



Title	Curriculum Policy
Code	LGPGORGCLPCUR
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Version	001
To be renewed on	July 2010
Setting Details	Linton Granta Playgroup and Toddlers Linton Village College, Cambridge Road, Linton, Cambridge, CB21 4JB Tel. 07806 744 864 Email: info@lintongrantaplaygroup.org.uk

Policy Statement

Linton Granta Playgroup aims to provide children with a nurturing community that supports early years' education in an exciting and rich learning environment.

Our Obligations are:

- To follow the Statutory Framework for the Early Years' Foundation Stage book and guidance and the Practice Guidance book for the Foundation Stage Framework.
- To adhere to "the National Standards" white book, especially Section 3: The Welfare Requirements.
- To meet the requirements set out in the Code of Practice for the provision of Nursery Education and associated funding.

Our Objectives are:

- To acknowledge the role of parents/carers as the primary influence in a child's early education.
- To provide accessible information about the early years curriculum that we deliver.
- To invite parents/carers and family members to share their child's play and learning experiences.
- To have a balance of child-initiated and practitioner led play.
- To ensure that play offers a breadth of choice, is well resourced, and motivating
- To plan learning opportunities tailored to meet the needs of the children in out care

Procedure

Parents as Partners.

- In acknowledging the role of parents/carers as first educators, we begin to find out about a child's life at home and any previous experiences being cared for by others before they start at playgroup.
- We work alongside parents to support all the important first steps, from settling in at playgroup, to toilet training, through to preparing for moving on to a new setting.
- We invite parents to experience their child's play through open days, parent conferences, parent helper sessions, open training sessions, access to committee meetings and of course, making time to talk.
- We display the half terms planning and send home an outline of the topics we hope to cover, suggestions that will enrich learning at home and requests to help support learning within our setting
- We ensure our curriculum is valuable, and we use careful observations and assessments, which are shared with parents through each child's Individual Development Record.

The Curriculum

The definition of curriculum according to DfES and QCA documents is:

".....everything children do, see, hear or feel in their setting, both planned and unplanned"

We work with regard to practice guidance.

- Early Years' Foundation Stage is aimed at the youngest of our children and provides a basis for the four main themes of this earliest of experiences; Unique Child; Positive Relationships; Enabling Environments: Learning and Development.
- *Practice Guidance for the Foundation Stage* focuses on children aged between birth and five, and for the majority of our children runs on to their next setting at the end of their first year Infant School. The Foundation Stage curriculum is broad ranging and is used to set a skills base for further learning as each child develops. This stage examines six areas of learning: Personal, Social and Emotional Development; Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Knowledge and Understanding of the World, Physical Development and Creative Development.
- Our curriculum aims to provide a clear progression towards the early learning goals (ELG) which are stated at the end of each curriculum area, as the expected levels of achievement
- We undertake to share with parents, what our curriculum expectations actually mean to their children

Observing and Planning

- We use observation as a tool to help us plan an appropriate and motivating curriculum for our children. All our practitioners are involved in the observation process and we use a range of techniques to get the best possible picture of a child's learning and progression.
- We use three planning stages:
 - Our *long term plan* runs over two years and briefly outlines key topics for each half term.

- Our *medium term plan* is written a few weeks ahead of each half term and used to refine our ideas, plan events and celebrations, include opportunities to enrich the play and learning we offer and shows consideration to the interests of the children in our setting. This planning is left on display in the entrance.
- Our *Short term planning* is written by all the staff and has greater regard to the learning needs, types of play and interests of the children in our care. As this may make specific reference to individual children, this plan is not left available for display, but staff will always discuss play opportunities with parents.

Delivering the Curriculum.

- The vast majority of a child's learning will be presented through carefully considered play. We offer a broad range of "free flow play" which include playing with resources and toys set up by practitioners; selecting their own toys or equipment; taking part in practitioner-led activities such as cooking.
- Many play opportunities are organised in a way which allows children to take the lead in how resources are used, for example in creative activities, construction, or role play. Practitioners will be guided by a child's interests and then support them in their learning as they make discoveries of their own.
- Our practices happen both inside and outside our setting.
- There are two short periods of group time at the beginning and end of the session, when practitioners will present carefully selected group activities, songs or stories, and to allow the children chance to assemble.
- The success of our curriculum and early years practice is not measured by the material end products a child produces.

Enriching

- We seek to enrich the curriculum by offering experiences that we feel will be interesting and stimulating to our children. We aim to share the joy of wonderment with our children.

Evaluating

- The curriculum is evaluated each half term to ensure it meets the needs of our children. Any impact upon resources or activities will also be identified and acted upon.

This policy was adopted at a meeting of Linton Granta Playgroup and Toddler Group

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Held on	7th July 2009	
Date to be reviewed	July 2010	
	First signatory	Second Signatory
Signed on behalf of the Management committee		
Name of signatory	Ann King	Vanessa Webb
Role of signatory	Chair	Secretary