



# The ARK Pre-School

## CURRICULUM POLICY

*Updated January 2010*

As a Christian Pre-school Christian values are central to everything we believe and do. We also work within the EYFS\* framework. Children are affected by the context in which learning takes place, the people involved in it, and the values and beliefs which they hold.

- How children learn is as important as, and inseparable from, the content (ie: what they learn).
- Thus we aim to be primarily process focused rather than outcome or end product led. This principle must underlie all curriculum planning.
- We should provide experiences that support, stimulate and structure children's learning. These should bring about a progression of understanding appropriate to the child's needs and abilities.
- The curriculum should be coherent in terms of the child's existing knowledge, understanding and skills.
- It should be experienced in an environment which upholds Christian values and EYFS\*, development of social relationships and positive attitudes to learning and behaviour.
- The whole child is important - their social, emotional, physical, intellectual, moral and spiritual development are interrelated.
- Children need a variety of ways and opportunities to learn so that account can be taken of their individual learning styles, what motivates them, and their strongest channels for learning.
- Children learn in a variety of settings but the home is the most influential and powerful. We acknowledge and value the God-given authority of parents\*\* in their child's lives.

### FOUNDATION FOR LEARNING

These are fundamental building blocks to all learning which need to be enhanced and extended for all children at the Pre-school in varying degrees. Developmentally many of the following aspects are a challenge to all small children, who through support, maturity and experience increase their abilities in these areas.

\* Early Years Foundation Stage (EYFS)

\*\* where parents are referred to in this and other policies, this also includes carers, child minders etc.)

- Looking, attending, listening, waiting and impulse control.
- Turn taking, sharing, social awareness and interaction skills.
- Communication skills, speech and language development.
- Play skills - role play and symbolic play.
- Conceptual understanding, problem solving skills and creative development.
- Self help, independence skills, gross and fine motor development.
- Knowledge of self and the environment, and early numeracy and literacy skills.