



# Curriculum Policy

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| Titel            | Curriculum Policy                       |
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| Owner            | Head of Kinderhaus/ Group Lead Sudbrook |
| Validity         | Sudbrook Community                      |
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## Intent

At Sudbrook Kinderhaus, our curriculum is founded on child-centred, inclusive and inspiring values. We aim to nurture children's happiness, curiosity, and creativity through meaningful and engaging learning experiences. Every child is valued as a unique individual, capable of learning and achieving at their own pace.

We are committed to safeguarding and promoting the welfare of all children, fostering an environment that celebrates diversity and supports mutual respect and tolerance of different faiths, beliefs, and backgrounds. Our goal is to provide a rich and balanced curriculum that promotes independence, resilience, and the foundations for lifelong learning.

We believe that by broadening children's cultural capital, we help them to understand and appreciate the world around them. Through activities such as cooking, planting, sewing and woodwork, children develop essential life skills and confidence in their own abilities.

## Implementation

Our curriculum follows the **Early Years Foundation Stage (EYFS) Statutory Framework 2026**, focusing on the prime and specific areas of learning. It is designed around the interests, needs and developmental stages of each child.

Children are encouraged to engage in both self-initiated and adult-guided play, fostering independence and curiosity. Teachers and key persons work collaboratively to plan purposeful activities that build upon children's interests and prior knowledge.

### Key Person Approach

Every child is assigned a key person who ensures that their individual care, learning, and development are supported. The key person works closely with parents and carers, building strong partnerships to ensure continuity between home and nursery life.

### Inclusion and Additional Needs

We are committed to providing an inclusive environment that meets the needs of all learners. Our **SENCO** (Special Educational Needs Coordinator) collaborates with parents, professionals, and staff to adapt the curriculum where needed, ensuring accessibility and equality of opportunity. Children who are learning English as an additional language (EAL) receive tailored support to help them develop communication and language skills within a bilingual setting.

### Learning Environment

Our enabling environment provides a balance of indoor and outdoor learning, where children can explore, take risks, and develop independence. Staff act as facilitators of learning, observing and extending children's play to promote deeper understanding and skill development.

## Impact

We measure the impact of our curriculum through continuous assessment and reflection. Each child's progress is carefully monitored through observation, planning, and documentation. The focus is on the individual journey of learning and development rather than comparison with others.

Children at Sudbrook Kinderhaus demonstrate curiosity, confidence, and independence. They are well-prepared for the next stage in their education, having developed strong foundations in social, emotional, physical, and cognitive skills.

Regular reviews and staff discussions ensure that our provision remains dynamic, reflective, and responsive to the needs of all children.

## **Areas of Learning**

Our curriculum supports development in all **seven areas of learning** as outlined in the EYFS Statutory Framework. These are divided into **Prime Areas** and **Specific Areas**.

### Prime Areas of Learning

1. **Communication and Language** – developing listening, attention, understanding, and speaking skills.
2. **Physical Development** – supporting gross and fine motor skills, coordination, and healthy choices.
3. **Personal, Social and Emotional Development** – fostering self-regulation, independence, cooperation, and positive relationships.

### Specific Areas of Learning

1. **Literacy** – encouraging comprehension, early reading, and writing skills.
2. **Mathematics** – developing understanding of numbers, patterns, and problem-solving.
3. **Understanding the World** – exploring past and present, people and communities, and the natural environment.
4. **Expressive Arts and Design** – inspiring creativity through art, music, movement, and imaginative play.

### Characteristics of Effective Learning

- **Playing and Exploring (Engagement)** – children investigate and experience, having a go and showing curiosity.
- **Active Learning (Motivation)** – children keep trying, persevere, and enjoy their achievements.
- **Creating and Thinking Critically (Thinking)** – children develop ideas, make links, and plan strategies for learning.

## **Assessment and Documentation**

We use the **Nemborn Learning Journal app** to record children's observations, photographs, and developmental notes. These provide insight into each child's achievements, interests, and progress across all areas of learning.

Practitioners regularly update children's learning journeys and conduct the statutory **Two-Year Progress Check**, sharing findings with parents to plan next steps collaboratively.

Parents are encouraged to contribute to their child's online portfolio, strengthening the home-nursery partnership and ensuring shared understanding of development.

### **Review and Compliance**

This policy is reviewed annually to ensure ongoing alignment with the **Early Years Foundation Stage Statutory Framework (2026)** and **Ofsted inspection criteria** for quality of education, leadership, and safeguarding.