



**Established 2009 we decided that our ultimate objectives are:**

We believe that every child is unique, and our aim is to provide a fun, stimulating learning experience which is catered to each child's individual need.

Children learn through play and through experiences which are meaningful to them. If they're happy and secure, then they will learn and progress. We aim to plan and provide activities and play opportunities to develop your child's emotional, physical, social and intellectual capabilities to their full potential. At the end of their time with us they will be capable, resilient and self-assured individuals ready to move on into Reception.

# Our Curriculum

Our experienced and committed staff team have together created a broad, stimulating and interesting curriculum based on what we want the children in our care to learn and experience during their time here at Pre School.

Our Pedagogy has considered a wide range of approaches.

- We have a strong focus on the children being able to use a range of natural, open ended, 'real' resources and loose parts to support their play and learning and to foster imagination
- We encourage child led play, independence and offer opportunities for the children to make choices, errors, and decisions.
- We instil a sense of belonging.

**To reach your full potential by the end of your two-year-old provision we aspire for you to:**

**Have a love of reading to enable you to become your own story tellers and authors**

*To develop this, children will:*

- Enjoy spending time with adults they have formed attachments with on 1:1 or in a small group to share their favourite stories.
- Be able to select their favourite stories and be able to use and remember some key vocabulary and repeated refrains of these stories when 'reading'.
- Handle books with care, be able to turn the pages and return it to its place when finished.
- Tell my own stories and act out first hand experiences in my imaginative play, using the available props to support this.
- Make their own illustrations using a range of mark making materials and talk about what they have drawn. Children will show a preference of a more dominant hand and will hold a pencil between thumb and fingers to make lines, circles and crosses.
- Be able to point at or identify action words in illustrations such as who is sleeping?
- Repeat and use new language that they have learnt in meaningful context.
- Identify everyday sounds without prompts and name them, this might be hearing and identifying birds or cars outside in the outdoor area, or hearing the doorbell or kettle boil inside.

## **Be confident, and curious learners with skills to empower you to be able to navigate and explore the world independently.**

*To empower children to do this they will:*

- Have formed secure attachments with staff and other children to enable them to come into Pre School happily, separating from their parent or carer with support from their key worker or another special adult.
- Be able to explore the Preschool environment, select where and what they want to play with.
- Respond to their name and be able to communicate purposefully to be able to express their needs and preferences.
- Follow routines with independence, washing hands, choosing what snack to have morning and afternoon, and pouring drinks and have an awareness of when they need the toilet or potty.
- Take part in small group games and activities, listening when things interest them and waiting your turn with support and encouragement.
- Use real equipment with a purpose in mind when supervised or supported by an adult. Grating and peeling or chopping when cooking. Using scissors to snip with.
- Use fine motor skills to grasp, they will be able to scrunch and tear paper and use tweezers to pick up small objects.

## **Notice the world around you and see yourself as part of the local community, giving you a sense of belonging and community spirit**

*Children will experience this by:*

- Having the confidence to leave the Preschool environment to explore the local environment and community.
- Demonstrating independence in routines for going outside, putting on coats and shoes and asking for help if needed.
- Noticing and being able to talk about changes in the weather, seasons, and plants through first hand experiences.
- Be able to discuss their own special qualities and what makes them unique.
- Learning new vocabulary based on their first-hand experiences, being able to identify some features of the environment by name, e.g. Bluebells, daffodils, oak tree and daisy.
- Can identify and respond to familiar sounds such as hearing a car and stopping at the path or looking for birds singing in the tree.
- Enjoying visits to National Trust sites, holding hands, and walking with a partner or member of staff and having some awareness of our rules and road safety to stay safe.
- Helping with counting routines to count how many children are in the setting that day, when going outside and when coming back indoors.
- Taking part in community events and outings like the Church or Wallington Hall. And being able to talk about events and celebrations that are special to them and their family.

## **Be inspired by what you see, hear, feel, and experience and will respond creatively and imaginatively.**

*To enable this children will:*

- Be able to independently select the resources they want to explore creatively with a purpose in mind.
- Make obstacle courses and dens with support and be able to negotiate obstacles by moving in a range of ways such as crawling, climbing and jumping and adjusting their speed.
- Join in with words and actions to their favourite songs and be able to clap or tap in time to the beat or rhythm.
- Enjoy a range of sensory and creative experiences, describing the textures, colours and patterns and being able to make a range of marks such as circles, lines and crosses.
- Use open ended materials with a purpose to construct, manipulate and transform during self-directed play.
- Listen to different types of music and move responsively. Fast, slow, calm, energetic.
- Create and explore sounds by experimenting with instruments and objects in different ways such as stroking, tapping and banging.
- Learn the names of common musical instruments and be able to explore the sounds they make.

## **Have developed the skills needed to uncover your inner mathematician.**

*To embed these skills, we aspire for children to:*

- Sing songs and number rhymes like '5 little ducks' or 'one, two, three, four, five once I caught a fish alive' using the different song spoons for support.
- Explore loose parts, arranging, sorting, counting and categorising things based on shapes, colours and size.
- Use and learn new language to describe differences and changes in amounts - adding more bricks to a tower and saying 'bigger, taller or more.'
- Use number names in play and begin to touch count objects using 1:1 correspondence and begin to verbally count to ten, in order.
- Talk about and describe patterns in the world around them, stripes on socks, spots on a ladybird.
- Be able to manipulate and match the pieces into a 6-piece peg jigsaw.
- Begin to use and understand the concept of time - Tell us who came first and second when racing the cars.

**To reach your full potential and be school ready by the time you leave Preschool, we aspire for you to:**

**Have a love of reading and become enthusiastic and confident story tellers and authors:**

*To develop this children will:*

- Be able to focus and follow a story without props and will be able to recall key events and sequences in order.
- Have learnt a good repertoire of songs and rhymes that they know the words and actions to and will experiment making sounds with different instruments and making up their own words to songs.
- Play imaginatively, acting out stories, taking on different roles and using different themes in their play.
- Understand the concepts of print, that it has meaning, different purposes, we read from left to right, the names of the different parts of the book and page sequencing.
- Be able to draw clear and recognisable pictures with increasing detail such as facial features on people, leaves and branches on trees.
- Be able to hold a pencil with a tripod grasp and use it with good control. They may use mark making in their play - e.g., writing shopping lists or taking orders and they will be able to copy some of the letters from their name.
- Be able to recognise their name and see letters from their name in other words and in their environment.
- Have a good awareness of rhyme, identify when two words rhyme and notice the odd one out. E.g., hat, mat, fish.
- Be able to confidently clap out the syllables in three syllable words.
- Match two objects which start with the same initial sound.



## **Be confident and curious learners with skills to empower you to be able to navigate and explore the world independently.**

*To empower children to do this they will:*

- Have developed their own friendships and will be able to use negotiation skills and their awareness of feelings to co-operate and begin to solve conflicts as well as talking about how they and others might be feeling.
- Be able to tell us some special things about them and notice differences and similarities between themselves and others.
- Be able to listen when in a small group - even if it is not to their interest.
- Be confident in their own abilities and will ask for help or guidance when needed.
- Have formed secure relationships with their key worker or other staff for them to be able to safely to explore their emotions, knowing where they can go for some calm down time or using visual prompts or other resources to explore their feelings.
- Be confident to use equipment and tools safely and purposefully for example using a knife to chop up their snack and scissors to cut paper.
- Be able to follow simple pictorial instructions or recipes with minimal support.
- Be able to pull themselves up on equipment.
- Lift and manipulate large objects in the outdoor area to create dens and obstacle courses.
- Build obstacle courses and dens to support role play and be able to confidently negotiate obstacles and begin to make their own risk assessment independently and explain why something is a hazard, e.g., the thistle is spikey.

**Notice the world around you and see yourself as part of the local community, giving you a sense of belonging and community spirit.**

*Children will experience this by:*

- Being able to follow routines and expectations set on visits and explain some road safety measures.
- Being able to walk in a line, holding hands with a partner.
- Being able to recall and describe special events, times, or occasions that they have experienced with their family or as part of the local community and recognise that people have different beliefs and celebrate special times in different ways.
- Being able to notice changes they have seen first-hand and explain what they have observed, such as the changes in the seasons, the seeds they have planted or how ice is formed.
- Showing an interest in different occupations and exploring these through their play and questioning.
- Noticing unique qualities, similarities and the differences between themselves and others and being able to explore and discuss this with support from stories, conversations, and role play.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Showing resilience and perseverance when facing a challenge.

## **Have developed the skills needed to uncover your inner mathematician**

*To embed these skills children will be able to:*

- Be able to compare 2 or more objects and use appropriate language to describe, for example longer, shorter, heavier and begin to order these.
- Compares same and different sized sets of 1-6 objects by matching and can tell if the result is the same.
- Be able to recite numbers 1-10 in order
- Compare sets of 1-4 items by subitising (recognising by site) when the items in each set or the same or similar in size and type e.g., compare three bears and two bears.
- Be able to count 5 objects accurately using 1:1 correspondence and test their understanding of maths using numbers in context throughout the day in real-life situations. For example, counting 4 cups for 4 children.
- Be able to link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 5. E.g., have a pot labelled '5 pencils or a crate for '3 trucks.
- Be beginning to make a simple AB, AB, AB pattern. Children can then notice numerical patterns of 1,2,1,2.
- Follow a simple pictorial recipe card when baking, and understand a picture of two spoons, means 2 spoonsful of the ingredients pictured.
- Can share up to 6 objects between 2 or more people.

## **Children will be inspired by what they see, hear, feel and experience and will be able to respond creatively and imaginatively**

*To enable this, children will:*

- Begin to understand and explain how they can look after their bodies and their wellbeing, eating a variety of foods, brushing their teeth, washing hands, exercise and taking time out to relax and rest.
- Be able to demonstrate thinking and problem-solving skills, experiment with different ways of doing things, making predictions and sharing their own ideas, thoughts and views.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings and share how and what they are doing throughout and afterwards.
- Develop their own ideas and begin to choose materials to express themselves - music, dance, drawing etc.
- Be able to hear the initial sounds in words and enjoy playing around with alliteration. Sssssss is for silly, slippery sausages.
- Follow simple beats and rhymes and can follow instructions during music and movement.
- Be able to think abstractly about music and express this physically and verbally e.g., “this music sounds like floating on a boat.” “Like a stomping dinosaur”.