



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

Method

- 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 interests, difficulties and things of note in daily 'small observations'.
- 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.
- We complete weekly continuous provision tick sheets to ensure that we are providing games, resources and activities which cover the seven areas of learning.
- 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.
- Long term planning is available in continuous provision in every room and is evaluated on a regular basis.
- 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 write 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 the communications book.
- We involve parents in their child's learning by using home observation sheets informing us of the child's current interests, and the communication books provided.

- We offer parental opportunities to support some of the activities by helping in sessions, bringing in materials and other items connected with the activities planned or helping with walks/trips. This is recorded in the 'Parental helper book' .
- When the children first start at the club parents fill out an 'All about me booklet' which give us a head start of children's interest and areas of development. This is incorporated into the planning.

Personal, social and emotional development

At Play in Ltd, we implement this area of children's development by forming a warm, caring attachment with children in the group.

Communication, language and literacy:

This area of children's development covers:

- being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others;
- adding to their vocabulary by learning the meaning of – and being able to use – new words;
- being able to use words to describe their experiences;
- getting to know the sounds and letters which make up the words we use;
- listening to – and talking about – stories;
- knowing how to handle books and that they can be a source of stories and information;
- knowing the purposes for which we use writing; and
- making their own attempts at writing.

Problem solving, reasoning and numeracy.

This area of children's development covers:

- building up ideas about how many, how much, how far and how big;
- building up ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- starting to understand that numbers help us to answer questions about how many, how much, how far and how big;
- building up ideas about how to use counting to find out how many; and
- being introduced to finding the result of adding more or taking away from the amount we already have.

Knowledge and understanding of the world

This area of children's development covers:

- finding out about the natural world and how it works;
- finding out about the made world and how it works;
- learning how to choose – and use – the right tool for a task;
- learning about computers, how to use them and what they can help us to do;
- starting to put together ideas about past and present and the links between them;
- beginning to learn about their locality and its special features; and
- learning about their own and other cultures.

Physical development

This area of children's development covers:

- gaining control over the large movements which we can make with our arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- gaining control over the small movements we can make with our arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- learning about the importance of – and how to look after – their bodies.

Creative development

This area of children’s development covers:

- using paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- becoming interested in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

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.

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: Jan 2020
To be reviewed: Jan 2021	Signed:

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2017): Safeguarding and Welfare Requirements: Information and records [3.68 -3.70]. Working Together to Safeguard Children 2018.*