**Curriculum overview**

The term curriculum encompasses all aspects of a child’s experiences at Boundstone. It incorporates our planned and responsive provision and practice; includes our environment and interactions; and recognises that families and wider professionals are a core part of our work to support children. All of these elements need to be considered as a whole with embedded interdependencies in order to fully recognise the curriculum on offer and its impact on supporting children’s progress.

Our curriculum applies to all children, regardless of ability or needs. Some children may benefit from specific or adapted support to enable them to access experiences and this will always consider how to support them in accessing the full curriculum.

The EYFS Characteristics of Effective Learning and 7 Areas of Learning, combined with Development Matters provide the bedrock of our curriculum upon which we build our experiences and differentiate our interactions.

What we want children to get from their time at Boundstone (our intent)

At our core we want children to be happy and engaged because these two states create the right conditions for deep, embedded learning.

We want children to leave us with:

* the skills to form friendships;
* the self-confidence to recognise and value their own uniqueness and that of others;
* The ability to self-regulate their behaviour and resolve conflicts independently;
* the enthusiasm to try new things and the resilience to keep trying when things may not go as they had hoped for.
* The skills to function in a busy social environment with the understanding that everyone, children and adults, contributes towards making it successful

What we provide to support these outcomes (what we will implement)

Our provision and practice are informed by collective experience, research and reflection. All areas of the EYFS are supported through our environment and the skilful interactions of staff. To support the overarching aims above we:

* form close relationships with families to ensure consistent support for children at home and in Boundstone.
* Provide resources, experiences and interactions which actively enable children’s independence.
* Adapt our environment and practice to respond to children’s interests and needs
* Actively encourage independence for all children throughout experiences and daily routines, scaffolding support where necessary to give children the skills to manage independently in the future
* Deliberately praise children’s determination to solve challenges, kindness towards others and collaborative working.
* Provide a nurturing environment through our interactions, where children feel respected, cared for and valued and are encouraged to share this approach with others and the environment around them.

How we will know that we’ve been successful (our impact)

We will know if children are getting what we want from their time at Boundstone through their daily interactions over time between each other, adults and the environment. Every child will join us at a different starting point and we recognise that our impact is in supporting their progress from this point at a rate that is appropriate for them. We will see evidence of the impact of our work with children through:

* The stories children, families and staff can tell about their time at Boundstone
* The records of learning and progress that we keep
* Feedback from wider professionals when they visit children to support their progress
* Feedback from receiving Primary Schools about skills children move on with.