

Slide 1

The Curriculum

This presentation has been prepared by Katherine Bones, the Preschool manager

This presentation is about the Curriculum and your child's learning experiences in preschool.

Over the last 12 months we've been working hard to build a really strong curriculum for our children, and we've introduced a number of learning programmes to support your children.

We've spent a long time developing the vision, and fitting all the jigsaw pieces together to make sure we are delivering the best we can in terms of learning and development while your children are with us.

Objectives

- 1) Our Ten Curriculum Goals
- 2) How we support children to achieve these goals
- 3) How we assess children's progress and report this to parents
- 4) How we will keep in touch, and how you can support your child's learning at home.

Following this presentation you will know a little bit more about these things:

- Our Ten Curriculum Goals
- How we support children to achieve these goals
- How we assess children's progress and report this to parents
- How we will keep in touch, and how you can support your child's learning at home.

1) Our Ten Curriculum Goals

- What is a curriculum?
- A Toolkit for school and beyond
- Our Curriculum Goals
- Breaking down the goals

What is a Curriculum?

The curriculum is everything we want the children to learn!
Early Years Foundation Stage Statutory Framework



Each setting has their own individual curriculum, which is unique to their setting, and meets the needs of their children.

The Curriculum is quite simply everything we want the children to learn.

It's important to know that there is no one blueprint, no one set curriculum that all preschools must follow.

Instead, each setting is expected to build and develop their own individual curriculum, which is unique to their setting, and meets the needs of their children.

You will however hear people referring to the Early Years Foundation Stage, or the EYFS.

This is a statutory framework that sets the standards for settings to follow when designing their own curriculum.

More information on the EYFS can be found in a brilliant document for parents called 'What to expect in the Early Years Foundation Stage: A Guide for Parents'.

Every setting must design their own unique curriculum. So . . .what's ours?

A Toolkit for School . . . and beyond



At the heart of our curriculum are our 10 curriculum goals.

Think of the curriculum goals as a toolkit, and that we are equipping our children with all the tools they will need for school and indeed beyond.

The goals are the skills we want our children to have, the things we want our children to know or be able to do, by the time they leave us.

So, what's in the toolkit, what skills do we think it is important that our children have, what are the tools that shape our curriculum?

The 10 Ten Curriculum Goals

- | | |
|----------------------------|------------------------|
| 1) Confident Communicators | 6) Brilliant Bookworms |
| 2) Fantastic Friends | 7) Masters of Maths |
| 3) Independent Individuals | 8) 'Wow' Writers |
| 4) Feelings Fanatics | 9) Phoneme Fiends |
| 5) Exceptional Explorers | 10) Proud Performers |

Here we go, they are all alliterative by the way . . . alliteration is something we do lots of at Preschool
... more about that later!

By time our children leave we want our children to be:

Confident Communicators:

Fantastic Friends

Independent Individuals

Feelings Fanatics

Exceptional Explorers

Brilliant Bookworms

Masters of Maths

'Wow' Writers

Phoneme Fiends

Proud Performers

Breaking down the curriculum goals . . .



Children must be skilled in a number of smaller parts before they are able to achieve the overall goal.

Each smaller part of learning requires lots of repetition and variation for 'real' learning to take place.

For now, let's just look at one of the goals in a little more detail.

This lego pyramid represents all the smaller individual blocks of learning that children need receive in order to achieve the bigger goal.

As you can imagine, each goal requires lots and lots of individual learning experiences and activities, as well as lots of repetition and variation to really make sure that learning takes place.

'Wow' Writers

- Fine motor movements, control and coordination
- Pouring, scooping
- Small World Play
- Craft activities, painting, sticking, creating
- Build focus and attention
- Develop listening, following instructions
- Understand directionality
- Develop effective pencil hold
- Recognise words, know that words convey meaning



. . . and all of this is before they learn any letters

I'm just going to list Just a few of the composite skills that children need to master to achieve this goal.

Children need to develop their fine motor movements, their control and coordination. Younger children may do this by pouring or scooping at the sand and water table, or they may enjoy playing with small world toys such as cars, dolls or small figures.

When children get a bit older, they might develop their fine motor control and coordination through craft activities such as painting, sticking, and creating.

They will need to develop their concentration, their listening skills, their ability to follow instruction.

They will need to understand the language of directionality, up, down and round.

They need to be familiar with words and know that words convey meaning. They will need to recognise and be interested in written words around them.

They will need to have developed the ability to pay attention and focus during adult direct teaching.

They will need to develop their pencil hold so they are able to make small controlled and accurate movements.

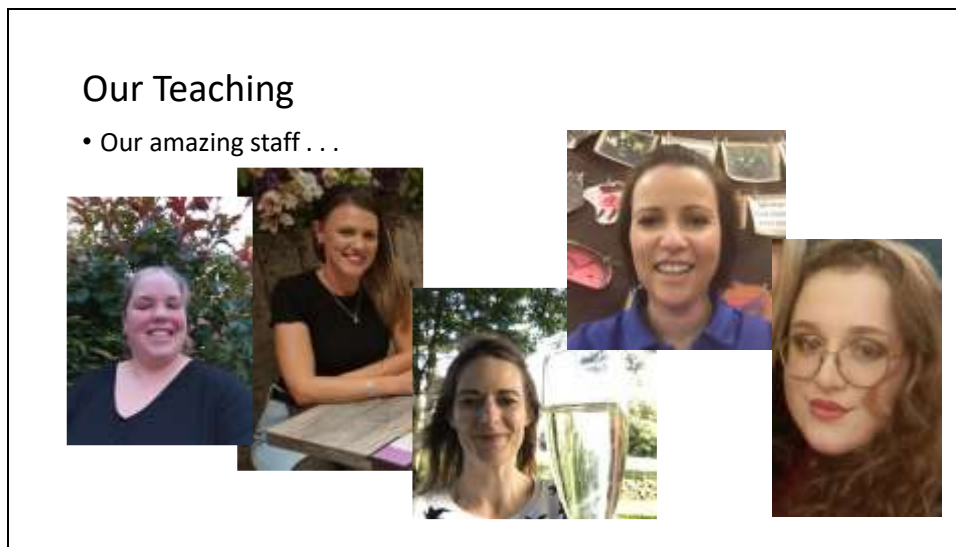
And all this is before they know any letters.

And the same is true for every one of the learning goals.

So, the activities that we plan on a daily basis are carefully planned and indeed sequenced to purposefully support our children to develop all these composite skills.

2) Supporting Children to achieve these goals

- Our Teaching
- Our Daily Routine
- Our Core Books
- Our learning programmes
 - Little Wandle Foundations
 - Squiggle and Wiggle
 - Wellcomm



Dawn has been with us for nearly 2 years, she has an Early Years Degree and is a qualified Early Years Teacher. Dawn has previously managed larger settings in Macclesfield and she has years of experience and a wealth of knowledge in the early years sector. This year Dawn takes over as our Special Education Needs Coordinator. Dawn has 2 SEN children of her own, so as well as being incredibly knowledgeable, she really appreciates the journey of an SEN parent.

Harriet is our newest member of the team having only started with us in September. Harriet is also a qualified teacher and has taught both reception and class one before coming to us. Harriet lives in Byley with her family, and has 3 daughters, aged between 2-6.

Katy has 3 children who have all been through preschool, and she joined us as Chair of the Committee, before becoming part of the staff team in 2021. She is a firm favourite with the children.

Mardi is another firm favourite and has been here for 5 years. Mardi lives in Chelford and both her children have attended the school.

Mardi and Katy both have Level 3 Early Years Practitioner Qualifications, with distinction!

Millie is the only member of staff who also attended Chelford Preschool as a child. This is Millie's second year with us, and is embarking on her Level 3 qualification this year.

So what do they do?

Well to start with they intrinsically understand all the stages of children's development, just like we've just highlighted in the 'Wow' Writer slide, they know how to support children towards their individual goals and curriculum goals. Early Years teaching is ALL about the interactions that these girls have with your children every day. They explain, they describe, they model, they demonstrate, they explore ideas, they question and challenge, they encourage and support, they nurture and they care. Everything your child learns starts here and with the relationships that they build with your children. For children to grow and learn it is crucial that they feel safe and secure and know that they have trusting and nurturing relationships. In developing these relationships, we are also focusing on developing children's language. Language is the foundation of children's thinking. Children who are good communicators at five are most likely to be successful learners throughout their time in school. So, the next time you see any of these amazing women, give them a pat on the back because I, and indeed we, are incredibly lucky to have them.

Our Daily Routine

The daily routine goes hand in hand with delivering the curriculum.

Literally every moment is a learning opportunity!!

Using every moment . . .

Wellie Walks

Snack, Register, Daily Book Vote, Carpet time, Tidy up time.

Achieving a Balance . . .

Child led Play

Adult Guided Play

Direct Teaching

All activities are purposefully planned around our Core Books

The daily routine (see website) goes hand in hand with delivering the curriculum.

If the curriculum is 'Everything we want the children to learn' then what happens during each day will dictate exactly that. It's important to remember that we try to use every moment is an opportunity for learning. An example of this is wellie walks. Yes we support physical exercise, yes it supports exploring nature and chances to stretch children's experience and understanding but it's actually about putting your coat on.

Lots of transitional times of the day can be used for real learning, we don't just rush through and use them like a bridge to whatever is next, they are their own opportunities to support children's learning and development. For example: Register time, snack time, and our daily book vote, are regular learning opportunities for counting and recognising numbers. Tidy up time is an opportunity for children to develop sorting skills as well as personal responsibility and independence. Carpet time is an opportunity to practice good listening and develop their attention. Morning register is an opportunity to identify and talk about feelings.

Alongside these, continual opportunities for learning, we plan purposeful activities to support children's learning. When it comes to planning and delivering activities, there are 3 main types of learning opportunities: 1) Child led play, 2) Adult guided play, 3) Direct teaching. We might set up something the children can explore by themselves, it could be craft resources or a sensory exploration in the tough tray, this is called continuous planning. Its available all the time and doesn't necessarily need a teacher to teach the activity for the children to be able to join in and take part. Adult guided learning is where we do take part and we extend their learning or ideas within one of these activities, so we pose a question or a challenge to extend their learning in that moment based on what they are doing or saying, and this will vary between children based on their level of development. Then there is direct teaching, delivering letters and sounds session, or teaching children to use a pair of scissors, or a particular skill, or giving instruction in a baking activity. During these purposeful activities it's important that we achieve a balance of independent play, adult guided learning and direct teaching, and the day is broken up to allow for this.

Staff use the morning to focus on their key children and their individual targets. In the afternoon, we focus on whole group activities. Both morning and afternoon activities are planned around and connect to our core books.

Our Core Books

The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

- Which is just one of the reasons we plan around core books. We intend for children to develop a deep awareness of these key texts . . . And hopefully a love of books and reading.



- We will build our learning activities and experiences around core stories.
- We will be exploring a different books every 2 weeks

The number of books your child has encountered by the age of 6 is a positive predictor of their reading ability two years later, so what we are doing is really important.

We have already been using core books for a while now, although up until now our activities have been planned around topics and we have used our core books to support children's understanding of that topic. However, starting from this year, it is the core book that will be driving the activities.

We will be exploring a different books every 2 weeks, and we will build our learning activities and experiences around these stories.

Hopefully the children will have been talking about The Tiger That Came To Tea and On Every House In Every Street which are just 2 of our core books this half term.

To give you an example, the children have really enjoyed role-playing tea parties, pouring teapots and teacups outside, to support their physical skills of control, and coordination.

They have been making masks and other craft activities to support their fine motor skill and mark making.

They have been listening to the story, making actions for the verbs, and connecting the book to their lived experiences by talking about where they have seen a teapot, saucepans or a trumpet.

We hope that our children will not only develop a deep awareness of these key texts, but a deep appreciation for all stories and a real sense of pleasure in being able to get lost in a good book.

Our core texts may lean towards different topics across the year, such as growing vegetables in the summer, or our homes and families at the start of the year but our learning is book focused rather than topic focused.

Our Learning Programmes

Little Wandle Foundations for Phonics

Phonics is making connections between the sounds (phonemes) of our spoken words and the letters that are used to write them down (graphemes).

- We do help children recognise what a phoneme is, remember this is the just the letter **sound**.
- We **do not** teach children to recognise the letters that are used to write them down. (grapheme).

Rhyme Time Activities Tuning into Sounds
All Children Daily Preschool Leavers Only

| | |
|----------|------------------|
| Autumn 2 | s a t p i n |
| Spring 1 | m d g o c k e |
| Spring 2 | u r h b f l j |
| Summer 1 | v w y z qu ch |
| Summer 2 | ck x sh th ng nk |

Children in the school are using this programme to teach phonics from reception onwards and we are introducing the foundation stage of Little Wandle to our teaching programme.

Phonics is making connections between the sounds (phonemes) of our spoken words and the letters that are used to write them down (graphemes). Examples of phonemes are s, a, t, p l and n.

At Preschool we are helping our children to learn and practice the listening skills they will need to make connections between sounds and letters, but formal phonics teaching does not start until reception. In preschool, it is tempting to get children to learn to read early, but we must remember that the best foundations for learning to read are built through talking, songs and rhymes, and sharing books.

- We do help children recognise what a phoneme is, remember this is the just the letter **sound**.
- We **do not** teach children to recognise the letters that are used to write them down. (grapheme)

The Little Wandle Foundations for Phonics Programme has 2 key focuses, to help children tune into the phonemes (letter sounds).

- Rhyme Time Activities - which we carry out with the whole group on a daily basis
- Tuning into Sounds – which we carry out with children in their final preschool year, again on daily basis.

Rhyme Time Activities

Songs and rhymes are a great way to increase children's awareness of rhyming, which is a key part of phonological awareness. Research shows that children who learn nursery rhymes with their caregivers go on to become better readers. As well as singing rhymes regularly we look on 3-4 core rhymes each half term and we deliver daily activities connected to our core rhyme which focus on developing key listening skills, recognizing syllables, and enjoying rhymes and alliteration.

The next element is tuning into sound which we deliver to our children in their final Preschool year. This is where children learn the phoneme sounds for different letters. For children to learn anything well, they need to listen. As you can imagine, this is particularly true for learning to hear sounds! The programme devises daily listening games and activities to focus on hearing individual phonemes sounds, we focus on a different group of phoneme sounds each half term.

Autumn 2

s a t p i n

Spring 1

m d g o c k e

Spring 2

u r h b f l j

Summer 1

v w y z qu ch

Summer 2

ck x sh th ng nk

We develop children's phoneme awareness by tuning into the first sound or sometimes the end sound in words. We use alliteration, and we also look at oral blending.

Our phonics programme supports children to learn and practice **the listening skills** they will need for formal phonics learning when they get to reception.

We teach children to recognise the sound (phoneme), **NOT** the letters used to write them down (grapheme).

Rhyme Time Activities with ALL children; includes listening games, songs and rhymes, and hearing syllables. This supports children to develop their phonological awareness (Sound Awareness)

Tuning into Sounds Activities with children in their preschool year; includes hearing initial sounds, alliteration and oral blending. This supports children to develop their phoneme awareness (Individual Letter Sound Awareness)

Our Learning Programmes

Squiggle and Wiggle

“Repeated movements help to strengthen the neural pathways that run between the brain and the body” Sally Goddard Blythe

Children are learning to make large body movements, and strengthening their brain connections.

Up, Down, Side to Side – l, l, t

Circles – c, o, a, d

The Hump! – m, n, r, u

We **do not** teach the written letters.

We **do** practice the movements so they are ready for formal teaching in reception.

“Repeated movements help to strengthen the neural pathways that run between the brain and the body” Sally Goddard Blythe

Squiggle is one of our programmes that supports early writing and mark making.

During squiggle sessions the children are developing this muscle memory by making large body movements and strengthening their neural pathways.

Essentially the children learn a simple ‘dance’ and then straight after we draw the ‘dance’.

We do this to all sorts of songs, from The Nolans to The Supremes!

So, we teach the children the movements necessary for writing.

So our dance might be an up and down, side to side dance which helps children to make marks such as l, l or t. Circles for c, o, a and d. The Hump, for m, n, r and u.

Just like letters and sounds, we do not teach the written letter, we just practice the movements so they are ready for formal teaching in reception.

Our Learning Programmes

Wellcomm Speech and Language Screening and Intervention Tool

Developed by NHS and Speech and Language Professionals

- Screen children
- Identify any concerns
- Put immediate support in place if required

Also provides individual activities and interventions to close the gap.

Wellcomm is a toolkit developed by the NHS and Speech and Language professionals to support children's speech and language in the early years.

Thanks to funding from the Chelford Educational Trust, we have been able to purchase this programme and train staff to deliver the screening and interventions which we've been doing for a year now.

We use it to screen children's speech and language skills and help to put immediate support in place where required.

Any early years professionals can use the kit and once again the kit is beautiful in its simplicity.

We can identify any concerns. We screen children each term.

We have an array of resources and planned activities to carry out to close any gaps.

3) How we assess children's progress and report this to parents

- When do we make assessments?
- When do we report to parents?

When do we make assessments?

- At every moment on every day, we are observing and making informal assessments.
- It is so important that this is not distracted by huge amounts of paperwork.
- Termly progress meetings with your child's keyworker
- Individual learning Plan's produced every term.
- These ILPs inform children's individual learning activities for the term ahead.

At every moment on every day, we are observing children during their play and interactions and making constant informal assessments of their understanding and ability. This assessment can best be described as '**noticing**'. This noticing happens all the time. We don't necessarily write this down but these assessments contribute to our overall awareness and knowing.

It is so important that practitioners are able to do what they do best, and that the children have someone there to listen to them, play with them, build on their understanding and help them to think critically.

This means that we don't spend a huge amount of time writing down daily observations and assessments or producing huge amounts of paperwork which is not in anyone's best interests; this is supported by OFSTED and the EYFS statutory framework.

I hold meetings with keyworkers each term and we discuss at length our observations about each child, we discuss their progress, whether they need more support, and then decide on their next steps. Following this discussion, we then write children's Individual Learning Plans for the term ahead.

So please know that a copy of your child's ILP stays in the hands of their keyworker and that they regularly refer to this when planning and delivering their individual keyworker activities each week.

So, we make informal assessments all the time.

Formal assessments are made in the first half of each term, and assessments inform children's individual learning plans for the term ahead.

When do we report to parents?

- Individual learning plans
- Annual parents meeting
- Informal quick chats at drop off or pick up.
- Tapestry

- Settle sessions and first term review meeting

Individual learning plans are emailed to parents at the end of each half term.

Whilst we do not hold a parents' meeting each term, we will ask for an appointment with you if we have any concerns around your child's progress. If you would like to discuss your child's learning plan or if you have any questions or concerns, please get in touch to arrange a meeting, we would be more than happy to facilitate this.

Other than this we hold an annual parents' meeting in the spring term for all children, to discuss progress.

We will be sending our ILPs out just before the half term and we will hold the parents meetings when we come back after the half term break.

It is so important that practitioners are able to do what they do best and that the children have someone there to listen to them, play with them and interact with them. If staff are writing daily reports they are not supporting your child. Consequently, we are not able to give a detailed handover at every pick-up and we don't produce any kind of daily information update. We welcome quick chats but if you need more time, feel free to arrange a time to talk at more length.

We do though use Tapestry to share with parents some of the things we have been doing. Any tapestry posts that you see, will have been made by staff when they are at home at the end of the day, when they are with their families, outside of their working hours. Staff do this because they are passionate about the job they do, the activities they deliver and the children they look after, but please know that sometimes you may have lots of tapestry posts, and sometimes you might not.

Please be reassured that your children are learning and growing in every moment of the day, and if we have anything to report, you will be the first to know.

4) How we will keep in touch, and how you can support your child's learning at home?

- How we will keep in touch
- How you can support your child's learning at home

How will we keep in touch?

- Half Term Learning Summary
- Weekly Newsletter
- Information emails

How you can support your child's learning at home

- Signpost to websites and learning resources
- Individual suggestions in children's ILPs
- Half Term Summary – Sharing Books and Nursery Rhymes
- Weekly newsletter
- Weekly Maths Challenge

Don't Forget . . .

If you would like to arrange a meeting to talk about your child's learning and development in greater depth, or if you need any advice or support, please get in touch via phone call or email and we would be more than happy to arrange a meeting.

And finally . . . Keep a look out information about our new website!!