Curriculum Policy

Statement of intent

At Little Sunbeams Preschool (Fareham) we aim for every child to make the best possible progress in the **Prime** and **Specific** areas of learning and development before starting compulsory education.

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 use minimal planning and a flexible, child-centred curriculum. Children learn through play and first hand experiences, with opportunities to act independently, choose activities and make decisions.
We value each child's interests, skills and experiences. We build on their interests and offer new experiences to extend their knowledge and culture capital.
Culture Capital is defined as the essential knowledge that children need to prepare them for their future success.

Methods:

We recognise that parents and carers are children's primary and most important educators, therefore it is essential we work with parents and carers to support learning and development (see our Parental Partnership policy)

1. We provide a broad, balanced and anti-bias curriculum that helps children understand the world and learn about similarities and differences (see Inclusion policy – Curriculum)
2. Staff understand In The Moment Planning and build on each child's interests to extend learning.
3. Planning takes into account our resources and the deployment of available staff.
4. Our differentiated curriculum plans reflect each child's age and stage of development.
5. Each child's key-person is responsible for their individual learning plans, observation and record keeping.
6. Between the ages of two and three years, each child's progress is reviewed. Their keyperson gives parents and carers a written Two Year Check outlining achievements, areas needing extra support and how we will address any issues.
7. We recognise that children bring different experiences of learning, play, routines, family life and behavioural expectations to our setting.
8. To use our curriculum to broaden opportunities for all children, particularly the most disadvantaged.

We promote the Fundamental British Values:

- **Democracy:** Children are encouraged to act independently, choose activities and make decisions.
- **Rule of Law:** Children are encouraged to follow our rules, routines and structures and the reasons for these are explained to them.
- **Individual Liberty and Respect:** Our flexible EYFS timetable allows children's current interests and experiences to guide our planning and their next steps in learning.
- **Tolerance of Different Faiths and Beliefs:** Our half-termly long-term planning includes festivals and celebrations that encourage children to value social and cultural diversity.

We promote all areas of Hygiene:

- **Basic Hygiene:** We encourage regular handwashing, independence in self-care and an understanding of why good hygiene matters.
- **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, explain why it is essential and encourage a good dental hygiene routine.

We use the 3 I's approach when planning activities and experiences:

- **Intent:** *What providers want children to experience, learn and do, based on each child's development and interests.*
  What must children learn, know or do across the areas of learning and development, and characteristics of effective learning in order to succeed in life? What support will help them achieve this?
- **Implementation:** *How educators support learning through play, conversation and real experiences, that develop curiosity, independence and problem solving.*
  How do we deliver our plans? We use teaching, modelling, discussion, resources and experiences to help each child progress across all seven areas of learning and development.
- **Impact:** *This focuses on what children have learned and how they are progressing in their development and education.*
  Were our plans successful, and did the child achieve the intended **Outcomes**? What can they now do that they could not do before, or what new knowledge do they now have?

We also use the 3 I's approach as our Pedagogy to ensure an effective curriculum and help children achieve to the best of their abilities:

- **Intent:** Leaders construct an ambitious, coherently planned and sequenced curriculum designed to give children the knowledge and Culture Capital they need to succeed in life.
- **Implementation:** Practitioners and leaders create an environment that supports the intended curriculum.
- **Impact:** Children develop detailed knowledge and skills across all seven areas of learning, including vocabulary and language understanding.

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…"

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)

Bespoke Curriculum:

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 Framework in 2025 and 2026 we have made a few amendments to our bespoke curriculum and continue to follow it. See Appendix 1 & 2

Version	Changes made	Author	Date
1.0	Baseline version	Lyn D	12th Oct 2015
1.1	Change of wording/format to incorporate reference to Fundamental British Values	Lyn D	5th Jan 2016
1.2	Reviewed, no changes made	Lyn D	26th Jan 2017
1.2	Reviewed, no changes made	Lyn D	22ndApril 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	22nd July 2019
1.4	Numerous changes made to reflect Inspection Handbook update, the 3 Is and good Hygiene practices	Lyn	30th July 2021
1.5	Reference to our bespoke curriculum following EYFS changes 2021	Lyn	15th Nov 2021
1.5	Reviewed, no changes made	Lyn	17th Dec 2023
1.6	Amendments made to bespoke curriculums	Lyn	4th June 2025
1.7	Amendments to reflect updated EYFS Inspection guidelines and the change of the 3 I's to the CTA approach	Lyn	6th Jan 2026

1.8	Added paragraph relating to screen time (EYFS changes 2026)	Lyn	1st Sept 2026
1.9	Added Appendices 1 & 2 Reworded with the aid of co-pilot	Lyn	8th Nov 2026

Appendix A **Our Bespoke Curriculum for our 2-3 year olds**

Personal, Social and Emotional Development

Making Relationships

- To say goodbye to my parent/carer and come into preschool happily
- To settle in well and build a bond with my keyperson using them as a secure base for reassurance
- To play alongside other children and to seek out a familiar friend, or a child who likes the same toys or activities as I do

Sense of Self

- To know my own name, my preferences and interests
- To feel safe and explore the setting, choosing my own toys and activities

Understanding emotions

- To recognise the feelings of others, showing concern and offering them comfort
- To recognise that some actions can hurt or harm others and to begin stopping myself from doing something I shouldn't do

Communication and Language

Listening and Attention

- To listen with interest to the noises adults make when they read stories to me
- To recognise and respond to familiar sounds such as a doorbell or a phone ringing

Understanding

- To begin understanding simple two part instructions
- To understand who, what, where when people ask me questions
- To begin to understand simple concepts such as big/little, fast/slow and simple positional language such as up/down, in/out

Speaking

- To learn lots of new words and use longer sentences
- To communicate my needs, wants and feelings
- To begin using word endings such as going or doing

Physical Development

Moving and Handling

- To make big movements with my body
- To develop my balance and core strength through physical play
- To kick, throw and catch a large ball
- To use wheeled toys with increasing skill such as sitting astride, steering and pedalling

- **To show increasing control when using items such as a jug, a hammer or a tambourine**
- **To hold mark making tools with my thumb and all my fingers**

Health and Self-care

- **To wash my own hands**
- **To feed myself and drink from a cup without spilling**
- **To communicate when my nappy needs changing or I need to go to the toilet**
- **To put on or take off simple clothing such as my hat or my welly boots by myself**
- **To begin to recognise danger and seek support or comfort from a familiar adult**

Literacy

Reading

- **To have some favourite stories, rhymes and songs**
- **To join in with actions, repeating words or filling in the missing word or phrases of stories, rhymes and songs**
- **To begin to recognise familiar logos or icons for apps**

Writing

- **To enjoy drawing and writing on paper, on screen and on different textures such as in sand**
- **To distinguish between the different marks I make**

Mathematics

Comparison

- **To begin recognising groups of things and using words such as more or less**

Counting

- **To begin using number words in my play, saying some in the right order (ordinality)**

Cardinality (how many?)

- **To begin noticing numerals**
- **To begin counting on my fingers**

Spatial Awareness

- **To move my body and my toys around objects and explore fitting into spaces**

Shape

- **To choose puzzle pieces and try to fit them in**

Pattern

- **To recognise sound and action patterns, the patterns I create in my play and the patterns around me such as my routine**
- **To begin to recognise colours**

Measures

- To fill and empty containers or post objects
- To explore differences in size, length, weight and capacity
- To anticipate times in my day such as lunchtime, home time
- To begin to understand when someone talks to me about the immediate past and future

Understanding the World

People and Communities

- To show an interest in photos of myself and people who are familiar to me
- To begin having my own friends
- To imitate everyday actions and events in my pretend play, such as making a cup of tea, going to the doctors or being a cat

The world

- To notice detailed features of objects in my environment
- To use small world to recreate my own first-hand experiences

Technology

- To explore and operate toys with buttons, flaps and simple mechanisms
- To investigate 'low technology' by playing with water, using pipes, funnels and other tools to carry/transport water

Expressive arts and Design

Creating with Materials

- To join in with songs and show interest in the noises that instruments make
- To explore colours and enjoy mixing them
- To use blocks and construction toys to build towers and make arrangements

Being Imaginative and Expressive

- Begin to make believe by pretending using sounds, movement, words and objects
- To express myself through music and dance

Appendix B **Our Bespoke Curriculum for 3-4 year olds**

Personal, Social and Emotional Development

Making Relationships

- To enjoy playing by myself, alongside and with others, inviting other children to play with me or attempting to join in with their play
- To play with other children co-operatively, taking turns, sharing resources and solving conflict in an appropriate way
- To form firm friendships
- To feel happy and settled, and know adults at the preschool are there to support me

Sense of Self

- To enjoy a sense of belonging by taking ownership of my lunchbox, book bag, etc and helping with daily tasks
- To become aware of similarities and differences between myself and others
- To express my needs and ask an adult for help when I need it
- To talk freely about my home and my community
- To be proud of myself and talk about myself in a positive way

Understanding Emotions

- To recognise that sometimes my actions or words can hurt others' feelings
- To express a wide range of feelings in my interactions and through my behaviour and my play
- To begin to manage my feelings and start to tolerate when things don't go my way
- To become aware of behavioural expectations and follow the preschool rules

Communication and Language

Listening and attention

- To listen to my friends and adults when they talk to me, both in my play and during small group times
- To listen to familiar stories with increasing attention and recall
- To follow directions (If I'm not too busy!)

Understanding

- To understand the use of objects
- To show understanding of prepositions such as behind, under, etc
- To begin to understand why and how questions
- To begin to understand humour and jokes

Speaking

- To be understood by people who are not familiar to me

- To develop my vocabulary by learning new words and holding two way conversations
- To join my sentences together by using words such as 'and' and 'because'
- To talk about past and present events for myself and my family
- To question why things happen and to give explanations
- To introduce a storyline or narrative into my play

Physical Development

Moving and Handling

- To be aware of how much space my body needs
- To run around without bumping into my friends or objects around me
- To demonstrate my agility, co-ordination and stability through my play, indoors and out
- To confidently demonstrate my balancing skills
- To use one handed tools such as a paintbrush or scissors effectively with good control
- To show a preference for my dominant hand

Health and Self-care

- To tell an adult when I'm hungry, tired, thirsty or when I want to rest, sleep or play
- To demonstrate my independence by putting on my own coat or shoes
- To name and identify different parts of my body
- To understand the importance of good practices and hygiene such as healthy eating and exercise, handwashing and oral health
- To gain more control of my bladder and bowel, and see to my own toileting needs

Literacy

Reading

- To handle books and touch screen technology carefully and the correct way up with growing competence
- To enjoy looking at books by myself or as part of a small group
- To listen and join in with stories and poems when an adult is reading to me
- To recognise words that are familiar to me, such as my own name advertising logos or screen icons

Writing

- To sometimes give meaning to my drawings and paintings
- To include mark making an early writing in my play
- To attempt to write my own name or other names and words using lines, circles, curves and letter type shapes
- To show an interest in letters and identify the initial letter of my own name and other familiar words

Mathematics

Comparison

- **To compare two small groups of up to five objects and recognising when there are the same number of objects in each group**

Counting

- **To enjoy counting, recognise some numerals 0-10 and learn number order through songs**
- **To use some number names and number language within my play and show fascination with larger numbers**

Cardinality (how many?)

- **You start to subitise one, two and three objects (without counting)**
- **To count up to five items, recognising that the last number said represents the total counted so far (cardinal principle)**
- **To link numerals with amounts up to five and maybe beyond**

Composition

- **To begin to recognise that each counting number is 1 more than the one before**
- **To separate a group of three or four objects in different ways, to begin to recognise that the total is still the same**

Spatial Awareness

- **To respond to and use language of position and direction**
- **To predict, move and rotate objects to fit within a space, or to create the shape that I want**

Shape

- **To choose items based on their shape which are appropriate for my purpose**
- **To identify and name simple 2D shapes and show awareness of shape similarities and differences between objects**

Pattern

- **To create my own spatial patterns showing some organisations or regularity**
- **To join in with simple patterns in sounds, objects, games, stories, dance and movement**

Measures

- **To find the longer or shorter, heavier or lighter and more/less full of two items**
- **To recall a sequence of events in everyday life or stories**

Understanding the World

People and Communities

- **To show an interest in the lives of people who are familiar to me**
- **To remember and talk about significant events in my own experience**
- **to recognise and describe special times or events for my family or friends**
- **To show an interest in others, their lifestyles, occupations, cultures and beliefs**

The World

- To comment and ask questions about place where I live or the natural world
- To talk about why things happen and how things work
- To develop an understanding of growth decay and changes over time
- To show care and concern for living things
- To learn about my environment and how we can help to look after it

Technology

- To know how to operate simple equipment
- To show an interest in technological toys with knobs or pulleys, and real objects such as cameras mobile phones and tablets
- To know that information can be retrieved from digital devices and the Internet

Expressive Arts and Design

Creating with Materials

- To enjoy joining in with moving, dancing and ring games
- To sing familiar songs e.g. songs from TV programmes, rhymes, songs from home
- To tap out simple repeated rhythms
- to continue to explore colour and how colours can be changed
- to use various construction materials, joining pieces stacking vertically and horizontally balancing making enclosures and creating spaces
- To use tools for a purpose

Being Imaginative and Expressive

- To develop my imagination through role-playing and imitating familiar actions and events from my experiences
- To use available resources to create props or create imaginary ones to support my play
- To play alongside other children who are engaged in the same theme as me to introduce a storyline or narrative into my play

To be as ready for school overall as I am capable of being!