



Curriculum Policy

'The term curriculum is used to describe everything children do, see, hear or feel in their setting, both planned and unplanned'. (G Pugh et al, p80, 2006)

This Curriculum Policy works in conjunction with our Equal Opportunities Policy and our SEND Policy.

Our vision at Woodpeckers Preschool is to offer every child and family an outstanding level of care and education tailored to meet their individual needs.

Woodpeckers Preschool follows The Early Years Foundation Stage 2025 (EYFS), a Statutory Framework, sets the Standards for Learning, Development and Care for Children from Birth to Five. The EYFS is not a curriculum for young children but is instead a framework that enables each child to learn through high quality play that is tailored to them. The Framework has four themes: A Unique Child, Positive Relationships, Enabling Environments, and Learning and Development.

The EYFS (2025) learning and development requirements comprise of seven areas of learning and development; these areas of learning and develop shape the educational programme within the setting. All areas of learning and development are important and interconnected. Three areas are particularly important for helping children to develop a 'love for learning' and 'skills for life'. These three areas are called the Prime Areas:

These are: Communication and Language
Physical Development
Personal, Social and Emotional Development

As well as these three Prime Areas, there are also four Specific areas. These are:

Understanding the World
Literacy
Mathematics
Expressive Arts and Design

Practitioners use children's interests, individual needs and stage of development to plan challenging and enjoyable experiences for children in each area of learning. Practitioners working with young children concentrate on the three Prime Areas with a balance moving to all seven areas as children grow in confidence and ability in the three Prime Areas. If progress in any Prime Area gives cause for concern, the practitioners will discuss this with parents/carers and agree how to support the child, considering whether the child may have a special educational need or disability which requires specialist support. In these circumstances, we aim to help family's access services from other agencies as appropriate. A copy of the EYFS is available in the Reception Area or you may access it online.

Learning through Play

We believe children learn best through play which is supported by knowledgeable adults.

Our setting uses the EYFS Practice Guidance to plan and provide a range of play activities which help children make progress in each of the areas of learning and development based on their individual needs, interests and preferred learning styles (Characteristics of Learning) and preferred learning environments (indoors or outdoors).

Some activities are adult-initiated, and some are child-initiated – early year's practitioner's work closely with children to support and extend their learning and development. All adult-planned activities and environments are planned using differentiation to ensure inclusion for all children.

The Third Teacher – The Environment

Our indoor and outdoor environments act as the 'Third Teacher'. We aim to offer children calming, yet stimulating and challenging environments, both indoors and outdoors, based around their individual interests and needs which support all areas of the EYFS as well as emotional well-being and general engagement.

Our Long Term Plan ensures that all areas of Learning and Development are offered on a daily basis through our routine activities and environment. Children participate in long periods of child-initiated play, coming together in small groups at the beginning and end of the sessions for circle time.

British Values

Our educational programme also includes the promotion of British Values. British Values are deeply embedded in our day-to-day practice with children and we aim to teach the children who attend Woodpeckers that it is possible to live together peacefully, and that everyone has an important part to play in our multi-cultural World.

British values are:

- Promoting Democracy – making decisions together.

Practitioners encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.

Practitioners support the decisions children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop their enquiring minds in an atmosphere where questions are valued.

- Promoting the rule of law – understanding rules matter

Practitioners ensure that children understand their own and other's behaviour and its consequences and learn to distinguish right from wrong. Practitioners collaborate with children to create rules and codes of behaviour, agreeing the rules for tidy up time, and making sure all children understand the rules apply to everyone!

- Individual Liberty – freedom for all

Children develop a positive sense of themselves. Practitioners provide children with opportunities to develop their own self-knowledge, self esteem and self confidence in their own abilities. Practitioners teach children about compromise – that some of us believe one thing, some of us believe something totally different, but we can all play together and respect each other for our choices;

- Mutual respect and tolerance – treat others as you want to be treated

Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Practitioners encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Practitioners challenge stereotypes and diverse attitudes and provide resources and activities that challenge gender, cultural and racial stereotyping.

Key Person

The key person takes responsibility for a small group of children's day-to-day care, learning and development whilst at Woodpeckers Preschool. The key person:

- Monitors the children's emotional well-being and involvement in the Preschool;
- Supports the children in their play, engaging in sustained-shared thinking, thus extending the learning and development opportunities;
- Regularly assesses the children's progress in learning and development through observations, photographs or special pieces of the children's work;
- Documents these observations on an online learning Journals
- Evaluates children's progress against the EYFS Practice Guidance;
- Works in partnership with parents to plan activities for the children based around their individual interests, learning plan and preferred learning style and environments;
- Regularly shares information with parents through online software and learning journals verbal discussions and parent consultations;
- Completes a Two Year Progress Check at the age of 2 years;

The Preschool uses a 'buddy' system to ensure that when a child's key person is absent, they have the care of a familiar adult.

Two Year Progress Check

Between the age of 24 and 36 months, we will complete a 2 Year Progress Check on your child's Family profile. These will also be printed so you can put it in their red child development book in the appropriate section. This will show an overview of your child's development in the three prime areas of learning and development: Personal, Social and Emotional Development, Physical Development and Communication and Language when a child is aged between 24 and 36 months. The 2 Year Progress has been introduced to enable early identification of developmental needs so that additional support can be put in place by the key person and SENCO in partnership with parents, and will highlight areas where your

child is progressing well and anywhere they might need some extra help or support. This also enables your health visitor to look at this alongside her development check around the same age.

Outside Play

We recognise the importance fresh air and exercise plays in children's development, and therefore aim to ensure children have access to the gardens during both morning and afternoon sessions. Children will only not be offered access to the gardens if the Supervisor or Deputy Supervisor feels children may be put at risk due to the severity of the weather conditions.

Our long term plan and short-term curriculum planning incorporate the outdoor learning environment ensuring children are offered opportunities to support all seven areas of learning and development in this environment. Particular importance is also played on ensuring children have access to spaces for rest and relaxation whilst playing outside.

Partnership with Parents

We acknowledge that parents are children's first and most enduring educators.

We believe that parents know their children best and we ask them to contribute to our planning and assessments by sharing information about what their children like to do at home and how they as parents are supporting their development.

Each child's individual learning journey begins an individual visit to the Preschool. These visits offer us the opportunity to establish strong partnerships with parents and to share their wealth of knowledge about their child's learning and development to date, thus developing a tailored learning and care plan for their child whilst they are at Woodpeckers.

Online learning Journals offers parents and key person's the opportunity to celebrate children's achievements, and to work together to provide what a child needs for his/her well-being and to make progress.

In order to support children's learning in the home environment, we aim to provide parents with regular opportunities to learn more about children's learning and development. These type of activities include outings, parent lunches and ideas about how they can support the learning taking place at Preschool at home on children's online learning journals. We also have story sacks available for parents/carers to borrow which include stories and resources for children to share with their parents/carers at home.

Parents/carers are also encouraged to share any skills or knowledge they may have in relation to children's learning and development or other areas of expertise with other parents in the setting.

Partnership with other Providers

We aim to form strong relationships with other settings children attend in order to provide continuity of care. This is achieved by:

- Sharing of information relating to changes in children's care or new learning goals;
- Regular visits to other settings;
- Telephone discussions and emails.

Transition to School or new settings

When children are leaving to join a new setting, we aim to make the transition stage as smooth as possible. We will:

- invite the new setting to visit the child at Woodpeckers;
- offer to send the child's key person to support visits to a new setting;
- encourage parents to share learning journals with new setting;
- send a record of assessments and achievements to the new setting, demonstrating what level we are currently planning for the child in the seven areas of learning and development.
- attend multi-agency transition meetings for children with Special Educational Needs or Additional Educational Needs.

Monitoring our provision

The Supervisor uses information gathered from children's assessments to regularly monitor the effectiveness of the setting as a whole, and/or for specific groups of children or areas of learning and development. This information can be used to evaluate how the setting meets children's needs presently, and how we may develop the overall quality of the Preschool in the future.

This policy was adopted on 03rd September 2022 and will be reviewed annually.

Signed 
Steven White (Chairperson)
Trustee of Woodpeckers Preschool CIO
26th August 2025

Legal Frameworks:

UN Convention on the Rights of the Child 1989
Every Child Matters (2003)
The Children Act 2004
Statutory Framework for the Early Years Foundation Stage (2025)