



Play in Ltd

Curriculum Planning Policy

Play in Ltd provides childcare for enrolled Primary School children (4-12years) and all staff at the club carry out daily planning in order to encourage, grow and help every child in our care reach their full potential.

However the EYFS curriculum structure we follows is for children between 4-5 years (reception). Play in Ltd provides care which ensures that the younger children are making the 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)

Each EYFS child will be allocated a Key Person:

- The role of the key person is to help children settle in, and to ensure that our care is tailored to meet the individual needs of the child.
- If parents have any problems, concerns or achievements that they would like to discuss, they are encourage to speak to their child's key person.
- If parents ever need to access specialist support for their child, the key person will help point them in the right direction, with support of management.
- The key person will discuss with parents (and other providers if appropriate) the support the child may require to help them develop the skills to learn effectively.

Our aim is to provide activities and planned observations that will challenge children to achieve targets set out in their individual EYFS booklet. Key workers will use these booklets to track each individuals child's development and progress.

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 daily focused observations for individual children's learning using their EYFS targets
- We ensure that we offer activities which cover each of the seven areas of learning every day through planned activities (focused: baking, two types of crafts and sports. None focused: spontaneous and free play)
- Medium term planning is implemented monthly relating to the child's environment, i.e. festivals, cultures, school topics etc
- 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, via emails
- We involve parents in their child's learning by using All About Me booklets. Key workers will also complete a 6 months and a 1 year summary sheets which outlines how their child is developing in each of the seven areas and what their next targets are.
- Where possible we offer parental opportunities to support some of the activities by helping with: parties, events, bringing in materials and other items connected with the activities planned. This is recorded in the visitors log.

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 2022
To be reviewed: Sept 2023	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]