



SCOTTISH EXECUTIVE

A CURRICULUM FRAMEWORK FOR CHILDREN **3-5**



Acknowledgement

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Note:

‘Staff’ and ‘adult’ have been used in this guideline to include all adults working with the children.

‘Parents’ has been used to include parents and carers.

‘Early years setting’ has been used to describe the range of different types of provision, including playgroups, nursery classes, nursery schools, etc.

Preface

This guideline contains a curriculum framework for children aged three to five. It recognises the valuable early learning experiences that children have at home or in various settings for pre-school education. These settings, for example playgroups, nurseries, parent and toddler groups and family centres, meet the needs of children and families in a variety of complementary ways. Each has its own approach to the curriculum, to the experiences that are offered to children and to the ways in which parents are involved. Each makes a valuable contribution to supporting children's maturation and learning.

This guideline extends the advice offered in *A Curriculum Framework for Children in their Pre-school Year* (SOEID, 1997), and provides additional advice for practitioners on the learning and developmental needs of younger children, and guidance on effective approaches to the curriculum for children as young as three.

This curriculum framework is based on the fundamental principle of equality of opportunity. All education systems of quality must recognise that no individual or group should be disadvantaged on the grounds of race, gender, culture, disability, class, belief, lifestyle or family circumstances. Effective learning and teaching can only take place in an atmosphere of mutual trust, respect and security. An inclusive approach is therefore essential to the provision of high quality learning experiences for all children.

Foreword

Scottish CCC shares the Government's belief in the importance of pre-school education. The recent priority that has been given to the sector has enabled the Council to develop and extend its commitment.

This guideline contains a curriculum framework for children receiving pre-school education. It extends the well received guideline published in September 1997. The guideline recognises the valuable early learning experiences that children have at home and in the various settings for pre-school education. Each centre has its own approach to delivering the curriculum, to the experiences that are offered to children and to the ways in which parents are involved. Each makes a valuable contribution to supporting children's maturation and learning.

The guideline addresses the learning and development needs of children from the time they enter pre-school education. It is intended to build upon their prior learning experiences and to describe the range of learning to which all children are entitled. It is, therefore, relevant to all who are involved in the education and care of young children.

In preparing the extended guideline, account has been taken of the responses to the consultation on the draft version issued in January 1999. The process was an important consolidation of the Scottish educational principles of partnership and co-operation and we are grateful to all who commented. The guideline provides a sound base on which to build coherent, continuous and progressive educational experiences for all young people in Scotland.

Neil Galbraith
Chairman