



Childcare Curriculum

Principles

We are committed to offering the children in their care a comprehensive curriculum.

“Encouraging each Child’s holistic development and learning requires the implantation of a verifiable, broad-based, documented and flexible curriculum or programme.” Siolta-The National Quality Framework for Early Childhood Education

Statement of Intent

The Curriculum Policy has been updated due to COVID-19 under the new guidelines, and staff have been trained in COVID19 and changes were implemented to the curriculum to make fun activities for all our children in precious children day-care.

The service has implemented all changes due to covid -19 as regulations required.

We offer a range of learning opportunities to children, which are appropriate to the Child’s stage of development.

The Centre recognises how significant high-quality early childhood experience can be in children’s lives. This curriculum aims to encourage active learning, problem solving, effective communication, creativity and socialization. It aims to give children a good start which will benefit their long-term success in life. The centre recognises the diversity of experiences and relationships that shape children’s lives.

Children learn best when they:

- Participate in making decisions as much as possible
- Make choices and contribute to learning experiences
- Share their opinions and diverse experiences and discuss their learning
- Have positive role models within the staff team
- Learn in a responsive and supportive social environment
- Learn through multi-sensory experiences

- Participate actively in experiences that engage them emotionally, physically, cognitively and socially.

Staff will use weekly planning sheets and routines

Policy & Procedure

The programme of activities offered by the centre will aim to holistically develop each and it is intrinsically linked to our child development policy. The staffing each room will ensure that children experience a range of activities that develop them.

- Physically
- Intellectually
- Linguistically
- Emotionally
- Socially

Curriculum sheets

Weekly curriculum sheets will be completed by the staff in each room. Activities should be age and stage appropriate and should include a combination of child-initiated, staff-initiated, collaboratively planned and spontaneous activities. The curriculum will ensure that children have a balance of activities from the 5 developmental areas listed above. The activities may be “themed based” depending on the interests of the children at the time. We aim to establish sensory-rich outdoor and indoor learning environments to support our curriculum.

TV and Video

The use of TV and DVD will be kept to a minimum and will be used occasionally as a treat. If and when such media is employed the programme/film chosen will be age and stage appropriate and will be educational in content.

The Role of the Centre childcare practitioners:

- To be a positive role model
- To offer guidance, support and encouragement
- To be calm and gentle in approach
- Plan collaboratively with children as part of the curriculum decision making

- Plan a responsive curriculum that reflects their needs and interests and complete weekly curriculum sheets
- Use a range of learning methods including free play, real-life experiences, focused learning, routines, equipment and play materials etc
- Organise environments that are dynamic and responsive to children's needs and interests
- Celebrate diversity and challenge/question any racism, inequality and negative attitudes
- To be non-judgemental and to be aware of our own values and assumptions
- Collect evidence on how children learn and recording this evidence through observation

Understanding children's learning

The Centre staff will plan activities based on the following significant characteristics of young children's learning:

- They learn through personal experience
- Their understandings of other peoples talk is often at the literal level
- They understand best what they can't tel(emotionally), see, touch, taste and smell
- Their attachment to particular adults and peers deepens their ability to learn from and with them
- They are egocentric and through experience and guidance, they learn how to cooperate, share and play collaboratively.

The Learning Environment

Characteristics of space and furniture	Staff Response
<p>Comfortable and functional furniture for children and adults. Grouping of materials for accessibility Special interest areas</p> <p>Attractive and functional displays spaces that are accessible to children. Purpose-built storage and shelving.</p> <p>Spaces for quiet reflection/activities.</p> <p>Ensuring Adequate space for display of work</p>	<p>Planning for and creating spaces outdoors and indoors for group and independent experiences.</p> <p>Supervising and promoting safe use of physical environments. Providing resources that cater for diversity, e.g. gender, race, culture, lifestyles, abilities/disabilities.</p> <p>Ensuring equitable access for all children to the space. Encouraging diverse ways of using resources to challenge biases and stereotypes. Developing learning environments with children that cater to their abilities and interests and challenge and extend thinking, understandings.</p> <p>Providing easy access to objects, materials and tools to encourage children to make independent choices about their learning. Encouraging children to take responsibility for the learning environment.</p> <p>Engaging children actively in contributing to displays</p>
Characteristics of resources	Staff Response
<p>Changing range of resources, materials, objects and spaces in outdoor and indoor settings regularly</p> <p>Providing open-ended materials and objects for inquiry-based learning</p>	<p>Providing easy access to objects, materials and tools to encourage children to make independent choices about their learning. Supporting learning across a range of contexts-free play, table top, role play situations</p> <p>Encouraging problem solving</p> <p>Welcoming, respecting and valuing ALL children in an equitable way</p>

<p>Ensuring a wide range of resources to support all aspects of child development</p>	<p>Organising activities that celebrate diversity</p>
<p>Ensuring a wide range of resources promoting equity and diversity</p>	<p>Ensuring positive images of all culture etc are on display</p>