



Curriculum Policy

Date: 23/04/2020

Review Date: 23/04/2021 (or when required)

Statement:

We at Pippins Preschool are committed to ensuring all children's individual skills, interest and abilities are met. Children develop quickly during their early years and the experiences they encounter between the ages of 0-5 shape their future learning and development. Through careful planning, observations and assessments we can provide our children with an environment enriched with opportunities for learning and developing to assist their readiness for school.

A Unique Child + Positive Relationships + Enabling Environment = Learning and Development

Aim

- To help children have the best possible start in life and enable them to develop their personalities, talents and abilities irrespective of ethnicity, cultures or religion, home language, family background, additional needs, disability or gender.

Early Years Foundation Stage and the Early Learning Goals

- The EYFS (Early Years Foundation Stage) sets the standards that all Early Years providers must meet to ensure children learn and develop and are kept healthy and safe. This document is available to view online or at the preschool;
- By ensuring all children at Pippins Preschool feel happy, are healthy and safe, the learning and development will naturally be supported;
- Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child initiated activities as well as carefully selected toys, resources and equipment. The areas of learning and development a child should be expected to have attained by the end of the Early Years Foundation Stage (which is the age of 5) is defined by the Early Learning Goals, these goals are:

The Prime Areas

<u>Personal, Social and Emotional Development</u>	<u>Communication and Language Development</u>	<u>Physical Development</u>
Self-confidence and self-awareness	Listening and Attention	Moving and handling
Managing feelings and behaviour	Understanding	Health and self-care
Making relationships	Speaking	

The Specific Areas

<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts and Design</u>
Reading	Numbers	People and communities	Exploring and using media materials
Writing	Shape, space and measure	The World	Being imaginative
		Technology	

- The Prime Areas are implemented in the setting at all times and by carefully selecting activities to encourage the Specific Areas of development we can ensure that the Prime Areas of development will always be supported;
- At the age of two we concentrate on observing, monitoring and recording your child's development within the Prime Areas and complete a 2 Year Old Check. This does not however mean that they are not involved in activities set to encourage the Specific Areas of development;
- At Pippins we follow a non- statutory document called Development Matters in the Early Years Foundation Stage. We have this document on hand at the preschool if parents would like to see it, it is also available to view online and on our website. This document supports us in implementing the statutory requirements of the EYFS.

My Unique Development

- During a child's registration period at Pippins Preschool, together with the parents we try to build a profile of the child's likes dislikes and their current stages of development, skills and knowledge. This is called 'My Unique Story'. With this information we can provide the child with opportunities to partake in activities and play with equipment they enjoy during their settling in period at Pippins;
- If at any time parents would like to meet and chat about their child then this will happily be arranged;
- Your child's progress and learning will be captured in a special book called 'My Unique Development'. We invite parents to be as fully involved in this as possible as we would like to create a very precious and much valued record of their child's journey through their early years.
- We capture photos of your child partaking in activities and log them onto a site called Tapestry. It is a password protected site and only the child's family may be able to access it. At the end of a child's time with us a Pippins, a PDF version of all the photos taken is available to print and add to the Learning Journey;
- A form will also be completed once a term called a My Unique Progress. From this information we can evaluate each child's development and make future plans for activities that we can provide to support areas that a child may not yet be entering or need further support in;

- The majority of the activities, games, themes and topics the children will take part in are all child initiated and child led, so we invite parents/carers to inform us of anything their child may be interested in so we can include this in our daily planning;
- Before children leave Pippins to embark on their journey to Big School we complete a Record of Transfer, this document will summarise your child in the following areas. Unique Child, Positive Relationships. Enabling Environment, Learning and Development and Child's Voice.

Ready and Willing to Learn

- One of our main goals is to help prepare your children for school. Research from Pacey.org.uk has suggested that being 'school ready' means children should:
 - have strong social skills
 - be able to cope emotionally with being separated from their parents
 - be relatively independent in their own personal care
 - have a curiosity about the world and a desire to learn
- Many parents ask us about mathematical and literacy knowledge. We know these are very important future tools but children are not expected to know their letters, numbers and shapes when they start school. What we believe is important is that children are happy, healthy, feel safe and secure and are eager to learn. We do provide simple introductions to maths and literacy which is all around us at all times, a small example of the things we do at preschool are listed below;

Maths

- Counting together how many children are at preschool today;
- Singing number songs such as five little ducks, or five current buns;
- Counting down from 10 before we begin a task;
- Telling the children they may have 5 grapes, 2 slices of apple and 1 piece of toast and then asking them to count these onto their plate, maybe some children can be tasked with adding these items together;
- Looking at shapes during team time/circle time that can be found in the environment, such as a square window, a circle plate, a triangle piece of toast;
- Playing with our Maths resources, such as puzzles, shape bingo or sorting games.

Literacy

- Sharing books together, bringing books from home and taking books home from school, learning to respect books and pointing out the words as the staff read them. We have lots of fact and fictional books at Pippins;
- Finding our name on the window in the mornings;
- Playing sound games, such as what's in the box and sound bingo where children have to listen for the sound and then match it to the picture on their card;
- Playing Simon Says and sounding out the instruction, from example P.A.T your head. S.I.T on your bottom;
- Providing endless opportunities for mark making, encouraging the children to tell us what their marks mean;
- Putting writing equipment such as clipboards, paper, pencils old diaries and calendars in the role play area so the children can use these things when playing restaurants or shops;

- Providing lots of fine motor activities such as threading, using tweezers to transport objects from one bowl to another and cutting activities;
- Can you find your name in the writing box and copy it?
- Stencilling, we love stencilling at Pippins;
- Being the class helper. Being helper of the day allows children to practice following instructions as well as giving them an amazing sense of achievement.

What we enjoy

- A small example of some things we love to do at Pippins all of which are important for your child's learning and development are listed below;
 - Mud Kitchens, exploring, creating pouring, mixing and having fun with mud;
 - Digging in the garden and looking for bugs;
 - Gardening and growing plants and vegetables;
 - Observing nature and educating the children about the beauty around us;
 - Playing and exploring sensory resources such as sand, water, rainbow rice, gloop and ice;
 - Building and creating with malleable materials such as play dough and clay;
 - Painting, cutting, sticking, drawing to make wonderful pictures;
 - It is important to remember not all children are artists, some are architects so we provide lots of building resources such as Duplo, Mobilo, Lego, junk objects to build with and natural pieces of wood;
 - Resources and Small World Toys are provide to assist in Role Play;
 - Music and movement, yoga, dancing, group time and circle time games;
 - Singing and sharing stories to promote language development;
 - Promote and encourage independence and self-care;
 - Encourage children to be helpful by offering them opportunities to participate in daily jobs;
 - Working together in collaborative and turn taking games to promote social skills and interaction;
 - Encourage critical thinking.