



Play in Ltd

Curriculum Planning Policy

We provide childcare for children aged 4-12 and all staff at the club carry out daily planning in order to help encourage, grow and help every child in our care reach their full potential. However the curriculum structure that our planning follows is for children between the age 4-5 years, as we wanted to make sure that we were providing care which ensured that the younger children were making relevant steps in their EYFS development stages. This curriculum is set out in a document, published by the Qualifications and Curriculum Authority and the Department for Education and Skills, and called the early year's foundation stage. (EYFS)

Our aim is to provide activities that will challenge children to achieve the level the EYFS sets for children in infant schools that will be appropriate for children's ages and stages, and make the learning experience an enjoyable one for the children.

The guidance divides children's learning and development into seven areas:

- Personal, Social and Emotional development
- Communication and Language development
- Literacy
- Mathematics
- Understanding of the world
- Physical development
- Expressive Arts and Design

Our overarching principles are:

1. Unique Child
2. Positive Relationships
3. Enabling Environments
4. Children develop and learn in different ways and at different rates

In line with the EYFS Statutory Framework, section 1.5. *“Educational programmes must involve activities and experiences for children, as follows”*:

Communication and language

This involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

Physical development

This involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity⁶, and to make healthy choices in relation to food

Personal, social and emotional development

This involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to

manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

Literacy

This involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

Mathematics

This involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure

Understanding the world

This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

Expressive arts and design

This involves enabling children 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

In order to ensure all the above areas are covered and assessed at our club, Play in Ltd implements planning and strategies, including:

- We operate on a child led/observational system where we extend children's interests through play
- We prepare short term plans each week, with daily individual child learning focuses based on daily 'main observations'
- We record daily 'small observations' which promotes developmental goals & interests of children.
- We ensure that we offer activities which cover each of the seven areas of learning every day by doing daily planning of the activities on offer and marking this up to the EYFS Curriculum
- Medium term planning is implemented monthly relating to the child's environment, i.e. festivals, cultures, visitors etc
- We take the schools topics every term, to enable us to support what is being taught at school. This helps with the continuity of children's learning in both environments
- We observe each child regularly and monitor their progress, and enhance activities to extend their interest and further develop their learning
- We involve teachers by giving them opportunities to inform us of goals ,interest, topics or areas of development for the children in their care. This is communicated via face to face talks on a daily basis when children are collected and where requested, a communications book
- We involve parents in their child's learning by using All About Me booklets, home observation sheets, and where requested, the communication books. This is incorporated into the planning

- We offer parental opportunities to support some of the activities by helping in sessions, parties, events, bringing in materials and other items connected with the activities planned or helping with walks/trips. This is recorded in the 'Parental helper book'

This curriculum planning policy runs in conjunction with the **Safeguarding Policy**, Working together to Safeguard children, and promoting the welfare of the child.

This policy was adopted by: Play in Ltd	Date: Sept 2021
To be reviewed: Sept 2022	Signed:

Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2021): Safeguarding and Welfare Requirements: Information and records [3.67-3.77]