

Curriculum and Opportunity

Magic Tree Nursery, up to and including Reception

This policy sets out the schools rules and guidance in relation to Curriculum and opportunity.

For the purposes of this policy 'School' means EYFS (Incorporating Magic Tree Nursery, Pre Reception, Reception) Belmont Grosvenor School, Before/After School care and BGS Holiday Club.

Within the Early Years at Belmont Grosvenor we follow the "Early Years Foundation Stage" curriculum guidance 2026. The policy firmly underpins the values of Belmont Grosvenor School and reflects the schools aims and ethos. All the children in our care have the opportunity to take part in a full range of activities, both child initiated and adult led.

We care for a wide range of ages and developmental stages and our aim is to ensure that each child reaches their full potential.

Practitioners consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development throughout the early years. If a child's progress in any prime area gives cause for concern, practitioners discuss this with the child's parents and/or carers and agree how to support the child. Practitioners consider whether a child may have a special educational need and/or disability which requires specialist support. They should link with the designated Special Educational Needs coordinator and help families to access, relevant services from other agencies as appropriate.

The practitioners and teachers carry out focused and spontaneous observations of the children and encourage the children to lead their own play opportunities. These observations inform the planning within the supervised learning environments and ensure that all children are secure and supported in their learning and development. This is done through photos, videos and written observations on the software app Tapestry and also through the use of the 'child's voice' sheet.

The children are encouraged to develop:

- A strong belief in learning through play
- A respect for themselves and others
- An ability to work independently and collaboratively
- A love of learning and to understand its lifelong process
- Lively enquiring minds through questioning, investigating and the making of rational decisions
- Confidence in the three prime areas: communication & language, physical development and personal, social and emotional development.
- Confidence in acquiring the basic skills of literacy, maths, expressive arts and design and understanding of the world.
- Develop confidence through an enabling environment across the EYFS seven areas of learning where planning takes into account the age, aptitudes and needs of all the children including those children who may have an Education Health Care Plan (EHCP)
- Knowledge and understanding of the world in which they live as well as preparing them for the opportunities. Responsibilities and experiences of life in British Society.
- Respect and care for our learning environment
- An understanding and respect for equality and diversity paying particular regard to the protected characteristics set out in the 2010 Equality Act
- An understanding of the British Fundamental Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Racial tolerance and mutual respect for those with different faiths and beliefs

REVIEWED: July 2026

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- An understanding that our actions have an impact on others and on the environment
- Recognition of aspirations and achievements and celebration of success
- Develop a sense of identity which nurtures each unique child as an individual

The EYFS curriculum provides the stepping stones to social and academic achievement in all areas of learning. In planning and guiding children's activities, practitioners and teachers are able to reflect on the different ways that children learn in three characteristics of effective teaching and learning which are:

- **Playing and exploring**
- **Active Learning**
- **Creating and thinking Critically**

Seven areas of learning

There are **seven areas of learning and development** that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

Communication and Language Development – the development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development – children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development – physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

The four specific areas are:

Literacy – it is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

REVIEWED: July 2026

NEXT REVIEW DATE: August 2027

Mathematics – Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World – understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Expressive Arts and Design – the development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The development of each child is recorded within their individual online Tapestry Learning Journey which provides an accurate and detailed insight into the progress made by the individual. Observations/photos of each child in a variety of environments and learning situations, both teacher led and child initiated ensure that an accurate recording of individual attainment is made. With a comprehensive view of the level of development for each child, an appropriate and challenging curriculum can be delivered to ensure the needs of the individual can be met effectively. Practitioners consult the non – statutory guidance Department of education approved “Development Matters in the EYFS” for support in the on – going formative assessment of each child.

Parents and/or carers should be kept up-to-date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and teachers about each child’s learning and development, to support a successful transition to key stage 1. Practitioners will complete two year checks, reports during the school year and Tapestry updates.

On entry to Reception at Belmont Grosvenor all children will undertake a Baseline Assessment in order to ascertain stages of development, strengths and needs. Careful and flexible planning between all the staff in contact with the children ensure a wide, varied and effective curriculum is delivered.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution

Enrichment activities

Learning takes place in a stimulating environment and this is enhanced by a variety of different experiences: These activities are available at different ages, depending on the activity.

- Swimming
- French
- Forest Schools
- Dance
- Drama
- Music

REVIEWED: July 2026

NEXT REVIEW DATE: August 2027

- Library Time
- Baking
- Educational visits and trips
- Visitors to the setting
- Before, After school and holiday clubs
- Shared topic time with reception class

Every half term practitioners assess children against the Development Matters Guidance using the Observation Checkpoints to track progression made. This enables practitioners to notice if a child is at risk of falling behind. By monitoring progress and sensitive dialogue with parents/carers practitioners can understand the children better and interventions can be put into place to ensure that each child reaches their full potential. Half-termly practitioners send a brief overview of past learning and guidance on 'what the child needs to learn next'. Twice a year practitioners write a detailed report showing progress across the terms.

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need and/or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's special educational needs co-ordinator (SENCO) or health professionals) as appropriate.

