

THE EARLY YEARS CURRICULUM AGES 3-5 YEARS

The curriculum for nursery and reception-aged children allows each child the opportunity to: observe, explore, experiment, investigate, communicate, describe, explain, question, solve problems, make decisions, create using their imagination, remember, compare, classify, reason, share and form relationships.

Activities are planned to enable the children to meet the Early Learning Goals in the areas of Personal, Social and Emotional Development, Communication and Language, Literacy, Mathematics, Understanding the World, Physical Development and Expressive Art & Design.

The children are given access to a secure, caring and stimulating environment, both inside and outside, in which clear routines are established to ensure the children develop to their full potential.

The Curriculum

The curriculum for pre-statutory aged children will:

Promote children's intellectual, personal, social, physical and spiritual development.

Develop knowledge, understanding, attitudes and skills.

Include a broad range of experiences, activities and opportunities.

Emphasise the importance of play and communication (talking, gesturing and non-verbal communication).

Develop the partnership between home and school, other settings and outside agencies.

Develop opportunities and activities aimed at the whole child providing a broad and balanced range of learning experiences.

Develop a full range of children's interests, aptitudes and abilities - emotional, social, moral, physical and intellectual.

Correspond to the children's individual needs, and stages of development.

Provide open ended, flexible and structured activities to provide challenge and to develop a positive self-image and positive attitudes to learning.

Include active, practical and first-hand experiences building on the child's own experiences and interests.

Include experiences, which promote interaction between children and adults.

Include activities, which provide opportunities for independence, responsibility, making choices and taking decisions.

Include a balance between choice and direction.

Provide equality of opportunity (ability, gender, race and religion).