

# Box Pre-School Playgroup



## Curriculum



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## Government Guidance

[help-for-early-years-providers.education.gov.uk](http://help-for-early-years-providers.education.gov.uk)

### Mission Statement

Box Pre-School playgroup offers a welcoming, friendly atmosphere for both child and parent/carer. We encourage family involvement and are community focused. We are constantly striving towards improvement. In a nurturing, creative and play-based environment, our curriculum builds children's self-esteem and problem-solving skills, while fostering respect for themselves and others. We do this by encouraging the children to be:

### Healthy

Physical skills will help with handwriting. How to keep our bodies healthy by eating the right food and taking exercise. Working on self-care skills - independence with toileting, dressing.

### Adventurous

Children to take calculated risks in all areas from jumping off one step higher than before to using different media and materials.

### Resilient

Overcoming difficulties and problem solving. Trying when things get hard.

### Good Communicator

We want every child to become a confident talker and we work with parents to ensure that each child develops strong communications skills.

### Friendly

We want children to understand who they are; how they make friends and behave towards others; and to understand their own and others' feelings.



# Curriculum

We ensure that our curriculum is able to support all children, including children with additional needs, those who are disadvantaged or in minority groups ensuring inclusion for all. The curriculum is underpinned by the characteristics of effective learning.

**Playing and exploring** – Children are encouraged to make independent choices do things independently that they have been taught, and respond to new experiences.

**Active Learning** – Keep on trying using a range of strategies to achieve a goal.

**Creating and thinking critically** – Encouraging children to solve real problems, check their own progress towards a goal and come up with their own ideas by becoming deeply engaged in imaginative play.

## Communication & Language

During their time with us we will support children's communication by:

We work with parents to ensure that each child develops strong communication skills and becomes a confident talker. We share talking tips with parents and have communication skills home learning bags. Practitioners share books and songs of the week with parents so that they can be involved in the learning as well.

We provide a communication-rich environment promoting conversation based on the ECat guidelines (Observing and Commenting, Responding Sensitive, Taking time to respond). This includes cosy corners and provocations for chatter, sensitive questioning, modelling of language and listening skills. There are opportunities for meaningful communication during regular routines such as snack time, personal care routines and also through play recognising that children benefit from responsive and enthusiastic adults. We recognise that interactions are a vital part of communication development.

Children will take part in age appropriate stories and songs every session and they will have favourite songs and stories by the time they transition to school. Dialogic reading techniques will be used to promote ideas.

Children will have access to a range of books including fiction and non-fiction. Children will be challenged to learn new vocabulary.

We will provide opportunities for children to share their ideas and use new vocabulary through role play, acting out stories with props and music, and helicopter stories.

Listening and attention skills will be developed through songs, games and stories in a calm and quiet space. Practitioners will lead small group Letters and Sounds activities.

Emotional development will be supported by using words to express emotions and feelings.

EAL and SEN children will be supported by Makaton signing, PECs and visual timetables, early talk boost and BLAST.



# Personal, Social & Emotional Development

During their time with us, children will be emotionally supported by caring practitioners to:

**Know that they matter.** This starts with our induction process which enables parents to get to know us. We complete an All About Me form which helps us understand where the child is developmentally, their likes and dislikes and what their home life is like. The key person will get to know the family and our key person system helps children feel safe. The Tapestry Journal provides a link between home and playgroup. Parents can put photos and videos up of what has been going on at home. Staff take time to get to know the children and find out what is going on in their lives – e.g. remember to follow up if they mention a birthday party.

**To understand who they are and that their opinions and ideas will be respected.** We will give children opportunities to express their choices – when do they want snack, what do they want to play with, autonomy with craft and design. We will plan activities around children's interests.

**To make friends, behave appropriately towards others and to understand their own and others feelings.** We will develop emotional literacy by providing words supported by visuals for what children are feeling. We use stories to talk about emotions such as "The Colour Monster", "Even Superheroes have bad Days." Our persona dolls are used as an independent voice to talk through scenarios and emotions. Practitioners will model behaviour and use strategies such as Highscope Conflict Resolution to enable children to learn the skills they need to resolve conflict. Our golden rules help children learn behavioural expectations in a simple way.

**To manage their emotions.** As well as supporting children to name and understand their emotions we will teach them calming techniques such as yoga breathing exercises, calming sensory activities and provide calm bags so that the child can choose what to use to calm down.

We support emotional resilience by following the Five to Thrive model which uses building blocks to describe a sequence of relational activities that build healthy brains in young children and maintain healthy brain function throughout life: [fivetothrive.org.uk](http://fivetothrive.org.uk)

We will support children to try new things and persist when things go wrong. Practitioners will set up challenges for children such as to eat new foods, engage in a challenging physical activity such as climbing, try a sensory activity. We will celebrate their achievements.

To teach the children how to keep themselves safe and healthy. We will involve the children in making their own risk assessments using supporting comments such as "Notice how slippery the ground is after all the rain", "Do you feel stable?", "Try using your hands to help." We teach the children about eating healthy foods and looking after their teeth through role play, songs and stories.

To grow in independence by encouraging children to wash their hands, dress and undress, put on their coats, feed themselves and pour their drinks, look after their belongings and take care of their hygiene needs including using the toilet. We recognise that children need to be supported in this and we will use backward and forward chaining techniques to break down these tasks into sequential steps until the child can manage all steps in the task.

To support SEN/EAL children with additional strategies such as Makaton, PEC cards, visual timetables and social stories.



# Physical Development

During their time with us, we will support children's physical development and in particular core strength, gross motor and fine motor by:

Children will have access to physical play outdoors and indoors with opportunities for rolling, crawling, jumping balancing, climbing, throwing, catching, kicking, pushing, pulling and using wheeled toys.

Children will be encouraged to have a can do attitude to these activities. Repetition will help children to gain confidence. Dedicated sports sessions will work on core strength, stability, balance, spatial awareness, coordination and agility. These sessions will consolidate skills and offer challenge recognising that gross and fine motor experiences develop incrementally. Large muscle movements will be encouraged by setting up the environment daily to enable painting and chalking on vertical surfaces. Adult-led sessions of write dance, music and movement and dough disco will develop these skills further.

Fine motor skills will be developed by giving children repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools with support from adults. Children will have opportunities to practice small hand movements such as pegging, threading, cooking. Gradually children will use tools, such as scissors and hammers one handed but initially adults will demonstrate how to use these tools and support with hand over hand help.



How to keep our bodies healthy by eating the right food and taking exercise. We teach the children about eating healthy foods and looking after their teeth through role play, songs and stories.

Working on self-care skills such as hand washing, dressing, feeding themselves and toileting. We recognise that children need to be supported in this and we will use backward and forward chaining techniques to break down these tasks into sequential steps until the child can manage all steps in the task.

Children will be encouraged to make their own risk assessments and adults will model how to use tools and materials safely.

We will support SEN/EAL children by using of PECS/visuals, 1:1 support with physical activities including the SPARKEY resource and backward and forward chaining.

# Literacy Development

During their time with us, we will support children's literacy development by:

Children will take part in age appropriate stories and songs every session and they will have favourite songs and stories by the time they transition to school. Props and visuals will be used to engage the children. Dialogic reading techniques will be used to develop receptive language, to promote ideas, build new vocabulary and develop expressive language.

Children will have access to a range of books including fiction and non-fiction books in our comfortable book corner. Practitioners will model how to read books, turning pages and pointing out the printed words and punctuation.

We will provide opportunities for children to share their ideas and use new vocabulary through role play, acting out stories with props and music, and helicopter stories.

Listening and attention skills will be developed through songs, games and stories in a calm and quiet space. Practitioners will lead small group Letters and sounds activities which will develop phonological awareness such as rhyming words, initial sounds and alliteration.

We will provide stimulating equipment to encourage mark making such as chinks, brushes, streamers, pens and pencils, clipboards, note books and home made books. Children will be encouraged to make lists and recipes in their play.

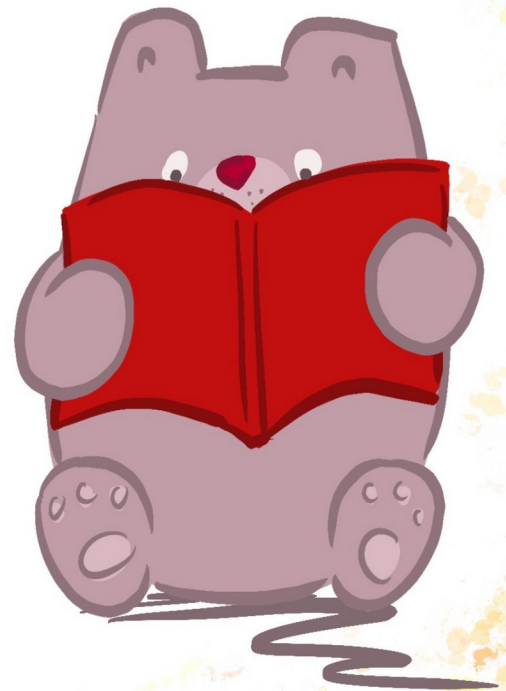
Large muscle movements will be encouraged by setting up the environment daily to enable painting and chalking on vertical surfaces. Adult-led sessions of write dance, music and movement and dough disco will develop these skills further.

Finger strength will be developed by giving children repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools with support from adults.

Children will have opportunities to practice small hand movements such as pegging, threading, cooking. Crossing the midline activities, such as sorting games or dancing with props, will develop muscle isolation. Gradually children will use tools, such as scissors and hammers one handed but initially adults will demonstrate how to use these tools and support with hand over hand help. Eventually children will have the physical skills to form their letters accurately.

EAL/SEN – provide opportunities for EAL students to see their home language in written form. SPARKEY box for fine motor skills.

Differentiation with tools such as providing spring loaded scissors.



# Mathematical Development

During their time with us, we will support children's mathematical development by:

Provide resources, experiences games, stories and songs which give opportunities for understanding numbers. This will include counting to 10 forwards and backwards including saying the numbers in order, one to one correspondence, comparing sets of objects and modelling the cardinal number, ordinal numbers, noticing numerals in the environment, matching the correct number of objects to numerals and subitising. Snack time, tidy up time, and circle time provide daily opportunities to practise this as well as extending children's understanding in play when they notice something by linking numbers to relevant concepts such as temperature or time.

Practitioners to model and encourage mathematical thinking and problem solving in real life scenarios such as counting out the correct plates and cups for snack time. Practitioners will work with children to solve problems "I wonder what will happen if..."

Practitioners will demonstrate and encourage children to record mathematical marks e.g. making birthday cards/badges, make a telephone call from a list of numbers. Numerals are displayed in the playroom on the caterpillar number line. Provide resources for stacking and building such as blocks and boxes and also interlocking shapes such as Duplo and Mobilo. Practitioners will talk about the properties of shapes such as straight edge, curvy, pointy.

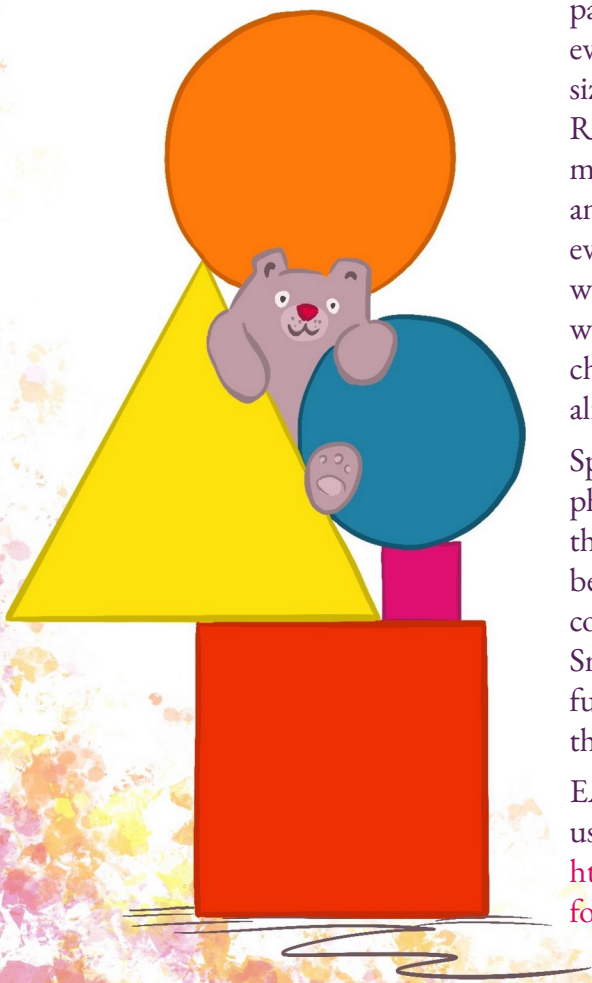
Provide resources of different sizes and weights will enable practitioners to model mathematical language around mathematical concepts of size, weight, measure and capacity. Playdough and other malleable materials give opportunities for changes in size to be demonstrated and experienced.

Provide patterned materials for craft and play e.g. patterned garments on the washing line. Natural and everyday objects will give opportunities to sort (colour, size) and sequences such as stick, feather, stick, feather. Regular music sessions will give opportunities to make music patterns e.g. body percussion. Cooking sessions and stories give opportunities to talk about sequence of events and ordinal numbers. Throughout the session we will highlight different times of the day and talk about what comes next. Looking at tapestry journals will allow children and practitioners to talk about events that have already happened and what might be coming next.

Spatial reasoning skills will be developed through physical play and obstacle courses such as crawling through tunnels, climbing and hiding. The children will be given opportunities to set up their own obstacle courses and give directions and talk about distance. Small world play develops spatial and positional words further by practitioners commenting on play "let's put the train in the tunnel and the bus on the bridge."

EAL/SEN – We will take a multi-sensory approach using visuals and other resources such as Numicon.

<https://home.oxfordowl.co.uk/maths/numicon-guide-for-parents/>



# Understanding of the World

During their time with us, we will support children's understanding of the world development by:

Our environment and resources reflect the diversity of life in the UK. Our broad collection of books reflects the diversity of life in the modern day world. We encourage children looking at photos of their own families and noticing similarities and differences. Our persona dolls visit and to promote equality and anti-discrimination. We celebrate cultural, religious and community events such as the Japanese festival of Tsukimi (moon viewing) as we have a number of Japanese families in the village. Visits are made to the local church for Harvest Festival, Easter and Christmas.

We provide opportunities for sensory play such as treasure baskets, gloop and clean mud. We make collections of natural materials after walks in the countryside.

We encourage the children to investigate and use observational techniques. We set up scientific experiments, such as floating and sinking, liquid density tower, forces and ask to the children to predict what they think might happen and then observe. Cooking gives the children a chance to observe how ingredients change when they are whisked, mixed and cooked. Critical thinking and planning skills are used when programming our robot, Cubetto.

We explore technological diversity and provide items to play with that are used in different environments such as the home or in shops. Children will explore how things work from using pulleys, magnets, and wind-up toys.

We look after our plants in our outdoor space and plant seeds such as sunflower and tomatoes. We watch life cycles such as caterpillar to butterfly and egg to chick.

Practitioners teach children about ecological diversity including animal habitats, weather, seasons, countryside, urban areas, and places in the world such as desert, jungle and oceans and sustainability and recycling.

We arrange visits from the different occupations within the community, set up role play scenarios to reflect these roles and read stories about these occupations.

We make visits in our local community and learn about our rich local heritage from the Bath stone quarrying (Brunel's Box Hill Tunnel, Rock Circus) to the famous train stories of Rev W Awdry and our abundance of wildlife including the lesser and greater horseshoe bats in the mines.

Our village is twinned with Sorigny in France and we celebrate Bastille day in the village and make trips to our French post box.

All these experiences will give children a widening vocabulary.

EAL – opportunities to express themselves in their own language and bring in photos and objects from their home cultures.



## Expressive Arts & Design Development

During their time with us, we will support children's expressive arts and design development by:

Our environment will enable children to play and access a wide range of media and materials including malleable materials such as playdough and clay. Our craft unit will be well stocked with fabrics, paper, junk modelling and a range of options for joining materials together. Children will be encouraged to design their own work with an understanding that the process is more important than the product. Adults will support and teach new skills where necessary and encourage children to think about the properties of the materials.

Mark making opportunities will be provided indoors and outdoors and children will be encouraged to develop their drawing skills by using their imagination and through provocations. Provocations will include works from artists such as Van Gogh, Kandinsky, Monet, Mondrian, Picasso, Anthony Gormley as well as primitive art such as cave drawings and art from around the world.

We will provide a range of music, singing and dancing opportunities including action songs dramatic retellings of stories and playing musical instruments. Practitioners will teach and demonstrate, pitch, melody, tempo and dynamics.

Letters and sounds activities will encourage listening skills through a range of songs and activities.



Role play provocations and open-ended resources will be provided to help children develop their imagination and creative expression. Practitioners will co-create stories with children sometimes in play and sometimes in adult led sessions such as helicopter stories.

EAL/SEN – we will explore the home culture of EAL children. Open ended resources will enable creative expression and children will communicate their thoughts and feelings without language. SEN children will be supported with sensory play and SPARKEY.