



Kilcreggan Early Learning and Childcare Centre



## Curriculum Policy



### UNCRC:

**Article 12** I have the right to be listened to and taken seriously

**Article 13** I have the right to find out and share information

**Article 17** I have the right to get information in lots of ways, so long as it's safe

**Article 28** I have the right to an education

**Article 29** I have the right to an education which develops my personality, respect for others' rights and the environment

### Rationale

***“Research informs us that during our earliest years and even pre-birth, a large part of the pattern for our future adult life is set; therefore we acknowledge that positive early years experiences give children the best start in life.”***

***“The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.***

***The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.”***

*Education Scotland Website*

At Kilcreggan ELCC unit we strongly believe in the importance of providing a quality pre-school education, which involves working in partnership with parents to build on and develop children's learning. We aim to adopt the recommendations in curriculum frameworks and provide our children with access to a full range of learning opportunities encouraging them to develop their own curiosity and creativity through the importance of learning through play. As a result they will develop emotional maturity and social skills and hence become confident, eager and enthusiastic learners who are looking forward to starting school.

*Kilcreggan Primary ELCC*

*Updated Aug 2023*



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### **Purpose**

The purpose of this policy is to inform staff and parents and to ensure a collaborative approach to the development of the curriculum in this establishment.

Staff in Kilcreggan ELCC are committed to working in partnership with all partners to develop children's learning.

At Kilcreggan ELCC we aim to:

- Provide a safe and stimulating environment in which children can feel happy and secure
- Encourage the emotional, social, physical, creative and intellectual development of children
- Promote the welfare of children
- Encourage positive attitudes to self and others, developing confidence and self-esteem
- Create opportunities for play
- Encourage children to explore, appreciate and respect their environment
- Provide opportunities to stimulate interest and imagination
- Extend children's abilities to communicate ideas and feelings in a variety of ways

*(Education of Children under 5 in Scotland – (S.O.E.I.D. – 1994)*

In order to achieve these aims, account must be taken of the values and attitudes of staff and in their expectations for the children's learning and behaviour. Account too has to be taken of the quality of relationships among staff and how they relate to parents and the community, as this will have a direct effect on children's learning. It is therefore important to consider ways in which staff value;

- The individual child
- Equal opportunities and social justice
- Partnership with parents/carers
- The importance of the community
- Education as a life-long process



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### Curriculum Principles

***“The curriculum refers to a framework of planned learning experiences based on different aspects of children’s development and learning”.***

At Kilcreggan ELCC, we endorse and follow the national guidelines for the curriculum – “Curriculum for Excellence” which was issued by the Scottish Office in June 1999.

The key areas of the curriculum are as follows:

- Expressive Arts
- Health and Wellbeing
- Literacy and Languages
- Numeracy and Mathematics
- Religious and Moral Education
- Sciences
- Social Subjects
- Technologies

And in addition the Four Capacities:

- Confident Individuals
- Successful Learners
- Effective Contributors
- Responsible Citizens

The Curriculum Framework adopted by Kilcreggan ELCC is outlined below. It helps staff to plan activities and experiences that will promote development and progressive learning. It also sets out a range of learning outcomes for each aspect/area of the curriculum.

Although each curricular aspect/area is presented separately to facilitate planning, in practice, learning stretches across aspects/areas and one aspect/area is frequently reinforced by others in a holistic approach to learning.



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It is important to note that the children are fully involved in the termly planning process and their ideas feed into the learning activities that are available to the children. This has a significant impact on children's engagement on a daily basis.

### **Expressive Arts**

Expressing and creating ideas, feelings and imagination as well as having opportunities to enjoy all manner of sounds, sights, shapes and textures are vital parts of the young child's development. In developing expressive and aesthetic experiences the emphasis is on enjoyment, expression and learning that takes place during the learning process rather than on the finished product.

At Kilcreggan ELCC all children are filled with enthusiasm and stimulated to make their own creations whether it is through art, music or physical techniques.

All children will be provided with opportunities to investigate and choose from a wide variety of media, such as painting, drawing, printing and modelling with such things as dough, clay and various junk materials. Staff will interact with every child to encourage them to express their thoughts and feelings through their work with all types of media.

All children will be encouraged to become involved in role-play where they can recreate events and stories and develop imaginary and real situations. The home corner and dressing-up outfits, as well as puppets and games provide situations where children can develop their role-playing skills in a variety of contexts.

All children will be given opportunities to listen and respond to a wide variety of music, sounds and songs and encouraged to make their own music through singing, clapping and making use of instruments of their own choice. All children will be encouraged to move rhythmically and expressively to music as well as joining in simple dances and singing games.

### **Health and Wellbeing**

Children in Early Years settings have to cope with people and situations outwith the family, and which are unfamiliar to them. To overcome this they need to become increasingly independent and able to form social relationships, particularly with other children. It is very important therefore that they experience warm, secure and caring relationships where praise is given appropriately and where a sense of humour is encouraged. Children will learn effectively if they feel safe, confident and good about themselves.



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It is a priority at Kilcreggan ELCC that children receive the support of staff to develop self-esteem and self-confidence. Secure and stable relationships should be formed with staff and careful supervision should be in place so that children feel safe. Rules are in place to ensure safety and children should know where help can be sought in case of worry or upset.

At Kilcreggan ELCC all children will be given full support, during their settling in period, from both staff and parents through familiar routines. All children should develop confidence, self-esteem and a sense of security. They will learn to care for themselves and their personal safety.

All children will be encouraged to develop independence and to persevere with difficult tasks. All children should be encouraged to express their feelings appropriately and form positive relationships with adults and other children, becoming aware of the needs and feelings of others. All children will be encouraged to make and express choices, to plan and play co-operatively, taking turns and sharing resources. Resilience is also developed through play scenarios and interactions with others.

The early years are a time of rapid physical and mental development as young children learn to control and use their bodies and become aware of what they are capable of and what it is possible to do. Children's physical development is influenced by their growing confidence and enjoyment of physical play, by increasing their ability to control their own bodies through movement and by their physical well-being and strength.

At Kilcreggan ELCC all children are given opportunities and encouraged to enjoy and take part in energetic activity both indoors and out. They have access to the outdoor space for at least 50% of the week.

All children are provided with experiences enabling them to use their bodies in a variety of ways and express physically their thoughts, ideas and feelings during play and imaginative activities.

All children will be given opportunities to develop all gross motor skills and gain confidence in their abilities.

All children will be encouraged to co-operate with their peers in physical play, while developing an awareness of the space around them and developing their balance. Throughout the curriculum children are provided with opportunities to develop the fine movements of their fingers and hands.

By providing healthy snacks and daily hand-washing routines we will provide children with the opportunities to develop an awareness of the importance of hygiene and diet



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in order to feel good. Toothbrushing is also regularly undertaken to support learning about the importance of dental hygiene.

### **Literacy and Languages**

The development of communication, language and literacy is linked closely with other aspects of children's learning. The development of skills in language is central to their abilities to communicate in relationships and learning, to understand ideas and to order, explore and refine their thoughts.

At Kilcreggan ELCC all children will have many opportunities to enjoy language through stories, songs, music, rhymes and poetry. They will be encouraged to listen to other children and adults during social activities (such as snack time) and play activities, as well as for information and instructions.

All children will be encouraged to talk to other children and adults about themselves and their experiences with increasing confidence. All children will have the opportunity to take part in short and more extended conversations and learn to use language for describing, explaining, predicting and for questioning. Bloom's taxonomy questions are used to support children developing higher order thinking skills.

All children will be encouraged to develop an enthusiasm for stories and an enjoyment of books by hearing stories and rhymes and by browsing through books together and using them to find interesting information. Children should become familiar with their own name by seeing it written often (on their clothes, pegs, displayed work, etc.). Suitable captions and labels will be displayed and read together, helping children to recognise the link between the written and spoken word.

All children will be encouraged to experiment with their own drawings, mark-making and written communications using pencils, felt pens, crayons, paint and chalk.

### **Numeracy and Mathematics**

Through daily planned activities all children will begin to learn to match, sort, group, count and measure and how to use these to help solve mathematical problems. Through table and singing games all children will begin to learn to use numbers up to ten, recognise familiar shapes and understand mathematical language.

They will be encouraged to recognise patterns, shapes and colours in the world, sort and categorise into groups.



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They will be made aware of daily routines and timetables as they begin to appreciate the passage of time.

### **Sciences**

All children will develop an awareness of their senses – sight, sound, touch, smell and taste – and learn to ask questions, experiment, design, make and solve problems and explore how things work.

Using the local area all children will be encouraged to develop an awareness of changes in trees, flowers and weather and how to look after living things. They should also gain an appreciation of natural beauty and a sense of wonder about the world. They will be encouraged to understand some properties of materials.

### **Religious and Moral Education**

All children will celebrate cultural and religious festivals and develop positive attitudes towards others whose gender, language, religion or culture is different from their own. All children learn to care for their environment and for all people who live in the community.

### **Social Sciences**

From their earliest days children try to make sense of the world. Their natural curiosity drives them to explore, investigate and understand their environment and at times to wonder at its beauty and scale.

At Kilcreggan ELCC all children are given the help and support needed for them to develop their knowledge and understanding of the world through play activities. Children will visit or have visits from familiar people in the local area (e.g. people who help us, road safety officer, district nurse, community policeman).

### **Technologies**

All children will be made aware of everyday technology (e.g. electricity, television, computers, cameras). They will use iPads to take photographs and upload work onto Seesaw.



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**In addition to the Curriculum for Excellence Frameworks, our curriculum is supported by documents such as Argyll and Bute's 3 Assets Approach, Setting the Table, Learning Through Landscapes and responsive to professional learning training undertaken by staff.**

### **Procedures**

#### **1. Children's Learning**

The starting point for learning is the child. When planning children's learning staff will take account of the following:

- The child's previous experiences and achievements
- The child's needs and interests
- The individual ways in which the child learns

Play makes a powerful contribution to children's learning. It provides opportunities for children to:

- Make sense of real-life situations
- Develop awareness of themselves and others
- Explore, investigate and experiment
- Be actively involved in learning
- Draw and test their conclusions
- Develop resilience and perseverance
- Develop self-confidence
- Express their ideas and feelings in many different ways
- Inhabit imagined situations
- Act out and come to terms with experiences at home or with friends
- Be solitary, quiet and reflective
- Collaborate with others
- Take the initiative on their own terms
- Develop relationships
- Practise skills





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- Consolidate previous learning
- Be challenged in new learning

### 2. Methodology

While much of children's learning is through free play, the role of adults is central in supporting and extending children's learning through their interaction in the play situation. Such interaction allows staff to increase the level of challenge or support within each area, introduce appropriate vocabulary, channel children's interests into broader or more balanced sets of learning experiences and challenge/extend thinking through questioning. Some activities will be more highly structured in the form of individual or small group work in order to stimulate interests, guide, develop and practise skills.

#### A. Free Play

Many play opportunities should be freely chosen from a broad range of worthwhile activities and experiences. These will allow the child to:

- Develop interests
- Try out different ways of learning
- Explore materials
- Explore relationships
- Extend perseverance and concentration
- Set own goals
- Become absorbed and relaxed in their play

#### B. Structured/Adult-led Play

By observing during play, staff interact sensitively to develop and extend learning experiences and skills. Through backdrop planning, structured play will focus on specific features of learning.

Structured play should:

- Support and extend the learning experience
- Increase its level of challenge
- Channel children's interests into a broader or more balanced set of learning experiences



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### C. Small Group Work

Staff use regular short periods of time to develop particular aspects of learning with small groups and individual children in order to:

- Stimulate interests
- Teach specific skills
- Develop and practise skills
- Revisit and extend previous learning experiences

The observation and assessment of children's progress will determine the specific activities and experiences covered at these times.

### 2. Playroom Organisation

The playroom organisation and layout is crucial to the children's learning. Staff are aware of the flow of play. Their observations should identify what has or has not worked and adjust the layout appropriately.

There should be a range of activities, for example water or sand, construction equipment, large physical play, home corner etc provided daily. There should be a number of areas within the playroom providing space for both individuals and groups.

Staff will agree at the planning stage who will be responsible for specific areas of the playroom.

### 3. Progression

All children progress at different rates and will have different learning experiences prior to coming into the Early Years setting. Staff will require to take account of this when matching learning experiences to the needs of the child.

Planning and Assessment procedures are outlined in a separate policy.



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### Taking Account of Younger Children

In taking account of younger children it must be remembered that they need:

- Lots of support and encouragement
- Ongoing praise and reassurance
- Opportunities to develop independence
- Time to build relationships
- Familiar routines
- Time to engage in new experiences
- Small and secure spaces
- Time to be quiet and to rest

Adults should:

- Listen to what children say
  - Have realistic expectations
  - Make time for one-to-one activities and discussions
  - Be flexible in planning
  - Be consistent in responses and praise
  - Know when to intervene
- 
- Give more direction when teaching new skills
  - Allow time for “settling in”
  - Introduce new routines gradually

### 4. Resources

Resources are provided for each area of the curriculum and are organised to allow easy access for both children and staff. Larger play equipment is stored when not in use. There is a small budget for the purchase and replacement of resources. ELCC staff in consultation with the Head Teacher will decide after discussion how best to use this budget. Priority will be given to development targets, identified needs and to the replacement of faulty equipment.



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Maintenance and identification of faulty equipment is the responsibility of all staff. Staff should report any problems to the Head Teacher who will then make a decision on the way forward.

The most important resource in this establishment is the staff. We value their work with the children and are committed to providing ways of developing their skills through attendance at relevant staff development courses, establishment based in-service and visits to other establishments.

### **5. Partnership With Parents**

Parents are children's prime educators in the earliest years and they continue to play a major role in their children's learning when they enter the early years setting. Staff at Kilcreggan ELCC value the role of parents and strive to work in partnership with them in the following ways:

- Pre-entry visit
- Settling in period
- Regular daily informal contacts
- Displays and photographs of children's work
- Newsletters
- Handbook
- Open days and parent's meeting's
- Informal reporting
- Written reports
- Involvement in learning experiences
- Pre-5 curriculum workshops for parents
- Stay and Play sessions

### **6. Transitions**

Prior to a child's entry to Kilcreggan ELCC, parents are encouraged to visit with the child to become familiar with the surroundings and to get to know the staff. Parents will be encouraged to take time to settle their child into nursery, staying with them if necessary, and will be supported during this time.

Good liaison with the receiving primary schools is important if continuity and progression in children's development and learning is to be achieved. Effective



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liaison is achieved when there is effective communication and transfer of information, such as a child's:

- Earlier learning experiences
- Strengths and areas for support and/or development
- Interests

To smooth the transition process meetings and visits with the Primary One teachers will take place during the final term. Pupil reports are passed on to them so that they can take account of prior learning to plan ahead.

Children will attend their local primary school for induction days.

In addition, transition projects are planned in conjunction with all HALCO area Pre 5 establishments and Primary One teachers to support the children when transitioning from ELCC into Primary One.

### **National Care Standards**

1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential.

1.27 I am supported to achieve my potential in education and employment if this is right for me.

1.29 I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect.

1.30 As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.

1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.

1.32 As a child, I play outdoors every day and regularly explore a natural environment.

2.2 I am empowered and enabled to be as independent and as in control of my life as I want and can be.

2.19 I am encouraged and supported to make and keep friendships, including with people my own age.

### **Monitoring and Review**

It is the responsibility of the Head Teacher along with the staff to monitor, evaluate and review the above arrangements and to adjust them according to need.