

Curriculum Policy

Statement of intent

At Little Sunbeams Preschool (Fareham) it is our intention to ensure that, by the time our children transfer to compulsory education, they have made progress, to the best of their ability, in both the **prime** and the **specific** areas of learning and development.

The 3 Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The 4 Specific areas are:

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

Aim:

We aim to achieve this through minimum planning and a flexible curriculum of child orientated learning, with children having first hand experiences, and learning through play. Children are given every opportunity to be independent, to choose their own activities and to make decisions. We recognize and value the different interests, skills and experiences that each individual child brings to the setting and our aim is to extend each child's Culture Capital by offering all children new experiences and by expanding on their individual interests.

Culture Capital is defined as the essential knowledge that children need to prepare them for their future success.

Guidelines: EYFS Inspection Toolkit Nov 25

Methods:

We believe that parents are a child's primary and most important educators, therefore it is essential that we work in partnership with our parents/carers, in order for our children to learn and develop (see our Parental Partnership policy)

1. We aim to deliver a broad and balanced curriculum which takes an anti-bias approach and ensures that children understand the world and learn about similarities and differences (see Inclusion policy – Curriculum)
2. All staff have a sound understanding of In The Moment Planning and will expand on an interest that is shown by a child to extend the learning opportunity
3. Planning takes into account our resources and the deployment of available staff.
4. Our curriculum plans incorporate differentiation to allow and cater for the individual age/stage of each child's development.
5. Each child's key-person is responsible for their individual learning plans, observation and record keeping.
6. When a child is aged between two and three years, their progress will be reviewed and a summary referred to as a Two Year Check, written by their key-person, will be provided to parents/carers. This review will highlight achievements and areas in which extra support might be needed and will describe how we, the provider, will address any issues.
7. To respect Culture Capital by recognising that children arrive at our setting with totally different holistic experiences from others, not only in their learning and their play, but also in their overall daily routines, structures, family environment and behavioural expectations.
8. To use our curriculum to enhance the experiences and opportunities available to all our children, particularly the most disadvantaged.

We promote the Fundamental British Values:

- **Democracy:** Children are given every opportunity to be independent, to choose their own activities and to make decisions.
- **Rule of Law:** Children are encouraged to follow our rules, routine and structures and the reasons for these are explained to them.
- **Individual Liberty and Respect:** Our time table is planned in accordance with the Early Years Foundation Stage and allows for flexibility in order for us to allow the children to take the lead in our planning. We ensure that activities reflect the current interests and

experiences of our children and we use these to plan the next steps of learning for our children.

- **Tolerance of Different Faiths and Beliefs:** Our long term planning is planned on a half termly basis to ensure the inclusion of festivals and celebrations, to encourage our children to value social and cultural diversity.

We promote all areas of Hygiene:

- **Basic Hygiene:** We encourage regular hand cleaning, we encourage children to develop independence in self care and we promote why good hygiene is essential.
- **Respiratory Hygiene:** We encourage using a tissue to catch coughs and sneezes and promote the message 'catch it, kill it, bin it'.
- **Oral hygiene:** We promote healthy eating and why it is essential and we encourage a good dental hygiene routine.

We use the CTA approach when planning activities and experiences:

- **Curriculum:** *This refers to everything the providers want children to experience, learn and be able to do, designed around each child's stage of development and interests*
What do they need to learn, know or be able to do, in the context of the areas of learning and development and characteristics of effective learning in order to succeed in life?
What is needed to help them achieve this?
- **Teaching:** *This involves how dedicated educators support children's learning through play, conversations and real experiences, focusing on developing curiosity, independence and problem solving skills*
How we deliver our plans, for example through teaching and modelling, discussion, providing resources and experiences, to enable the child to have the opportunity to make progress in all 7 areas of learning and development.
- **Achievement:** *This focuses on what children have learned and how they are progressing in their development and education*
How do we know what we planned was successful, how do we know that the child has achieved the **Outcomes**? What can they do now that they could not do before or what new knowledge do they have?

As a setting we also use the CTA approach as our Pedagogy to ensure our curriculum is effective and to ensure our children achieve to the best of their abilities:

- **Curriculum:** Leaders construct a curriculum that is ambitious, coherently planned, sequenced and designed to give children the knowledge and Culture Capital they need to succeed in life.
- **Teaching:** Practitioners and leaders create an environment that supports the intent curriculum.
- **Achievement:** Children develop detailed knowledge and skills across the 7 areas of learning. Children develop their vocabulary and understanding of language.

Quote from the previous Early Years Inspection Handbook (April 2021) paragraph 173:

“Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling. Providing a narrative for what they are doing, facilitating and setting challenges...”

Following changes to the EYFS Framework in 2021 we implemented a bespoke curriculum to highlight how we intend to progress the development of our current cohorts. Following further changes to the EYFS Framework in 2025, we made a few amendments to our bespoke curriculum and continue to follow it:

For our eldest cohort who are in their final year with us before their transition to school, our aims of progression and development for these children are as follows:

- To be proud of myself
- To play with a large group of friends, taking turns, sharing resources and being kind to each other
- To understand and follow the preschool rules
- To dress and undress myself, put my own shoes on and go to the toilet by myself
- To listen and join in with stories and songs
- To chat to my friends and listen when they talk to me

- To start being aware of my friend's needs, wants and feelings
- To be understood by people who are unfamiliar to me
- To be aware of how much space my body needs
- To use one handed tools with control
- To sometimes give meaning to my drawings and paintings
- To show an interest in numbers and letters that mean something to me
- To be as ready for school as I am capable of being

For our additional cohorts of younger children, our aims of progression and development for these children are as follows:

- To say goodbye to my parent/carer and come into preschool happily
- To settle in well and build a bond with my keyperson
- To play alongside my friends and to start joining in with their play
- To understand and follow the routine of the preschool day
- To wash my own hands and feed myself
- To tell someone when my nappy needs changing or I need the toilet
- To listen when someone is talking to me or when I am in a small group
- To communicate my needs, wants and feelings
- To learn lots of new words and start speaking in full sentences
- To make big movements with my body and to be aware of people and objects around me
- To play nicely with toys and to look at books carefully
- To hold mark making tools with my thumb and all my fingers
- To recognize patterns and everyday objects

Screen Use:

In accordance with the EYFS Statutory Framework updated 2026, we follow the DfE Help for early years providers: Screen use document, for guidance with regard to the children's use of screens (section 3.94)

Version	Changes made	Author	Date
1.0	Baseline version	Lyn D	12 th Oct 2015
1.1	Change of wording/format to incorporate reference to Fundamental British Values	Lyn D	5 th Jan 2016
1.2	Reviewed, no changes made	Lyn D	26 th Jan

			2017
1.2	Reviewed, no changes made	Lyn D	22nd April 2018
1.3	Aim: reference made to Culture Capital Method: 3) change of wording to reflect in The Moment Planning Method: 8) and 9) added to reflect CC	Lyn	22 nd July 2019
1.4	Numerous changes made to reflect Inspection Handbook update, the 3 Is and good Hygiene practices	Lyn	30 th July 2021
1.5	Reference to our bespoke curriculum following EYFS changes 2021	Lyn	15 th Nov 2021
1.5	Reviewed, no changes made	Lyn	17 th Dec 2023
1.6	Amendments made to bespoke curriculums	Lyn	4 th June 2025
1.7	Amendments to reflect updated EYFS Inspection guidelines and the change of the 3 I's to the CTA approach	Lyn	6 th Jan 2026
1.8	Added paragraph relating to screen time (EYFS changes 2026)	Lyn	1 st Sept 2026