



Play Days Early Years Curriculum Statement



At Play Days Nursery & Academy, we believe that a well-structured curriculum is essential for fostering the holistic development of babies & young children. Our curriculum is guided by the principles outlined in the Early Years Foundation Stage (EYFS), which emphasises the importance of:

wellbeing, emotional regulation, & personal development as foundational aspects of all learning.



Helping Hands • Happy Hearts • Healthy Minds



What is a Curriculum

A curriculum is a framework that outlines the 'educational content & experiences provided to support children's growth & development. It encompasses various areas of learning, including personal, social, & emotional development, communication & language, & physical skills & cognition' & aligns with Play Days ethos, policy & procedures

Effective curriculum is tailored to 'meet the needs of each child, ensuring they thrive in a nurturing & engaging environment'



Why is it Important for Parents to Be Informed & Engaged

Parents play the primary & most crucial role in their child's educational journey. By being informed about the curriculum, parents can understand the goals & expectations for their child's development. This knowledge enables them to reinforce learning at home, engage in meaningful conversations & interactions, & actively participate in their child's growth. When parents collaborate with staff, it strengthens the partnership we establish in supporting the child's overall wellbeing.

Which in turn underpins all learning, as your child progress through the nursery, fully prepared for the transition to school.



Why is it Important for Staff to Be Confident in Understanding our Curriculum?

Confident, competent staff are empowered to create enriching learning experiences that align with the curriculum framework. Understanding the EYFS, utilising their professional knowledge of early childhood development alongside their professional attunement with each key child allows educators to implement best practices in early childhood education, adjusting their approaches to cater to each child's unique needs. This confidence fosters an environment where children feel secure & stimulated, which is aligned with our ethos:

Ultimately, emotional wellbeing & regulation underpin all aspects of learning. By focusing on these areas, we ensure that children develop not only as learners but as resilient individuals who can effectively navigate their social & emotional worlds.



Emotional Wellbeing — the Foundation of Our Curriculum

Emotional wellbeing is not one strand of our curriculum; it is the ground the whole curriculum stands on. Until a child feels safe, valued & understood, very little else is accessible to them. Everything we plan begins there. In practice this means:

Emotion Coaching — we connect first, always, before we address behaviour. We get down to the child's level, name what we see & acknowledge the feeling.

The Feelings Thermometer & our persona dolls, Simon & Sita — giving children a way to see, show & name how big a feeling is.

Golden Rules, Brilliant Buddies & our Noise-o-meter — kind, firm, consistent boundaries, taught as 'GO' behaviours & celebrated when we see them.

Key Person & Buddy Key Person — every child has a trusted adult who knows them deeply, & a named buddy so that someone special is always there.

Calm, unhurried environments — considered noise levels, uncluttered spaces & time to think, so that listening & talking are always possible.

Behaviour & Emotional Support Strategies- provide clear, concise steps that are taken to support children during periods of intense dysregulation, to keep children safe. **Behaviour & Emotional Support Policy 2026**, should be read alongside this statement.



How We Plan

Our planning starts with the child, not solely with the topic. A topic will never resonate with every child, so we plan meaningful experiences & make 'next step' resources, materials, experiences & language genuinely accessible. We use children's personal interests as the way in, & we focus on bridging gaps & building the enabling skills that carry a child forward — self-care & independence, a strong vocabulary bank & emotional resilience. Our provision is an ever-evolving play & learning space that grows as the children grow — not a set of activities curated to fit a theme.

Our Curriculum Documents

This statement sits above three room curricula & their supporting documents, each written for parents, staff & our feeder schools:

1. **Our Baby Transition Curriculum** — birth to two years (EYFS- Autumn 2026)

2. **Our Toddler Transition Curriculum** — 2–3 years, (EYFS- Autumn 2026)

3. **Our Pre-School Transition Curriculum** — 3–5 years, (EYFS- Autumn 2026)

- **Early Reading & Early Mathematics** — an addendum to the pre-school curriculum setting out what we teach, what we deliberately leave until Reception & what families can do at home
- **Atelier at Play Days** - (EYFS- Autumn 2026)
- **Early Years Foundation Stage Policy Statement**- (EYFS- Autumn 2026)

Children's learning is shared with families through our Nursery in a Box parent portal, alongside vocabulary targets, termly topic newsletters & Floor Learning Books made with the children themselves.

How will your child benefit from our curriculum & what can you expect by the time your child completes their journey at Play Days.

Reviewed September 2026 Imelda Rylatt

Our Play Days Promise

what we aim for every child to leave us with:

1. **I CAN make friends:** I am friendly & open to meeting new people.
2. **I CAN express & regulate my feelings & emotions:** I can share how I feel with words, gestures, or drawings.
3. **I CAN learn new things:** I am curious & eager to explore & discover.
4. **I CAN try new activities:** I am brave & willing to try new things, even if they seem challenging.
5. **I CAN listen to others:** I pay attention when my friends or adults speak.
6. **I CAN help my friends:** I enjoy sharing & supporting others when they need it.
7. **I CAN ask for help:** I know it's okay to ask for assistance when I need it.
8. **I CAN use my imagination:** I love to create stories & enact role play with my friends using toys & holistic resources
9. **I CAN follow directions:** I can listen & do what my adults ask me to do.
10. **I CAN be proud of my achievements:** I celebrate my successes, no matter how small

