**ALLOWAY EARLY YEARS CENTRE  
CURRICULUM POLICY**

RATIONALE

*"The curriculum is broad, flexible and designed to meet the needs, interests and developmental stages of individual children. It is responsive to children’s evolving capabilities and fosters positive relationships, a sense of belonging, and an environment that nurtures well-being and promotes curiosity."*

*“We need to be confident we are providing the kind of rich culture, including high quality experiences and sensitive interactions in a variety of outdoor and indoor spaces, which will develop in babies, toddlers and young children, the emotional resilience they need to form a secure wellbeing base.”*

(Realising the ambition, 2020)

*“As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world”.*

(Curriculum for Excellence, 2004)

AIM

At Alloway Early Years Centre, we aim to provide a nurturing and inclusive environment where every child is supported to develop to their full potential. Our curriculum is designed to foster curiosity, creativity, and a love for learning while promoting the values of respect, responsibility, and resilience. We strive to create a dynamic learning journey where children are encouraged to explore, question, and discover the world around them.

OBJECTIVES

* To provide a curriculum to all children that meet their individual developmental stage of develop.
* To provide experiences that help develop children’s skills and abilities.
* To provide depth and breadth across curriculum areas.
* To follow the interests of the child.
* Children to make progress across the curriculum for excellence.

Guiding Principles

Our nursery curriculum is based on the following key principles:

1. Child-Centered Approach:

We prioritise the needs, interests, and developmental stages of each child. By understanding and observing each child’s unique abilities and preferences, we ensure that learning is relevant and engaging.

2. Play-Based Learning:

Play is central to how young children learn. We provide a variety of play opportunities—both structured and unstructured—that stimulate cognitive, emotional, social, and physical development. Play allows children to explore, investigate, problem-solve, and make sense of their world.

3. Realising the Ambition:

Following Realising the Ambition: Being Me, we focus on fostering the well-being of every child. We create safe, nurturing, and inclusive environments where each child is respected, valued, and supported in becoming an independent learner.

4. Curriculum for Excellence:

Our curriculum aligns with the key areas of Curriculum for Excellence:

o Health and Wellbeing

o Literacy and English

o Numeracy and Mathematics

o Sciences

o Social Studies

o Technologies

o Expressive Arts

o Religious and Moral Education

5. Building on Prior Learning:

We recognise the prior knowledge and experiences children bring to nursery and ensure that these are used as a foundation to extend their learning. This approach allows for the continuity of learning as children progress into later stages of education.

6. Partnership with Parents and Carers:

We believe in the importance of strong partnerships with parents and carers to support children's development. We keep families informed through regular communication and encourage them to be actively involved in their child’s learning journey.

IMPLEMENTATION

* Children’s progress across the curriculum will be tracked using 3 to 5 year old developmental milestones and curriculum for excellence outcome tracking sheet.
* Children will be able to access all areas of the curriculum – Curiosity, creativity and confidence, well-being, movement and co-ordination, playful literacy and playful numeracy and mathematical development (Realising the ambition). Health and wellbeing, literacy, numeracy, expressive arts, social studies, religious and moral studies, science and technology (Curriculum for excellence).
* Progression through curriculum should be evidenced through children’s profiles.
* Planning should take into consideration the interests of the children when planning learning experiences.
* Children should have the opportunity to revisit outcomes to enable them to become secure in their learning.
* Children will be able to access the curriculum across all areas of the indoor and outdoor environment.

REVIEW

This policy will be reviewed annually or as required in light of experience or any new national/local initiatives

Updated Sept 25 – L. Miller