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| Busy Bees Preschool |
| Our curriculum – Learning together, learning from each other. |
| September 2021 |

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**Our vision and pedagogy**

We believe that the most important resource we can provide for children is warm sensitive adults, who know the children well and can provide the right mix of child led versus adult led play opportunities. We also believe that children learn so much from each other which is why our setting is structured as two mixed age rooms which work very closely together. The day is structured to allow time for children to work with others of similar age, as well as opportunities to be a role model to younger children or learn from older ones.

Our children come from a diverse range of cultural and socio-economic backgrounds; however, we make no assumptions about children’s life experiences and aim to expand all children’s cultural capital by offering as wider range of opportunities as we are able. This boosts vocabulary and enriches children’s lives.

We take a ‘stages not ages’ approach and therefore children’s opportunities are never unnecessarily limited by their chronological age or expected to do things they are not developmentally ready for yet. As far as possible activities are differentiated to suit the individual needs of children.

Our environment allows children to flow between indoors and outside for large parts of the day and both rooms work together to provide maximum choice and opportunity for children.

Parents are included in their child’s learning from their very first day. We use Tapestry online platform to share learning with parents and create an online dialogue around how learning can be supported and extended at home. Parents are equally able to share their own learning moments so we can reinforce and extend in preschool.

**Our key person system**

Our key person groups are arranged broadly by age. This allows each key person to be an advocate for their age group during planning discussions and is responsible for ensuring the individual needs of their key group are being met. It allows practitioners to tune in to a particular stage of development. As children grow they might move key groups within their room, a seamless transition as they will already know them well.

**SEND**

Children who are not meeting expected development or who just need a little extra help are supported by individual educational plans (IEPs). Each child will have their own unique plan using both supported participation and targeted interventions. These could be programmes such as ‘Attention Wiltshire’ or ‘I can Talk Boost’ or informed by targets set by the SENDCo or other professionals including Speech and Language therapists.

**Our routine**

Carpet time – a speaking and listening activity for those who are ready, typically from age 3. The scope is wide but should always include opportunities for children to contribute their thoughts and ideas and/or have to listen to others. Those youngest children, not ready to listen in a larger group, are taken out to enjoy a more appropriate activity with their key person.

Activity time – an opportunity to split into key person groups and engage in a planned activity. For older children this should be introducing or building upon new skills and for younger children should be an age-appropriate play experience where the key person can tune into language and play skills.

Song and story time – interactive and inclusive for all.

Snack time- A social time where children can choose to come for a drink and snack if they wish. We re-enforce healthy choices, good hygiene and independence.

Our Environment – Continuous provision, indoors and outside.

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| **Personal, Social and Emotional Development** | **Communication**  **and Language** | **Physical**  **Development** | **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts and Design** |
| Quiet spaces and neutral, calming décor to support self-regulation.  Mirrors, books and pictures to explore feelings.  Visual supports such as timelines and sand timers to support a predictable daily routine.  Turn taking and collaborative activities.  ‘Things to remember’ and a positive approach to behaviour.  Celebrating children’s achievements through displays, stickers and wow cards.  Opportunities to help set up and tidy away. | Communication spaces to promote cat between children.  Inviting book areas with a range of fiction and non-fiction books.  Instruments, nursery rhymes and props.  Multi-lingual books and signs.  Range of speaking and listening opportunities; letters and sounds, carpet time and story/song times.  Makaton and visual communication aids. | Gross motor; Bikes, balance bikes and scooters, climbing wall, slide and a range of balancing equipment. Large constructions, crates, tyres and planks.  Fine motor; Construction sets, mark making tools, scissors, peg boards, threading, tweezers, dough and small world.  Healthy snack-time; promoting healthy choices, helping to prepare snacks and pour drinks.  Accessible resources, pegs and sinks to promote independence. | Picture supported print, signs and labels.  Fiction and non-fiction books supported by props and puppets.  Mark making and writing opportunities including clipboards, pens and notebooks, chalk, foam paint etc.  Opportunities to use print in play across the setting, menus, lists, labels, maps etc. | Construction of different shapes and sizes.  Shapes to make patterns and pictures.  Numbers displayed in the environment.  Sand and water play supported by containers or different shapes and sizes.  Number songs and rhymes supported by props.  Objects to sorts, match, count and create patterns with.  Puzzles, matching games and dice games. | Small world representing a range of people and places.  Familiar roleplay  Positive images of different people in books and pictures.  Dressing up  Outdoor exploration; trees, bug house, magnifying glasses.  Cause and effect activities – guttering, sand mills, tubes and funnels. | Role play spaces with a variety of props and dressing up.  Music and instruments.  Self-selection craft resources for creating on both large and small scale.  Open ended resources to make representations. |

Personal social and emotional development

We are supporting children to build emotional resilience, self- control and positive co-operative relationships with both adults and children. We foster independence both with self-care, within the environment and social interactions.

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| For our youngest children | As children develop | Getting ready for school |
| **Support to play alongside and begin to show an interest in what others are doing.** We do this by having plenty of each type of resource and create play areas with enough space for several children so children will play next to each other but using their own resources. We build on this by introducing a shared object such as a tuff spot scene, garage, playmat or train track etc which encourages a shared focal point and encourages a greater interest in what others are doing. | **Work on building relationships between children and support emerging friendships**. We do this by modelling positive interactions and social communications. We provide spaces where children can be together such as sofas and benches, tents and playhouses. We build on this by introducing play experiences which require children to work together or take on different roles, for example building a long train track or tall tower or roleplay such as shops, cafes or doctors. | **Support children to work together in a co-operative way, taking account of each other’s ideas and feelings.** We do this through embracing children’s imaginative play and creative ideas, providing open ended materials and props for them to choose how to use. Where needed we model how to assign roles fairly and listen to each other’s point of view. |
| **Support to make choices and develop a sense of self with their own likes and dislikes.** We do this by offering appropriate choices throughout the day. This will start by closed choices such as “would you like milk or water?” or “would you like red or blue chalk?” Choices might be supported by pictures or makaton. We build on this by ensuring our resources and environment always offer choice while reflecting the interests of the children. Where children become possessive over favourite toys or resources, we explain the toys belong to Busy Bees, give clear direction as to what should happen and distract with alternatives. | **Work on sharing toys, resources and taking turns**. We do this by firstly making sure there are plenty of each type of resource, so children can choose an alternative item for themselves. We build on this by pointing out how things can be shared and modelling sharing solutions. Where children need to take turns we introduce 2 strategies; ‘my turn your turn’ and a sand timer.’ My turn your turn’ is taught one to one or with a very small group to start with. A sand timer is used for situations where a turn takes much longer and has no definite conclusion, for example riding a bike. The sand timer can be managed by an adult whilst children are learning how to use it. | **Teach children strategies to solve conflicts with their friends.** We do this by reinforcing the importance of listening to each other and using our words. We give children suggestions for ways they could compromise or resolve a situation but ensure the final resolution comes from the children. This is complimented by group discussions at other times where hypothetical situations can be explored with the aid of pictures or stories. |
| **Foster an awareness of feelings.** We do this by labelling emotions as children experience them and see them in others, including in books and stories. To begin with we focus on happy and sad. We build on this by adding simple explanations such as “Joe is sad because he fell over” or “You look so happy riding the bike”. | **Promote a greater awareness of their own feelings and those of others.** We begin to expand the different emotions children can label and talk about by introducing cross/angry and scared/frightened. We do this by looking at books and pictures and encouraging children to explore why someone might feel happy, sad, scared or cross. This is built upon by supporting children to try and explain their own feelings when a situation causes heightened emotions. | **Support children to talk about how they feel and express their feelings in appropriate ways.** We make sure children have the vocabulary they need to express themselves to both adults and each other. We reinforce the benefits of keeping calm and using words rather than actions to solve problems. We build on this by encouraging children to try and see things from different perspectives, for example “it was fun to roar and chase your friend, but did they feel the same?” |
| **Introduce children to simple boundaries “gentle hands” “walking feet” and “stop” to keep the children safe and encourage effortful control.** We do this by gently showing children the desired behaviour to aid their understanding of what is expected. For example, stroking their arm and letting them stroke ours so they can experience what gentle feels like or hold their hand and walk with them so they can feel the difference between walking and running. We build on this by providing situations where children must wait briefly such as to come down the slide or for an adult to open a door or gate. We use positive praise to show children when they are doing well. | **Help children to develop an understanding of the boundaries of our setting through our ‘Things to remember’(We listen, We look after our toys, We use our indoor voices, We are gentle and kind, and We walk inside).** We do this through small group discussion and having visual reminders displayed around the setting. Initially discussions focus on what each boundary means and what the desired behaviour looks like. We build upon this by discussing why each one is important and what might happen if we forget. Things to remember are reinforced by adults using praise and stickers throughout the day. | **Support children to make good choices and independently follow the boundaries of our setting.** We do this my making sure children not only understand what behaviour is expected but why it is important. We always give children an opportunity to change their choice of behaviour and use natural consequences where it is appropriate, so children are able to learn from each behavioural choice. This approach is complimented by emotional support and time to calm down when children are finding situations particularly challenging. Good choices are noticed and reinforced with sensitive praise. |

Communication and language

This area includes learning to listen and maintain attention, understanding of language, building a broad vocabulary and developing talk as a tool to work together and build social connections with others. Our staff are skilled communicators who listen carefully to children and value what they have to say.

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| Youngest children | As children develop | Getting ready for school |
| **Model language, building and extending on what they say.** We do this by recasting back what children have said and extending it by adding words e.g. “Car”, “yes, a blue car”. Initially this will be based around objects but is extended into actions, so children are exposed to different words and hear how words can be joined together to create longer phrases or sentences. All attempts at communication are valued. | **Continue to extend what children say introducing new words and broadening vocabulary**. We do this by exposing children to as many new objects, experiences, books, songs, and stories as we can. We ensure the children hear a broad spectrum of different types of words including descriptive languge and words to join phrases together such as ‘because’ and ‘but’ etc. Any grammatical errors are recast back correctly but not explicitly corrected. | **Promote a deep and diverse vocabulary.** We do this by continuing to broaden experiences using props, books, outings, visitors, and video clips to support and extend children’s fascinations. We ensure experiences, and therefore vocabulary, capture the range of cultures within the setting. Words which are tricky to pronounce can be clapped to help children get a feel for the syllables. New words in books and stories should be explained if their meaning is not immediately obvious. |
| **Promote early listening skills**. We do this by modelling listening behaviours such as stopping and looking when being spoken to and engaging children in simple songs and stories. We use children’s names and if necessary gentle touch their shoulder to help them shift attention. This is supported using a tambourine to get the whole group’s attention. We build on this by commenting on sounds that can be heard in the environment and copying different voice sounds together. We do not expect the youngest children to join in with structured listening times such as carpet time. | **Develop listening skills.** We do this through a range of listening games, matching sounds, remembering sounds, talking about sounds and simple repetitive stories which the children can join in with. We teach and remind children about good listening behaviours such being quiet when someone else is talking, looking at who is speaking and keeping still (hands in laps if necessary) so as not to distract others. Adult led listening activities should be kept short and interactive, so children are successful and able to keep focussed. | **Increase the length of listening activities.** We do this by introducing longer stories; first in very small groups and then is larger group story times. We build on this by slowly increasing the length of adult led activities with the aim of activities reaching a conclusion or natural end determined by the adult. Games involving sounds turn increasingly phonic based in the summer term before leaving. |
| **Comment on what the children are doing as they play in order to make connections and promote understanding of language.** Initially this might be focussed upon naming objects but will then extend to actions, simple concepts (e.g. big and little) and prepositions (in, on and under). We build upon this by playing games, such as large doll and teddy play or posting pictures, where children have to follow 2 key word instructions (please give teddy a drink, make teddy jump etc) or identify the picture being described. At this stage questions would be based upon who, what and where. | **Support an understanding of language extending beyond the here and now**. We do this by introducing how and why questions alongside consolidating who, what and where. Further concepts (full, empty, heavy etc), functions (what do we use to…), and other prepositions (behind, in front, next to) are also introduced. This is done through play with, “I wonder…..” questions as well as more targeted games where children are challenged to follow instructions or find the correct object or picture. | **Practice using how and why questions and use their understanding to offer explanations.** We do this by introducing big questions where the thinking process is more important than the answer, for example, ‘Where does the sun go at night?’ or ‘Why does it rain?’. This is complimented by sensitive questioning during play such as “why do you think …the tower fell downetc”. Children’s curiosity is embraced, and age-appropriate explanations are offered for all questions they ask. Children are given the opportunity to use their language skills to ask questions to visitors. |
| **Keep instructions and questions short, simple and based upon the here and now**. We do this by focussing on one thing at a time and giving children plenty of time to respond. Instructions can be accompanied by pictures, Makaton or other gesture in order to reinforce understanding. We use ‘first….and then…..’ to help children sequence routines. | **Develop the instructions children follow.** We do this by beginning to use longer instructions. At this stage instructions can contain 3 information carrying words (3 key words). We begin to use instructions with 2 parts although on hand to repeat the second part as needed. We continue to use first and then to reinforce understanding of what is happening next. | **Provide more complex instructions.** We do this by using instructions involving up to four information carrying words (4 key words). We ensure plenty of opportunities to follow instructions with more than one part, e.g.” hang your coat and come and sit on the carpet”. In other situations instructions maybe shorter and children have to remember the smaller parts which make up the single instruction e.g. ‘it’s lunchtime’ means wash hands, collect lunchbox and find a seat at the table. |
| **Initiate back and forth interactions, pretend play and model social phrases**. We do this through familiar role play experiences such as making each other cups of tea and telephone play. We build on this by slowly building up a sequence of actions such as feeding baby and putting her to bed or getting in a car and driving to the shops. All the while modelling the social language associated with each action, (saying goodbye as you drive off, saying goodnight to the baby etc). | **Support talk to become a powerful means of communication**. We do this by demonstrating how talk can help to get needs met and enhance play. Play opportunities such as shops or cafes require children to use talk to make the game successful. Where children have the language ability, they should be expected to use their words as appropriate so they can see the benefits of doing so. We build on this with a range of adult led speaking and listening activities as well as creating spaces for children to sit and chat together. These spaces give the children the illusion that adults cannot hear them thus giving them a safe space to experiment with talking and conversation skills. | **Develop language as a tool to work with others and enjoy social interaction.** We do this by encouraging children to use talk widely in their play to create roles and storylines. Initially an adult can take a role alongside the children stepping back once the play becomes established.  This is complimented by plenty of opportunities for small group discussions to support children’s conversation skills, listening to one another and taking account of what others have said. To support language as a social tool, children are encouraged to use social phrases such as please, thank you and excuse me and reminded to speak in a kind tone. |
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Physical development

This area includes both gross and fine motor movement. This covers how children move and control their bodies as well as how they handle and manipulate resources or tools. We promote good health at all times, including oral health.

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| Youngest children | As children develop | Getting ready for school |
| **Support children to gain strength and control throughout their bodies.** We do this by providing safe spaces to move freely where children can experiment with different ways of moving. We ensure children have opportunities to negotiate steps, ramps and a range of ground surfaces. We provide low balance bikes and soft play to support emerging core strength. Large balls support emerging co-ordination. | **Support core strength and balance.** We do this by providing a range of climbing and balancing opportunities such as steppingstones, tyres and planks as well as climbing frames. We also introduce posing our bodies such as balancing on one leg through yoga or musical statues etc. Furth ball games and a range of different sized bikes, both balance and with pedals, further supports children to develop strength and control throughout their bodies. | **Further develop core strength and balance to support good posture when sitting.** We do this by making use of more challenging climbing and balancing equipment, for example on the school field. We begin to encourage children to sit cross legged at carpet, song and story times, supporting their own weight and not leaning on others or furniture etc. |
| **Support children to begin negotiating spaces.** We do this by providing spaces for children to fit themselves into, for example boxes, tents tunnels or dens, by themselves and with others. We introduce simple boundaries for children to work within, for example having to keep a bike or ball game within a certain area. Initially this may have to be reinforced with a physical barrier but can then be replaced by a chalk line as children develop their skills to stop and change direction while playing. | **For children to be able to change direction and negotiate obstacles as they play.** We do this by ensuring children have opportunities to create their own running and chasing games outdoors. We ensure they have the space and freedom to move at different speeds and in different directions. We provide climbing and balancing resources of different sizes and children are encouraged to negotiate them in their own way rather than following prescribed methods. | **Further develop the ability to negotiate spaces while working and playing.** We do this by creating further opportunities for children to practise these skills with increasing challenge. We create tracks, lines and paths to follow both on foot and on bikes. To increase challenge further obstacles such as cones, planks or tyres can be placed for children to move around. Children are shown how to work together to carry larger or heavier resources safely and successfully. Initially an adult will be an active participate, stepping back as children are able to work together for themselves. |
| **To begin manipulating objects using fine motor control.** We do this by offering small world and construction resources for children to handle, build and balance. This is supported by a range of opportunities to develop strength and control in their arms and hands such as digging, pouring, waving ribbons and using playdough. | **To use fine motor skills in a purposeful and successful way.** We support this by providing a wide range of opportunities to practise fine motor manipulation and promote finger strength. Activities such as peg boards or threading and clay or plastercine are key to supporting this. It is also at this point that we introduce scissors. Initially this will be plastic scissors with soft materials such as dough but then moving to metal scissors and paper once children get a feel for the movements needed. | **To use fine motor skills and tools in a useful, skilful and safe way.** We do this by introducing construction sets with smaller pieces such as traditional lego and plastic mechano. We also allow children to experiment with real nuts and bolts or hammers and nails with direct supervision. We also provide opportunities to practise different fastenings such as buttons and zips. This is done by promoting independence with coats and shoes. |
| **To make marks using gross motor movements.** We do this using sensory experiences such as foam, paint, flour or mud. Children will naturally move their hands through the tray and create marks as they go. This is complimented by chunky chalks, brushes, rollers, crayons and markers which can be used on large boards or paper to create marks easily. Adults will model different movements such as ‘up and down’ or ‘round and round’ which children naturally copy. | **To make marks using fine motor movements.**  We do this by introducing a wider range of finer tools to explore. This includes white boards, felt tips, pencils, pens, chalks and brushes which can be used on clipboards, tabletops floors and easels. Adults continue to model the different types of lines that can be made including zig zags, spirals, circles and lines (both vertical and horizontal). Adults should move from left to right and anti-clockwise as they model these movements. Adults should model a mature pencil grip and support children to hold tools in a way which gives them good control. | **To create marks using strength and control.** At this stage we move on to movements which involve retracing vertical lines and anti-clockwise circles. We do not teach formal letter formation because most school have their own style of script they prefer to teach. However, where children are keen, we support them to copy a range of different shapes, numbers and letters in their own way. |
| **To introduce good hygiene habits.** This begins with hand washing and is built into the daily routine. We have visual reminders of the sequence of actions needed and an adult is on-hand to help using hands over hands support where necessary. Within large doll and teddy play children can brush teeth, wash faces, brush hair and put to sleep. Children should be encouraged to develop independence with personal care as soon as they are able. Toilet training is done in collaboration with parents. | **To develop an awareness of looking after ourselves.** We do this by reinforcing why we do things as we support children to gain independence with hygiene, personal care, eating and drinking throughout the day. This is complimented by occasional adult led discussions at other times when a topic is appropriate. This might be keeping safe in the sun or looking after our teeth or keeping safe when out and about. Roleplay opportunities such as doctors, dentist, shops etc help to support children’s emerging ideas in this area. | **To have an understanding about healthy practices.** This is always done in a sensitive way and no food is ever labelled as ‘bad’. Children are supported to identify ‘healthy choices’ and foods that we shouldn’t eat too much of. We also talk about how we can grow big and strong – eating good food, sleeping and washing our hands so we don’t get poorly. Oral health is discussed more explicitly at this stage through a range of pictures and stories. |
| **Begin to develop and remember sequences of movements.** We do this through action songs and rhymes. These are introduced slowly and repeated many times. | **Participate in range of action songs and dance routines.** As children develop they can us their whole body to join in with action songs and begin to copy simple dances to favourite songs. | **Participate in games which involve remembering rules and sequences of actions.** Traditional playground games such as ‘what’s the time Mr wolf’ or ‘duck duck goose’ give children an opportunity to follow rules and remember which actions occur at which point in the game. This can be extended by children making up their own actions to songs, dance routines or games which they can teach their friends and revisit again. |

Literacy

This area prepares children for early reading and writing skills. We use the ‘Letters and sounds’ guidance to promote the necessary phonological awareness, speaking and listening skills. Literacy builds upon strong communication skills and a broad vocabulary.

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| Youngest children | As children develop | Getting ready for school |
| **Support children to enjoy engaging with books.** We do this by creating inviting book corners and fun spaces to look at books. We ensure there are books which match the emerging interests of young children and that are interactive e.g. flaps or tactile pictures. We ensure that sharing a book with an adult is a pleasurable experience where they can sit close to you and have your undivided attention. We ensure that the pages are easy to turn and that books are stored in an accessible way. | **Support children to talk about stories.** We do this by having core books which are always available that children can become very familiar with. These are supported by props and puppets so children can become deeply involved with, and gain a deeper understanding of, the story. Children are able to hear a story being read every day at story times as well as one to one or smaller groups during child led free-flow play. | **To talk about stories in more detail and use new words they have learnt.** We do this by having a range of story building resources such as pictures, props and puppets. We introduce children to the way stories are structured with a beginning, middle and end as well as vocabulary around books and stories such as character, author, illustration, once upon a time etc. We extend this by writing down the stories children create and even making our own books to share with others. |
| **To begin noticing print and logos.** We do this by displaying signs and labels at child height, both around the room and on resource boxes. These are accompanied by pictures or symbols to convey meaning. We have pictures of various everyday logos for children to explore and talk about. | **Introduce five key concepts of print; that it has meaning, can have different purposes, is read from left to right, that pages are read in sequence and that books have different parts.** We do this by adults role modelling reading behaviours throughout play and routines. This includes pointing to the text when reading, supporting children to turn pages correctly and using vocabulary to describe the different parts of a book e.g. cover, page, picture etc. We point out features in the illustrations which re-enforce the text meaning. | **Further develop children’s understanding of the five key concepts of print.** We do this by ensuring print is used in a variety of ways to support play and learning. This could be menus, maps, posters, signs, labels, captions etc. We also introduce the idea that print can answer questions, for example looking something up on the internet or in a nonfiction book. We encourage children to use the pictures to retell the story to an adult or other children. Children have many opportunities to see their name in print. |
| **To begin giving meaning to marks.** We do this by providing plenty of mark making opportunities to engage in alongside their peers. This is supported by adults talking with children about the marks they make. This is done sensitively so children do not feel an expectation that all marks must be something. Offering comments such as “I like that big blue bit you have done” or using “tell me about this bit” is used rather than directly questioning children for meaning in their early mark making. | **Use mark making to ‘write’.** We do this by modelling writing behaviours and giving meaning to what we write when interacting with children. We give children the opportunity to name their own work and provide plenty of opportunities to mark make with meaning during play, for example writing a shopping list or taking café orders in role play. Adults continue to talk about children’s writing sensitively and use open questions so children can build their confidence without pressure or expectation. | **Use recognisable letters with meaning during mark making.** As children become secure in their understanding of how writing can be used and when they show a curiosity about letters, we support children to begin using recognisable letters in their mark making. This is done by providing examples to copy and sounding out each letter. For most children this will start with their own name before moving on to other familiar words such as ‘mummy’. This can be extended beyond single words to short captions if children are very keen. |
| **Enjoy copying sounds and listening to sounds.** We play listening games with children which begin as simple as asking identifying a fire engine going past or an aeroplane in the sky. We develop this further by listening to recorded sounds such as animals, vehicles or household noises or identifying different instruments being played. Along side this we encourage children to experiment with their voices to copy different voice sounds or have a go at re-creating animal or environmental sounds with their voices. | **Begin to develop phonological awareness through rhyming, counting syllables and hearing initial sounds.** We do this through a range of letters and sounds activities delivered daily for children who are ready to participate. The skills introduced in these activities are re-enforced throughout routines, play and learning for example clapping the syllables of names when calling children for lunch or commenting on rhymes or sounds. Good listening skills and identifying different sounds continue alongside. | **Introduce blending and segmenting.** We do this by initially just letting children hear adults blend and segment with no expectations. As children begin to respond we play lots of different games where children have to try and work out the word which has been segmented. This is extended by children then having an opportunity to be the leader and segment a word for their peers to blend. Resources are always accessible so children can practise their skills during child led times if they wish to. |
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Mathematics

This area supports children’s understanding of number and counting as well as awareness of patterns, problem solving, shape and size. It is crucial that at every stage children are taught that it’s ok to have a go, make mistakes and try again.

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| Youngest children | As children develop | Getting ready for school |
| **Begin to count and use counting behaviours. Begin to link quantity to numbers.** We do this by modelling these behaviours to children during play and routines. This could be counting anything and everything in a playful way with no expectation for the child to join in. Along side this we introduce simple number songs or rhymes accompanied by actions, props or pictures. This makes numbers fun and the rhythm of songs and rhymes helps children to recite numbers in the correct order. | **Recite numbers in order and count saying one number for each object. Develop their understanding of number including subitising and cardinal principal.** We do this by providing a wide range of resources to count and sort, for example pegs, pom poms, bricks, cars, sticks or pebbles etc. Encouraging children to move each object, for example placing it into a container or on to a tower will help to them to slow down and say one number name for each object. We re-enforce the cardinal principle by always saying the final number twice e.g. ”1,2,3…3 cars”. This is reinforced by continued modelling of accurate counting by adults during play and routines. We notice when children are beginning to notice groups of 2 or 3 objects without counting and build on these early subitising skills by using dice and other arrangements of objects or visual displays of 1, 2 and 3 objects. | **Extend and consolidate counting skills up to 10. Link numerals to amounts and developing a n understanding of how number works.** We do this by fun games such as scavenger hunts e.g. Can you find me 5 leaves? Or 6 red bricks? Etc. During number songs and rhymes we encourage children to count how any little ducks or fat sausages are left. We extend this by using number cards to match their items to. As children become confident counters we engage them in daily routine counting tasks such as how many lunch boxes today? Or how many children are here today? This can be extended by asking children to discriminate in their counting for example how any boys are here today?  We provide opportunities for children to experiment with conservation of number by playing with up to 5 of one thing so can see how 5 can be grouped and arranged in many different ways to make 5. |
| **Compare amounts** We support in this as children begin to learn how to share resources with each other. This is done with countable objects such as bricks, cars, balls as well as sand, dough etc. We are encouraging language such as ‘more’and ‘lots’. | **Compare quantities.** We do this through sensitive commenting and open questions as children explore resources. We ensure children are able to explore lots of countable resources such as buttons, counters, pom poms, bricks etc. Containers are provided to create groups of objects to compare. | **Use their knowledge to solve problems.** We support this through real life situations to provide a greater level of meaning and understanding. This might be working out how many chairs to put at the table or how any wheels to find to make car. Adults will occasionally make deliberate mistakes to see how children respond and make corrections or come up with solutions together. |
| **Begin to notice patterns and connections – same and different.** To begin with this will be as simple as noticing when 2 things are the same. We ensure children have opportunities to find matching items within our environment such as 2 identical cars or small world figures. | **Notice patterns such as stripes etc.** We do this by ensuring patterns are in our environment to be commented on by adults and children. This could be a stripy tablecloth, spotty cushion, rainbows, chevrons, zig zags etc. This complimented by open ended loose parts, beads, pegs or shapes to play with and create pictures and arrangements. | **Create and follow ABAB patterns.** We do this by starting off with picture cards to copy. Once children are able to copy the picture, we ask them to extend the pattern. What would come next? As children become confident with ABAB patterns using a picture to copy we suggest they create their own from selected resources. This could be using different coloured objects or different items. For example, red, blue, red blue or stick pebble stick pebble. This can be extended beyond ABAB to ABBABB or AABBAABB or ABCABC if children are particularly confident. |
| **Develop a sense of spatial awareness.** We do this by providing a wide range of opportunities for children to move themselves and different objects around in the 3D world. This includes spaces to fit themselves into and objects to fit inside each other. Construction or blocks of different shapes also support this learning. | **Understand and use some spatial, directional and positional language.** We build on children’s earlier awareness of shape and space by introducing language to describe objects and spaces in relation to other objects and spaces. Language is modelled sensitively through commentating during play and learning. This is complimented by games where children must follow instructions and directions. | **Able to talk about 2d and 3d shapes using informal maths language.** We do this by ensuring the environment contains a wide range of objects representing both 2d and 3d shapes. We focus on children exploring shape through play and the language they use to describe shapes. This is complimented by adults modelling mathematical language to describe shapes and their features. |
| **Compare size or weight.** We do this by providing resources in a range of different sizes and through sand and water play. Language such as big and little, heavy and light is modelled sensitively by commentating during play. | **Compare, length, height or capacity.** We develop children’s ability to compare by introducing vocabulary such as long, tall, short, wide, full and empty. We ensure children have hands on experience of these concepts through large construction, sand and water play. | **Further compare size, weight, height and capacity using associated informal maths language.** We continue to develop children’s understanding by introducing the idea of measuring. This might be how any scoops of sand fill the bucket or how far along a tape measure an item goes. We also introduce balancing scales for children to explore. |
| **Represent numbers using fingers.** We do this by counting to a chosen small number before singing each song at song time. The counting is illustrated by fingers and children naturally begin to copy. With our youngest children the focus is on representing 1-3. | **Introduce other ways of representing numbers.** We do this by modelling the recording of numbers during everyday play and routines. This could be writing the number of children on the board or tally charts to keep track of scores on a game. | **Experient with other ways of representing numbers.** Once children understand that numbers can be recorded we suggest they record numbers in their own ways. This could be dots or lines or even recognisable numerals. We ensure clipboards, pens and paper are always available to support any mathematical thinking and learning. |
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Understanding the world

This area develops and awareness of different places and people. It encourages children to be curious and think about why things happen and how things work.

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| Youngest children | As children develop | Getting ready for school |
| **Develop an awareness of self, their own family and the family of others.** We do this by ensuring we have a good understanding of the child’s family as part of the settling in process. We display photographs of children’s families for children to look at and talk about with others. | **Encourage an emerging sense of identity and how they fit into their family and community.** We continue to support children to talk about their families and other significant people of communities in their lives. We think about the jobs that people do and how people can help us. We read stories about different families and ways of life to encourage children to think about whether their life experience is the same or different. | **Develop a positive appreciation of other people, their lives and families.** We do this through books, pictures, stories and discussions. Children’s questions are answered sensitively and any stereotypes are gently challenged. We take the children out and about in the community and this provides further talking points about people. Children are encouraged to share their own family traditions with their peers and as a setting we observe all celebrations that are important to our families. |
| **Notice different natural phenomena.** We do this by spending time outdoors in all weathers. We allow children to experience rain, wind, snow or feel the warn sunshine. We point out the wet ground or frost on surfaces. | **Show an interest in the natural world.** We do this by ensuring our outdoor spaces provide opportunities to engage with trees, plants and wildlife. We have birds nesting in the trees and well established bug houses for children to find mini-beasts. We support this through books, pictures and internet fact finding to answer children’s questions. | **Begin to understand some features of growth and life cycles.** We do this by planting seeds and watch them grow. We also provide opportunities for children to see the lifecycle of butterflies or frogs and experience each stage of the process. We use books, pictures and internet to answer children’s questions. As the seasons change, we talk about how our outdoor environment changes too. |
| **Explore different materials and how they behave.** We do this through open ended play with sand, water, dough, wood and fabrics. We allow children to combine materials together and explore in a sensory way. | **Show a curiosity about how things work.** We provide children with resources and real objects to explore and experiment with. Items such as sand mills, funnel and tubes, wheels and cogs allow children to explore cause and effect actions. | **Talk about changes and forces.** We provide opportunities to explore freezing and melting, floating and sinking, pushing, pulling and falling. We allow children to combine materials together to see what happens, for example mixing sand and water. |
| **Introduce different environments and places.** We do this through different small world environments and sets, for example farms, tracks or houses. Themed playmats or other environments help children to make connections between objects, people and places. | **Talk about different places they have been.** We encourage children to talk about places they have been and share pictures, photographs and mementos. Parents are encouraged to support this by sharing information to support these conversations. We display pictures of local places of interest where many children have visited and to prompt conversations. | **Know there are different countries in the world.** We do this through books, pictures and stories as well as supporting children to share their own experiences with others. We have world maps for children to explore and ask questions. We make use of the internet to show pictures and video clips of different places around the world. |

Expressive arts and design

This area supports children to explore different forms of expression such as music, dance and art. It supports imaginative thinking and self-expression.

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| Youngest children | As children develop | Getting ready for school |
| **Begin to join in with simple action songs and enjoy making different sounds with their voice.** We do this through daily song times led by adults as well as song prompts such as pictures or props which are available throughout the session. | **Support children to build a repertoire of songs, remembering the words, actions and rhythm.**  We do this by introducing new songs throughout the year, particularly at seasonal times. We use actions, clapping and shakers to help children internalise the words and rhythm. | **Be more aware of the pitch and melody of the song, singing a recognisable tune.** We provide spaces outside for children to practise their singing and experiment with volume and expression. We embrace the children’s choice of popular songs that they enjoy outside of preschool and provide sing-a-long opportunities. |
| **Explore musical instruments** Musical sound makers are always available for children to select and explore. We demonstrate how they can be used but then step back and allow children to explore for themselves. | **Experiment with the different sounds musical instruments can make.** We do this by incorporating instruments into song times as well as through free exploration. We encourage and introduce loud, quiet, fast and slow as starting points. | **Play musical instruments with increasing rhythm and control.** As children become confident at either singing, playing or both they have the opportunity to play for others, putting on little shows for the adults and their friends. Adults often join in alongside children to model how instruments can be played with rhythm and control. |
| **Begin to use one thing to represent another.** This is supported through a wide range of open ended play experiences from dough to blocks to shapes to loose parts or cardboard box play etc. | **Use drawing or shapes to represent objects.** As children achieve control in their mark making they are supported to draw simple shapes to make representations. Adults will sensitively model how to do this by drawing alongside children and suggesting shapes they could try to represent their desired outcome. | **Draw increasingly detailed drawings.** We support this by sensitively suggesting additional details they might want to add. For example, adding ears to a face or windows on a house. We use pictures and books to help children look at the details of what they want to draw, letting them decide which features are important to include. |
| **Respond to music being played.** We play music at different times of the day and for different purposes. This includes calming music, music to accompany a story and energetic action songs.We observe how children respond to the music being played, noticing which they enjoy and respond to. | **Use dancing, drawing or painting in response to music.** We ensure that children hear a wide range of different types and genres of music and provide opportunities to express themselves while it is playing. This might be space to move around and dance or it might be large pieces of paper and crayons or paint to respond with. As adults we always let children respond in their own way before suggesting how it makes us want to move. | **Talk about a piece of music.** We allow time for children to reflect on music they have heard. Did they like it? Not like it? Happy music? Sad music? Scary music? Funny music? We extend their vocabulary, naming instruments and offering other musical words where appropriate. |
| **Explore creative media in a sensory way.** We do this by providing hands on open ended exploration of a range of creative media such as paint, glue, glitter, collage materials and much more. There is very any expectation of an end product and children are encouraged to touch, feel and manipulate materials in their own way. | **Explore colour and colour mixing**. We do this with paint, tissue paper, food colouring etc. We encourage children to talk about colours and introduce vocabulary which supports them to do this. For example, lighter, darker, brighter etc as well as the names of each colour. Adults support the exploration with careful “I wonder what will happen if….” Questions and suggestions . | **Use colour purposely and creatively.** We ensure children are not limited in the colours they can choose from if this is practically possible. Where colours are not available we support children to discover how they could create the desired colour. We use pictures and real objects as painting or drawing prompts and starting points. We talk about the colours and shapes we could use. |
| **Engage in simple pretend play.** We do this by providing familiar resources for children to act out simple sequences of action they see in everyday life, such as making tea, cooking or washing a doll. Whilst adults offer suggestions they play is led by the child and their ideas. | **Develop pretend play skills.** We further develop this by expanding the pretend play opportunities both with small world and role-play. We reflect children’s lives and interests in the resources available. We ensure they is enough for several children to join in so they can learn new sequences of actions and new play ideas from each other. | **Engage in imaginative play which has a storyline.** We do this by tuning into children’s play and offering sensitive suggestions or prompts to expand their thinking. We enable their ideas and do have unnecessary barriers. If invited to actively participate the adults takes on a role assigned by the children and models collaboration and co-operation as well as imaginative thinking. |

Learning characteristics

We pay careful attention to the different ways children like to learn and use this information to plan activities and an environment which will engage them in learning.

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| Playing and exploring | Active learning | Creating and thinking critically |
| We ensure children have periods of the session where they are free to explore and play uninterrupted. We aim to provide a wide range of new experiences for children and plenty of opportunities for open ended play. Free flow between the indoor and outdoor environments is available for large periods of the day and children are encouraged to ‘have a go’ and try something new. It is reinforced that it ok to make mistakes and things don’t always work out as we planned. | We ensure that resources and activities provided are interesting to the children and support children to choose what they would like to do. We allow children to leave out activities, where appropriate so they return to them later.  We provide an environment which supports children’s concentration; colourful but not over stimulating with a good but not over whelming choice of resources. We encourage a calm atmosphere with quiet voices and walking inside.  We encourage children to set their own challenges and to enjoy achieving what they set out to do. When giving praise to children we are very careful to praise the process and the concentration they showed rather than just end results. | We aim for children to see themselves as learners and model the language of learning as we support them in their play. We give children time to think and work problems out for themselves and value their ideas whatever they maybe.  We support children to plan and think ahead of what they might need to do next. We also support children to reflect on what they have done and talk through their ideas. We pose questions and set challenges to extend children’s thinking and to encourage them to make predictions. |

Assessment

A cycle of observation, assessment and planning is used to find out what children can already do, what the next step in their learning might be and how we can help them to achieve it. Practitioners knowledge of the child will be the main source of information to guide this process rather than documented evidence.

* Children are continually observed by adults around them as they engage in both child led and adult led activities. These observations are not expected to be formally recorded but should add to the key person’s wider understanding of the child’s development.
* Practitioners will use ‘Development Matters’ guidance to support their understanding and knowledge of each child’s development.
* Practitioners will use this knowledge to set next steps which are worked on and reviewed on an on-going basis. These are recorded in each child’s individual Learning Record folder.
* Every week practitioners will use Tapestry to capture a snapshot of learning. This will be used to aid practitioners’ reflections but more importantly to celebrate and share with parents. Each observation should be relevant to the child’s individual development or next steps. It should regularly include how parents can continue supporting the learning at home.
* Three times a year, (November, February and June) practitioners will use Development Matters and their own knowledge of child development to reflect upon each child’s development to check they are progressing in-line with what would be expected for their chronological age. This judgement should be based upon practitioners’ knowledge of child development and guided by Development Matters guidance. A child whose learning is below their chronological age bracket or who is not meeting the observation check points relevant for their age should be discussed with the SENDCo and parents. Further, more detailed observations, will then be carried out to determine to most appropriate support.