

# Curriculum Policy

## Policy Statement

It is the policy of Kinnefad Community Childcare to support learning and development of all children in our care. We recognise that they are individuals with distinct dispositions, skills, attitudes and knowledge. We are committed to accommodating each one of them and tailoring our curriculum, environments, both indoor and outdoor and routines to suit their needs.

Our Cairdeas curriculum is based on Síolta and Aistear.

Síolta is the National Quality Framework for Early Childhood Education.

Aistear is the Early Childhood Curriculum Framework.

Short term planning happens everyday and is documented in Aistear books and shared with parents.

Medium term planning is based on the four themes of Aistear: Identity and Belonging (Sept to Nov), Well Being (Dec-Feb), Exploring and Thinking (March-June) and Communicating throughout the year.

Long term planning is devised based on staff and management meetings and consists of a long term vision (for instance: engagement in Síolta Quality Programme).

Our aims for the curriculum are guided by the following Aistear themes:

### **Well being:**

- Children are healthy (have positive attitudes to nutrition and exercise; try new foods, engage in daily outdoor explorations and fun activities; are exposed to risk and challenge)
- Children are happy (discuss feelings both positive and negative and learn how to deal with these; learn how to do things by themselves and to have responsibilities, dressing for outdoor play or after a nap, serving and cleaning at meal times;
- Children are active citizens (make choices, influence their environment and direct their own learning, persevere when necessary and develop confidence).

### **Identity and Belonging:**

- Children develop and pursue their unique strengths and preferences ( their abilities are acknowledged and praised; topics of interest are investigated, their backgrounds and cultures are celebrated)
- Children find their place in a group and develop warm, respectful relationships (find friends; learn to play, share, negotiate, exist in a small/large group, interact with adults)
- Children have rights and responsibilities (learn about boundaries, fair and unfair behaviours )

### **Exploring and thinking:**

- Children are curious (encouraged to explore, question, form theories, make mistakes and learn from them, experiment and research topics that are intriguing, through books, magazines, newspapers, internet and role play)
- Children are resilient (determined to complete tasks and not give up, take risks and formulate new, original ideas)
- Children learn through play (active, hands on approach promotes deeper understanding of a topic and creative thinking, where there are many possible answers rather than one end product. Children learn about letters and numbers, sizes and shapes in a practical context, through water and sand play, cooking, making playdough, reading books and playing shop)

### **Communications**

- Children are exposed to, become aware of, accept and use many communicating mediums (words, gestures, sign language, drama, music, sports, dance, arts and many more)
- Children are creative (have an idea and confidence to translate it into play, for example build a tower, draw a picture, make a toy or bake a cake. We do not focus on perfection and the end product. We value the process and allow the time for important practice and mastering skills. We avoid templates. We believe every creation is precious, whether it looks like something to an adult or not).