their coordination, control, and movement. We teach our children the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development

We help children to develop a positive sense of themselves and others, through praise and rewards. We encourage them to form positive relationships and develop respect for others, whilst developing social skills and learning how to manage their feelings. We recognise the importance of their behaviours and attitudes, in regards to their peers and towards their learning. Working with our positive behaviour strategies, we help children to understand appropriate behaviour and to have confidence in their own abilities. We support emotional security and behaviour with the Incredible Beginnings program, which supports the children's personal and emotional well-being and supports positive behaviour.

We also support children in four specific areas, through which the three prime areas are strengthened and applied. These specific areas are:

- **Literacy** - We encourage our children to link sounds and letters. Children are given access to a wide range of reading materials including books, poems, and other written materials to ignite their interest. We also use the Letters and Sounds programme as well as the Read Write Inc programme.
- **Mathematics** - Children are given opportunities to develop and improve their number skills. This includes counting, understanding and use of numbers, we also include shapes, spaces and measure.
- **Understanding the world** - Children learn to make sense of the world and communities in which we live, and those beyond. This is achieved by giving them opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** - Children are encouraged 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.

All children have access to all 7 areas of the EYFS but for children aged 0-2 years, learning is centred around The Prime Areas.

We recognise that effective teaching and learning is at the heart of the overall effectiveness and quality of education, and that children learn through:

- **Playing and exploring** – children investigate and experience things and are willing to have a go.
- **Active learning** – children concentrate and keep on trying when they encounter difficulties and enjoy their achievements.
- **Creating and thinking critically** – children have and develop their own ideas, are able to make links between ideas and develop a range of strategies for doing things.

Our teaching approach across all areas of the curriculum is flexible; dependent upon the child's age and current stage of development. We largely follow a child-centered approach, and follow the interest of the child, known as 'In the Moment Planning'. Throughout our setting, children can choose how and where they learn. We provide them with practical yet playful support. Staff create environments conducive to conversations and present them with challenges to extend their thinking. Children have the opportunity to learn through whole room activities, small circle time sessions and from one to one support. Our staff work closely with outside education and healthcare professionals if children need additional support to progress.

Our learning environments, both inside and outside meet the different and developing needs of the children in our care. We ensure that these areas are always stimulating and exciting and that they are accessible to all children, regardless of where they are on their learning journey. We use resources to help to promote a sense of independence and self-confidence. Our staff know when to observe, co-play and extend children's learning. There is a strong emphasis on parent partnerships and we offer ongoing support and advice. We work with parents, suggesting home learning opportunities and welcome parental and child input to build on their child's learning experiences.

We evaluate and review our curriculum, so we can respond quickly to children's learning and developmental needs. We provide activities based on observations that inform future planning which draws on the children's needs and interests.

Furthermore, we evaluate the impact that our curriculum has on the progress children make in their learning including:

- Baseline assessments including parental contributions.
- We observe children through play and use these as accurate assessments of their progress through the EYFS.
- WellComm-a screening tool to support and assess the children's language.
- Letters and Sounds/ Read Write Inc programmes.
- Two-year-old progress checks.
- Termly Child development assessments and parent meetings.
- Informal chats regularly.
- We track individual progress and well as progress within COHORTS of children. We also use these to help assess the quality of our provision and help identify areas for improvement.
- We acknowledge parents as primary educators and encourage parental involvement as much as possible.