



Little Poppies Preschool Curriculum and Assessment Information

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning provides the foundation children need to fulfil their potential.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults.

Four guiding principles should shape practise in early years. These are:-

A Unique Child – We understand that all children learn at different rates and so through observing and assessing each child, we can plan activities and learning so each child can progress. We can then identify if any additional support is needed. We will keep the children safe, enabling them to develop a positive sense of self and treating all the children and families equally and with respect.

Positive Relationships – We form strong, trusting, secure bonds with not just our key children but with all the children within the setting, supporting them to become independent and expressing/understanding their emotions and feeling safe to let us know their wants/needs.

Enabling Environments – We provide a stimulating environment relevant to our children enabling them to learn through play and by adult led activities giving the children a sense of security by giving them familiar toys/resources but also challenging them by offering new experiences and 'having a go' at something new and taking risks.

Learning & Development – We plan and guide how our children learn through the Characteristics of Effective Learning, these are playing and exploring, active learning and thinking creatively and critically. We can then plan teaching opportunities for the children, covering the seven areas of learning.

At Little Poppies, we aim to create a safe and inclusive environment, to develop relationships and meaningful connections with every child to help them form friendships, build their confidence, become independent and become ready to move onto their next phase of education.

Most of our teaching and learning is done through play, both indoors and outdoors. It is a balance of child led 'free play', adult led learning and offering experiences that the children may have not come across yet, ensuring all our children are offered equal learning opportunities that will follow them through their lives. Our 'Little Group' is all about introducing new experiences and learning opportunities, done through play, messy play and some adult led teaching activities. Our 'Big Group' is teaching/extending the experiences/opportunities introduced in Little Group and helping them to have a smooth transition to school.

Our curriculum and planning has a strong focus on the prime areas (personal, social & emotional development, physical development and communication & language) as being secure in these areas encourages the children to develop their learning in the specific areas (literacy, maths, understanding the world and art & design). Cultural capital also plays a big part of our curriculum, giving the children activities and experiences they may not have access to or been introduced to yet, letting our children leave the setting having the knowledge, experiences and skills that children accumulate over time to help them succeed in school and life, regardless of their background.

Personal, Social and Emotional Development

To develop relationships and meaningful connections with every child means that they will feel safe, that they belong and the trust they form will give them the confidence to explore the environment, experiences and opportunities we provide for them.

Our environment and relationships will help the children: -

- Feel safe and loved
- Feel they belong
- Understand that they are important
- Have a voice and know they matter
- Understand, label and manage their emotions
- Develop resilience
- Understand how to interact with others and develop and maintain relationships
- Begin to recognise the needs and feelings of others, demonstrating empathy and care
- Negotiate and resolve conflict
- Become a self-motivated learner
- Develop the confidence to try new things, take safe risks and keep trying even if things don't go as planned
- To become independent in meeting their own care needs (eg brushing teeth, using the toilet, washing & drying hands, dressing & undressing)
- Receive praise for effort and success when they achieve something, no matter how small their achievement is
- Prepare for new experiences – moving up to 'Big Group' or Reception

We do this by having a Keyworker (and co-keyworker) system in place to form secure attachments, make relationships and connections which give the children the confidence to explore, experiment and investigate. Trusting relationships provide encouragement when the children are unsure, comfort and reassurance when situations are overwhelming and give support when things become difficult. We encourage the children to be independent by modelling good hygiene practises and encouraging toilet training when ready and putting on and taking off coats and shoes and oral hygiene. It is also through our relationships with the children that teach them how to interact with others, how to be a good friend, understand what is expected of them and why these are important (using our 5 Golden Rules and implementing British Values) to keep themselves safe, to be kind and to start to think about the needs of others. To be shown and understand the above and form essential life skills that children need to navigate through life. (cultural capital)

Communication & Language

To provide a language rich environment. This will ensure that our children are supported to communicate their needs, feelings, thoughts and ideas and to support them in understanding and interacting with others.

Our environment and relationships will help the children: -

- Continue developing the skills they need to communicate their needs, wants and feelings
- Experiment with sounds, noises and words
- Develop their listening and attention skills
- Express their views and opinions
- Increase their vocabulary and their knowledge of how language works
- Hold a conversation – to understand and to be understood
- Understand the contribution of conversation from others

We need to support and promote the development of friendly, open minded and expressive language in order to help children to communicate, interact and build relationships with the people around them. We do this by using simple, everyday language to develop and then enhance and enrich a child's established vocabulary. By providing stories throughout the day, by teaching new nursery rhymes and songs, narrating what the children are doing, ask open ended questions. We do 'circle time' for our 'Big Group' children to teach listening and attention skills in preparation for Reception. Some staff have been trained to use Talk Boost interventions and know when other agencies need to get involved (SALT). Object of references and symbols are used if needed.

Physical Skills

To provide a variety of opportunities to develop healthy and active bodies. Our focus is on the development of gross and fine motor skills so each child can grow in independence, can explore and make the most of the opportunities, experiences and the environment provided as well as having to cope with the physical demands of day-to-day life.

Our environment and relationships will help the children: -

- Develop good core stability
- Continue development of their balance and co-ordination so they can navigate spaces safely
- Continue to refine gross and fine motor skills and control
- Stay safe and learn to independently manage risks
- Manipulate equipment and tools with increasing level of control and precision
- Participate in physical games and sports
- Understand how we keep our bodies healthy
- Experience the world around them through their senses

During the first five years of a child's life, their body develops rapidly so it is important that our environment and activities encourage children to develop and refine their gross and fine motor skills. This helps the child's ability to co-ordinate the use of large and small muscles to carry out specific movements. We do this by having lots of activities to promote gross motor skills (climbing frame, messy play, riding trikes and scooters, sand etc) and fine motor skills (painting, pencil work, threading, cutting etc). At the beginning of the sessions, we all do our 'Wake and Shake' dances to get our bodies warmed up. We encourage lots of outdoor play, let the children help plant fruit and vegetables and discuss/carry out activities on healthy eating and oral health. If any intervention is needed, we use the ECAM monitoring tool.

Literacy

To provide children with a literacy rich environment that promotes a love of reading and a thirst for knowledge. Genuine conversations, modelling and a carefully planned approach to the introduction of books, text and print will develop children's understanding of the importance of reading and writing within their life.

Our environment and relationships will help the children: -

- Develop a lifelong love of reading
- Experience the enjoyment of listening to a story/reading time
- Access a range of texts for themselves
- Explore mark making tools in a variety of ways
- Understand the purpose of print
- Handle resources and books with respect
- Develop an understanding of story structure
- Use and develop their imaginative/role play skills
- Experiment with sounds, words and rhymes
- Become confident in holding conversations
- Further develop their vocabulary and understand how sentences are formed

Before a child starts Reception, they learn a huge amount about books, words, print and writing. The depth of their understanding and learning comes from what adults do and provide. Literacy rich environments will show children how literacy is used in day-to-day life by adults modelling reading and writing for different purposes and demonstrating the language used for thinking and helping them understand the importance of literacy in our lives. We do this by reading throughout the day and having a variety of books to read. By having paper and pencils in all areas as this will teach the children that they can make marks on paper for various purposes. At circle time for our 'Big Group' the children have a story, and they clap out their Good Mornings (segmenting words to prepare for reading) We have nonfiction books available to bring out during specific activities to promote further knowledge.

Maths

To provide opportunities, experiences and environment that provide a learning of maths. Through play and life experiences children start to understand the importance of maths within their lives.

Our environment and relationships will help the children: -

- Use mathematical language, concepts and numbers into their play
- Use maths to solve problems
- Explore and experiment with mathematical language, concepts and strategies
- Begin to understand estimating and predicting
- Understand how we use maths within our everyday lives

Maths is a huge part of our everyday lives – from knowing their address, to going shopping, to measuring ingredients for a recipe. By using numbers, simple addition and subtraction, the use of shape, space and measure in day-to-day life and activities children will start to develop an understanding of number, capacity, quantity and develop the language to go alongside. We do this by using mathematical language within play (writing shopping lists and using a till in a pretend shop), using jugs and pourers in messy play, using scales to discover about weight and inviting the children to join in activities to enhance their mathematical knowledge. (cultural capital)

Understanding the World

Helping children understand more about the world in which they live. This involves talking about our local community and providing the children with an understanding of nature, animals and individual differences.

Our environment and relationships will help the children: -

- Understand and appreciate the local community
- Recognise and celebrate individual differences
- Learn how to care for our environment and living things
- Begin to understand interesting things about communities beyond their own
- Experience the elements
- Explore and investigate the natural world
- Begin to understand that people are different, have different views and opinions and we need to respect these
- Be curious about the wider world

Children need to grow up in environments where adults understand and respect others' beliefs and realise we are all unique. For this to happen, we need to know and understand the child's home environment and introduce them to the world beyond (cultural capital). We do this by celebrating all types of religious festivals and events throughout the year. By talking about our difference's and helping the children respect these differences. We plant in our garden and the children take home plants to care for. We go on nature walks, talk about the seasons and the changes in the environment. We take part in butterfly hatching experiences and observe sea monkeys (life cycles). We talk about different occupations and carry this into role play and have people from our community come in, for example we have had Tesco come in to talk about healthy living, Diwali celebrations, food tasting, we have had an ambulance and fire engine come to the Preschool and a vet come in with some giant tortoises.

Art and Design

To creating an environment that promotes discovery and exploration through a variety of ways. Through play and active learning in exciting and a carefully constructed environment, children have the opportunity to make meaningful connections, develop skills and develop a deep level of understanding the world by using resources, people, opportunities and experiences.

Our environment and relationships will help the children: -

- Experiment, explore and investigate creative media
- Show pride in their own work and creations
- Learn to plan, then execute their ideas
- Use their senses to explore different aspects of the world
- Use their imagination to mirror, create and rehearse
- Express their own ideas and thoughts through different ranges of creative media

It is through creative, dramatic, exploratory, imaginary, object, role, rough & tumble, social and symbolic play that children begin to understand how the world works and to make meaning and connections for themselves. We do this by providing a variety of opportunities, experiences, provocations and invitations which include music, movement, dance, art, craft, technology, nature, the outside world, construction, small world, sand, water, role play, books and rhymes. We tune into the children's interests and support their further development (cultural capital) providing the children with experiences they may not have on the outside world. We encourage children to try new experiences and begin to form opinions about what they like and don't like. We encourage the children to have their own ideas and carry out their plans and to help them solve problems (critical thinking). We do our 'Wake and Shake' in the morning and afternoon, in which the children learn a dance routine. The children have access to different creative materials and under supervision use the laptop to play educational games and watch small educational videos.

Planning & Assessments

Across our academic year, we have short term planning (every half term) to make sure all areas are covered within the EYFS and plan provocations and activities to enhance the children's learning. We use Development Matters alongside the EYFS to help with our planning.

Before a child starts with us, we will have a meeting with the parents whilst the child has a stay and play session. The Keyworker and the parents will sit down and together and fill in our 'All About Me' document. This means that Parents get to meet their Child's Keyworker and they both have an input into the document. This helps the Keyworker track the child and also know their likes/dislikes which will help with the child settling in. This will also be part of the input with the child's Two Year Progress Check.

At the beginning the child will have a 'first five' completed and a meeting will be held with the parents to discuss how the child is settling and if we have any concerns. Every term, a child will have either a summative, a two year progress check (if required) or a school transition report done. The child will be tracked and it will be noted down if the child is not on track in any area. A meeting with the parents will be held to discuss the summative/report and any continued learning/concerns.

If we identify any concerns with children, we will have a meeting with the parents to discuss these concerns and discuss the next stages with them. These could be Speech & Language referrals, SPOA (single point of access) referrals, STePS referrals, speaking to the Health Visitor or G.P., putting the child on Talkboost programmes or using the ECAM (every child is a mover) monitoring tool and setting up some targets. We have experience in setting up Graduated Response Files, doing EHCP Requests (Educational Health Care Plan) and having children with one-to-one special needs.

Our Goals

Our goals have been designed to incorporate all the seven areas of learning. We have taken 3 steps to getting to the end of each goal:-



Step 1 – Planting the seed and feeling safe and secure



Step 2 – Encouraging and nurturing the child's learning and development



Step 3 – Encouraging the children to flourish to their most potential

Goal 1 – Settling In



I am happy coming into the setting and settling with my Keyworker



I recognise myself as an individual and understand that we are all different



I have formed friendships and can understand and follow rules and boundaries

Goal 2 – Sense of Self



I am starting to understand that my actions have consequences. I have an awareness of my needs and can do this verbally or using gestures (knowing what I like/dislike for snack, what I want to drink) I co-operate with nappy changing, dressing and undressing



I can tell you what I like and dislike (eg what I want for snack, to drink). I can put on my coat and wellies to go outside to play. I am becoming aware of risks around me and that I need to take care when doing certain activities. I can communicate if I have done a bowel/bladder movement



I am toileting independently and can wash my own hands. I can get myself dressed/undressed and understand the need to eat healthily and know why I need to take care of my teeth and that exercise is good for me

Goal 3 – Learning to Write



I am constantly developing my gross and fine motor skills, using my arms and hands to make big movements, making random marks using my fingers in paint, sand, dough, mud etc



I am starting to make more controlled movements (lines, zigzags, circles) and understanding language such as up, down, round, long, short



I can hold my pencil in a comfortable grip and am starting to form recognisable marks

Goal 4 – Learning New Skills & Focusing Attention



I am constantly developing my core strength, learning how to use the new equipment and resources being offered to me



I can run, crawl, climb, jump, roll, balance, ride a balance bike



I can sit and maintain my concentration for longer periods of time and can ride a bike. I have participated in Sportstars and listened to directions and instructions and learnt new skills and worked as part of a team

Goal 5 – Caring for the World We Live In



I can explore natural materials both indoors and outdoors, using all my senses to investigate them and learning new language



I can notice the differences in people and talk about what I can see in the world around me



I can talk positively about the differences in people, know about occupations and people who help us and keep us safe. I understand about life cycles (giving me skills like sequencing and predicting) and taking care of people, animals, nature and the environment.