



### 34. CURRICULUM

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This policy has been communicated to parents/guardians.

Relevant staff know the requirements and have a clear understanding of their roles and responsibilities in relation to this policy.

Relevant staff have received training on this policy.

*“Encouraging each child’s holistic development and learning requires the implantation of a verifiable, broad-based, documented and flexible curriculum or programme”.*

Síolta – the National Quality Framework for Early Childhood Education

*“Active learning, relationships, play, language, and meaningful experiences are priorities for supporting children’s early learning and development”.*

Aistear-The Early Childhood Curriculum Framework.

**Statement of Intent:** The Service offers a range of learning opportunities to children, which are appropriate to the child’s stage of development. The Service is fully committed to being guided by the principles of Síolta and the curriculum framework Aistear.

We recognise how important high-quality early childhood experience can be in children’s lives. This Curriculum aims to encourage active learning, problem solving, effective communication, creativity and autonomy. It aims to give children a good start which will benefit their long-term success in life. Our Service recognises the diversity of experiences and relationships that shape children’s lives.

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**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.

**Aistear: The Early Childhood Curriculum Framework**

Our programme will follow the Aistear guidelines and principles. Aistear is Ireland's curriculum framework for children from birth to six years. Aistear is designed to work with the great variety of curriculum materials currently in use in early childhood settings. Using the broad learning goals of Aistear we will adapt our curriculum to make learning even more enjoyable and rewarding for the children at the Service. Aistear contains information for parents/guardians and practitioners that will help plan for and provide challenging and enjoyable learning experiences that can enable all children to grow and develop as competent and confident learners in the context of loving relationships with others. Aistear describes the types of learning (dispositions, values and attitudes, skills, knowledge, and understanding) that are important for children in their early years and offers ideas and suggestions as to how this learning might be nurtured. The Framework also provides guidelines on supporting children's learning through partnerships with parents/guardians, interactions, play, and assessment.

Aistear is based on 12 principles of early learning and development. These are presented in three groups:

1. Children and their lives in early childhood:

- the child's uniqueness
- equality and diversity
- children as citizens.

2. Children's connections with others:

- relationships
- parents/guardians, family and community
- the adult's role.

3. How children learn and develop:

- holistic learning and development
- active learning
- play and hands-on experiences
- relevant and meaningful experiences
- communication and language
- the learning environment.

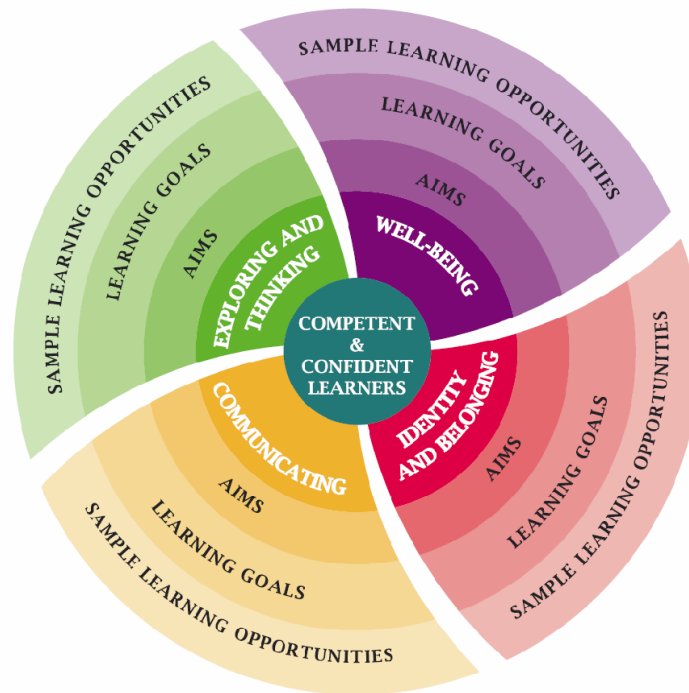
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Aistear also uses four themes that connect and overlap with each other to outline children’s learning and development. The themes are:

- o Well-being
- o Identity and Belonging
- o Communicating
- o Exploring and Thinking.

Each theme includes *aims* and broad *learning goals* for all children from birth to six years (see Figure 1). The aims and goals outline the dispositions, attitudes and values, skills, knowledge and understanding that the adult nurtures in children to help them learn and develop.



**Figure 1: Curriculum Sheets**

Staff will use curriculum planning sheets. A Curriculum timetable is used. 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 developmental areas listed above. The activities may be “theme 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.

**The Role of Staff:**

- To be a positive role model.
- To offer guidance, support and encouragement.
- To be calm and gentle in approach.

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- Plan collaboratively with children as part of the curriculum decision making.
- Plan a responsive curriculum that reflects their needs and interests and complete curriculum planning 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.
- Work in close partnership with parents/guardians.
- Collect evidence on how children learn and recording this evidence through observation.

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

- They learn through personal experience.
- Their understanding of other people's talk is often at the literal level.
- They understand best what they can feel (emotionally), see, touch, hear, 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.

**Equipment:** At the Service it is the policy that the equipment and toys available are suitable, safe and age appropriate, while providing new exciting challenges and experiences for the developmental needs of our children. Equipment is chosen carefully and is appropriate for each room.

- The layout of the room is carefully designed, and the equipment is low level and accessible for the children.
- The environment will encourage free choice and teaches the children to select, use and replace the materials/equipment after use.
- Some elements of the home environment will be established, our play will include clearly defined areas of interest (e.g.) home/ imaginative, sand/water, art/creative and construction play.
- New materials will be introduced on a regular basis, based on the children's developmental needs and interests.
- Staff responsible for the materials ensuring that all materials/equipment used is clean, safe and well maintained at all times.
- Parents/guardians can feel confident that their child is being cared for in a safe, happy environment.
- We strongly advise parents/guardians not to let children bring their personal toys to the Service as they may get mislaid or broken and cause distress.

**We encourage learning through free play with a range of activities including:**

**Imaginative Play:** The children learn to play together, to share, to use their imaginations and to expand their vocabulary. This type of play encourages children to express their feelings and engage in imaginary situations

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such as doctors and nurses and going to the post office. This is a safe, secure environment where children feel supported in their play.

**Books:** The children learn to listen when a story is being read. Acting out or reading stories and describing incidents from their own experiences helps to develop their language. Storytelling is an activity, which fosters the enjoyment of books, and can be a motivating factor in learning to read.

**Music Activities:** Studies have shown that music has a powerful effect on the intellectual and creative development of children to:

- Inspire right-brain, creative thinking
- Induce relaxation
- Improve concentration and memory
- Increase verbal emotional and spatial intelligence

The children enjoy singing songs, using percussion instruments and listening to a wide variety of music, from rhymes to classical and pop music. This helps to stimulate their awareness and enjoyment of music and gives them an opportunity to use music as a form of expression.

**Creative Play:** Children are introduced to activities such as art and craft, paint and play dough, sand and water play.

**Sand and Water Play:** Children have great fun, but they also develop manipulative and pre-math's skills through exploring and experimenting. Many children can express their emotions and feelings when playing with sand and water as well as finding it a very relaxing and soothing activity.

**Arts and Crafts:** The children paint, draw, print, use scissors, glue and use clay. This allows the children to develop their creative and pre-writing skills. All this work gives the child a different medium to express their feelings, thoughts and emotions.

**Play Dough:** This is not just a fun activity for children; it can also help strengthen muscles in their hands and develop hand eye coordination. Once again this is an activity where the children's imagination can be encouraged and developed. Play dough also allows the child to manipulate the material, which may relieve such emotions as anger/frustration.

**JigSaw Construction and Manipulative Toys:** In this area children's pre-reading, pre-writing and hand eye coordination are developed. The development of reasoning and problem solving is also developed and encourages small motor movement.

**Energetic Play:** Organised energetic activities, such as running, jumping and skipping, will be a part of the Curriculum and encourages large motor movement. As well as aiding physical growth such activities can be a learning area and a great reliever of built up stress or tension.

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**Drama:** Through drama the children learn self-expression and it instils an inner confidence within themselves. Children enjoy drama and it gives them the opportunity to experience the freedom to express their feelings and emotions in a free, comfortable and safe environment.

**Cooking:** All children like to cook, and we provide children with the opportunity to enjoy and learn this very important independent living skill in a relaxed and happy environment. Each week our children will bake and be our super chefs! All children have their own aprons and equipment needed for baking and experience the fun themselves. The children also learn the importance of healthy eating.

**Computers:** Early teaching in computers helps children gain confidence and to take the first steps in becoming computer literate. (See our policy on Use of Internet and Photographic and Recording Devices)

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name:**

**Person responsible for approving the Policy**

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## **APPENDIX P: Early Childhood Education Framework Principles**

The Service recognises the value and contribution of early childhood education to lifelong learning. The following set of principles provides a framework for staff as they make decisions about their curriculum activities.

- 1. Children are capable and competent and have been learning since birth:** Recognising children as competent learner's means recognising what they know and can do and using that as a starting point for new learning. Children learn in different ways – from feeling, touching, music etc. Therefore, the curriculum planning sheets will be used in all rooms.
- 2. Children build deep understandings when they learn through all senses and are offered choice in their learning experiences:** Children develop holistically when they take information in through all senses including touch, hearing, seeing, body movement and smell. Children engage more enthusiastically in learning when they are able to participate in decision making about learning experiences.
- 3. Children learn best through interactions, actively exploring, experimenting and using a variety of materials:** Staff support children by encouraging them by facilitating their learning in a range of ways such as movement, painting, drawing, speaking, writing, construction, table top activities and role play.
- 4. Children's positive attitudes to learning, and to themselves as learners, are essential for success in school and beyond:** Staff have an important role in encouraging children to develop attitudes such as perseverance and a willingness to engage in new learning. Children develop attitudes when they receive feedback as they question, explore, create, invent and interact with others. Positive attitudes towards learning are also fostered by providing learning experiences that are relevant to children's lives and interests.
- 5. Children learn best in environments where there are supportive relationships among all partners in the learning community:** Staff develop supportive partnerships with children, families, communities and professional colleagues by:
  - Building a sense of child centeredness by planning with children.
  - Involving families in supporting children's learning through sharing information and allowing families to contribute their own knowledge and perspectives.
  - Working with external professionals (Speech therapist, Early Years' inspection team etc.) to provide quality learning programs.
- 6. Early childhood programs are most effective when they recognise, value and build upon the cultural and social experiences of children:** Children have diverse experiences in homes, communities, early care and educational settings. Staff should ensure that learning environments reflect this diversity of cultural and social experiences as well as shared ideas, values, beliefs, and identities. Learning programs therefore acknowledge or build on children's diverse ways of thinking, knowing and behaving.
- 7. Building continuity of learning as children move to and through school provides foundations for their future success:** Children successfully manage transitions into school and through school when teachers establish continuities between children's prior, current and future learning.
- 8. Assessment of young children:** Assessment involves the purposeful and ongoing monitoring of children's learning. The information gathered is used for future planning and to make judgments about a child's learning and development. Children's everyday learning experiences offer rich opportunities for gathering this evidence of learning.

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**Appendix Q: Parental / Guardianship Consent to Child Accessing the Internet**

To: \_\_\_\_\_ (Name of Service) ("the Service")

I / We, the undersigned being the parent(s)/guardian(s) of [insert child's name] hereby consent to [insert child's name] having access to the Internet while in the Service for the purposes of learning and development.

Dated: \_\_\_\_\_

Signed: \_\_\_\_\_

Print name: \_\_\_\_\_

Dated: \_\_\_\_\_

Signed: \_\_\_\_\_

Print name: \_\_\_\_\_

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## APPENDIX R: RECEIPT OF POLICIES BY STAFF MEMBERS

By inserting the date and placing their signature against each policy below staff members are confirming:-

1. That they have received, read and understood each policy.
2. They have a clear understanding of their role and responsibilities in relation to each policy.
3. That they have received training in respect of each policy.

Policy	Policy Name	Staff	Date	Signature
1	Statement of Purpose and Function to include: our approach; key information; range of services and facilities; general fee payment information			
2	Children's Charter			
3	Complaints			
4	Recruitment (including Garda Vetting)			
5	Staff Absences			
6	Staff Training			
7	Staff Supervision			
8	Settling-In			
9	Behaviour Management (including Managing Challenging Behaviour)			
10	Inclusion			
11	Health Eating incorporating food hygiene			
12	Outdoor Play			
13	Use of Internet, Photographic and Recording Devices (incorporating Multimedia)			
14	Child and Adult Protection Policy			
15	Child Safeguarding Statement			
16	Medication Management			
17	Accidents and Incidents			



18	Infection Control			
19	Intimate and Personal Care			
20	Nappy Changing			
21	Safe Sleep			
22	Risk Management			
23	Checking In and Out and Record of Attendance			
24	Dropping off and Collection of Children			
25	Fire Safety			
26	Outings			
27	Supervision of Children - Indoor and Outdoor			
28	Missing Child			
29	Sun Safety			
30	Animals			
31	Toileting			
32	Critical Illness and Evacuation Plan			
33	Partnership with Parents			
34	Curriculum			

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**APPENDIX S: REVIEW OF POLICIES BY THE SERVICE:**

These policies are a working document and will be reviewed regularly and in line with changes in Legislation, Regulations, National Standards and Good Practice.

The following comments are for use at the next review:

Policy	Policy Name	Procedures & Forms	Date written
1	Statement of Purpose and Function to include: our approach; key information; range of services and facilities; general fee payment information		
2	Children's Charter		
3	Complaints		
4	Recruitment (including Garda Vetting)		
5	Staff Absences		
6	Staff Training		
7	Staff Supervision		
8	Settling-In		
9	Behaviour Management (including Managing Challenging Behaviour)		
10	Inclusion		
11	Health Eating incorporating food hygiene		
12	Outdoor Play		
13	Use of Internet, Photographic and Recording Devices (incorporating Multimedia)		

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14	Child and Adult Protection Policy		
15	Child Safeguarding Statement		
16	Medication Management		
17	Accidents and Incidents		
18	Infection Control		
19	Intimate and Personal Care		
20	Nappy Changing		
21	Safe Sleep		
22	Risk Management		
23	Checking In and Out and Record of Attendance		
24	Dropping off and Collection of Children		
25	Fire Safety		
26	Outings		
27	Supervision of Children - Indoor and Outdoor		
28	Missing Child		
29	Sun Safety		
30	Animals		
31	Toileting		
32	Critical Illness and Evacuation Plan		
33	Partnership with Parents		
34	Curriculum		

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## INFORMATION

**SÍOLTA, the National Quality Framework for Early Childhood Education:**

### STANDARDS:

**Standard 1: Rights of the Child:** Ensuring that each child's rights are met requires that she/he is enabled to exercise choice and to use initiative as an active participant and partner in her/his own development and learning.

**Standard 2: Environments:** Enriching environments, both indoor and outdoor (including materials and equipment) are well maintained, safe, available, accessible, adaptable, developmentally appropriate, and offer a variety of challenging and stimulating experiences.

**Standard 3: Parents/guardians and Families:** Valuing and involving parents/guardians and families requires a proactive partnership approach evidenced by a range of clearly stated, accessible and implemented processes, policies and procedures.

**Standard 4: Consultation:** Ensuring inclusive decision-making requires consultation that promotes participation and seeks out, listens to and acts upon the views and opinions of children, parents/guardians and staff, and other stakeholders, as appropriate.

**Standard 5: Interactions:** Fostering constructive interactions (child/child, child/adult and adult/adult) requires explicit policies, procedures and practice that emphasise the value of process and are based on mutual respect, equal partnership and sensitivity.

**Standard 6: Play:** Promoting play requires that each child has ample time to engage in freely available and accessible, developmentally appropriate and well-resourced opportunities for exploration, creativity and 'meaning making' in the company of other children, with participating and supportive staff and alone, where appropriate.

**Standard 7: Curriculum:** Encouraging each child's holistic development and learning requires the implementation of a verifiable, broad-based, documented and flexible curriculum or programme.

**Standard 8: Planning and Evaluation:** Enriching and informing all aspects of practice within the setting requires cycles of observation, planning, action and evaluation, undertaken on a regular basis.

**Standard 9: Health and Welfare:** Promoting the health and welfare of the child requires protection from harm, provision of nutritious food, appropriate opportunities for rest, and secure relationships characterised by trust and respect.

**Standard 10: Organisation:** Organising and managing resources effectively requires an agreed written philosophy, supported by clearly communicated policies and procedures to guide and determine practice.

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**Standard 11: Professional Practice:** Practising in a professional manner requires that individuals have skills, knowledge, values and attitudes appropriate to their role and responsibility within the setting. In addition, it requires regular reflection upon practice and engagement in supported, ongoing professional development.

**Standard 12: Communication:** Communicating effectively in the best interests of the child requires policies, procedures and actions that promote the proactive sharing of knowledge and information among appropriate stakeholders, with respect and confidentiality.

**Standard 13: Transitions:** Ensuring continuity of experiences for children requires policies, procedures and practice that promote sensitive management of transitions, consistency in key relationships, liaison within and between settings, the keeping and transfer of relevant information (with parental consent), and the close involvement of parents/guardians and, where appropriate, relevant professionals.

**Standard 14: Identity and Belonging:** Promoting positive identities and a strong sense of belonging requires clearly defined policies, procedures and practice that empower every child and adult to develop a confident self- and group identity, and to have a positive understanding and regard for the identity and rights of others.

**Standard 15: Legislation and Regulation:** Being compliant requires that all relevant regulations and legislative requirements are met or exceeded.

**Standard 16: Community Involvement:** Promoting community involvement requires the establishment of networks and connections evidenced by policies, procedures and actions which extend and support all adult's and children's engagement with the wider community.

For further information, see [www.siolta.ie](http://www.siolta.ie)

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**REVIEW OF POLICIES:**

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The following comments are for use at the next review:

<b>POLICY NAME:</b>	<b>PAGE:</b>	<b>COMMENTS:</b>

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