

**CAIRNDOW COMMUNITY CHILDCARE LTD Policy No.25**  
**Pre- 5 Curriculum Policy**



This policy was drawn up in consultation with *committee and staff of Cairndow Community Childcare Ltd.*

We strongly believe in the importance of providing a quality pre-school education, which involves working in partnership with parents/carers to build on and develop children's learning. We aim to adopt the recommendations within the curriculum framework for children 3-5 and provide access to a full range of learning opportunities, which encourage them to develop their own curiosity and creativity through the importance of learning through play. As a result they will develop emotional maturity and social skills, therefore becoming confident, eager and enthusiastic learners looking forward to moving on to school.

This policy will ensure a collaborative approach to the development of the curriculum. We are all committed to working in partnership in developing children's learning.

We aim to:

- Provide a safe and stimulating environment in which children can feel happy and secure
- Encourage the emotional, social, physical, creative and intellectual development of children
- Promote the welfare of all children
- Encourage positive attitudes to self and others, developing confidence and self-esteem
- Create opportunities for play
- Encourage children to explore, appreciate and respect their environment
- Provide opportunities to stimulate interest and imagination
- Extend children's abilities to communicate ideas and feelings in a variety of ways

To achieve these aims we will take account of the values and attitudes of staff and in their expectations for children's learning and behaviour, along with the quality of relationships among staff and how they relate to parents/carers and the community, as this has an effect on children's learning. Staff must therefore value:

- Individual children
- Equal opportunities and social justice
- Partnerships with parents/carers
- The community
- Education as a life-long process

## **Curriculum Principles**

Cairndow Community Childcare endorse and follow the Scottish Executives “A Curriculum Framework for Children 3-5”

The curriculum’s key aspects being:

- Communication and language
- Knowledge and understanding of the world
- Expressive and aesthetic development
- Physical development and movement
- Emotional, personal and social development

## **Communication and Language**

The development of communication and language is linked closely with other aspects of learning. The development of language skills is central to their abilities to communicate in relationships and learning, to understand ideas and to order, explore and refine thoughts.

In communication and language we strive to develop the following:

- Having fun with language and making stories
- Listening to others during social activities and play
- Listening with enjoyment and respond to stories, songs, music and rhymes and poetry
- Listening and responding to sound and rhythm of words in stories, songs, music and rhymes
- Paying attention to instructions and information from an adult
- Collaborating with others
- Taking the initiative on their own terms
- Developing relationships
- Practice skills
- Consolidating previous learning
- Be challenging in new learning

## **Knowledge and Understanding of The World**

From birth children constantly try to make sense of the world. Their natural curiosity drives them to explore, investigate and understand their environment and at times to wonder at its beauty and scale.

In developing their knowledge and understanding of the world children will learn to:

- Develop their powers of observation using their senses
- Recognise objects by sight, sound, touch, smell and taste
- Ask questions, experiment, design and make and solve problems

- Recognise patterns, shapes and colours in the world around them
- Sort and categorise things into groups
- Understand some properties and materials
- Understand the routines and jobs of familiar people
- Become familiar with early years setting and places in local area
- Become aware of everyday uses of technology and use these appropriately
- Be aware of daily time sequences and words to describe/measure time
- Be aware of change and its effects
- Care for living things
- Be aware of feeling good and the importance of hygiene, diet, exercise and personal safety
- Develop an appreciation of natural beauty and a sense of wonder about the world
- Understand and use mathematical processes such as matching, sorting, grouping, counting and measuring
- Apply these processes in solving mathematical problems
- Identify and use numbers up to ten during play experiences and counting games
- Recognise familiar shapes during play activities
- Use mathematical language appropriate to the learning situations

Children will visit or have visits from familiar people in the local area (e.g. people who help us, road safety officer, lollypop person).

Using the local area all children will be encouraged to develop an awareness of changes in trees, flowers and weather and how to look after living things.

By providing healthy snacks and daily hand washing we will provide children the opportunity to develop an awareness of the importance of hygiene and diet in order to feel good.

Through daily planned activities all children will begin to learn to match, sort, group, count and measure and how to use these to help solve mathematical problems. Through table and signing games children will begin to learn to use numbers up to ten, recognize familiar shapes and understand mathematical language.

### **Expressive and Aesthetic Development**

Expressing and creating ideas, feelings and imagination as well as having opportunities to enjoy sounds, sights, shapes and textures are vital parts of children's development. In

In expressive and aesthetic development children will learn to:

- Investigate and use a variety of media and techniques such as painting, drawing, printing and modeling with fabrics, clay and other materials
- Express thoughts and feelings in pictures, paintings and models
- Use role-play or puppets to recreate and invent situations
- Use verbal and non-verbal language in role-play
- Listen and respond to sounds, rhymes, songs and a variety of music
- Make music by signing, clapping and playing percussion instruments
- Use instruments by themselves and in groups to invent music that expresses their thoughts and feelings
- Move rhythmically and expressively to music
- Participate in simple dances and signing games

All children will be filled with enthusiasm and stimulated to make their own creations whether it is through art, music or physical techniques. They will be provided with opportunities to investigate and choose from a wide variety of media with staff interacting with every child to encourage them to express their thoughts and feelings through their work.

All children will be encouraged to become involved in role-play where they can recreate events and stories and develop imaginary and real situations. The house corner and dressing-up outfits, as well as puppets and games will provide situations where children can develop their role-playing skills.

All children will be given opportunities to listen and respond to a wide variety of music, sounds and songs and encouraged to make their own. They will be encouraged to move rhythmically and expressively and to join in with movement activities.

### **Physical Development and Movement**

The early years are a time of rapid physical and mental development as young children learn to control and use their bodies and become aware of what they are capable of and what it is possible to do. Children's physical development is influenced by their growing confidence and enjoyment of physical play, by increasing their ability to control their own bodies through movement and by their physical well-being and strength.

In physical development and movement children learn to:

- Enjoy energetic activity both indoors and out and the feeling of well-being that it brings
- Explore different ways in which they can use their bodies in physical activity
- Use their bodies to express ideas and feelings in response to music and imaginative play
- Run, jump, skip, climb, balance, throw and catch with increasing skill and confidence

- Co-operate with others in physical play and games
- Develop increasing control of the fine movements of their fingers and hands
- Develop awareness of space
- Be safe in movement and in using tools and equipment
- Be aware of the importance of health and fitness

We will provide all children the opportunity and encouragement to enjoy and take part in energetic indoor and outdoor activity, using their bodies in a variety of ways and develop all gross motor skills. All children will be encourage to co-operate with peers in physical play, while developing an awareness of the space around them and developing their balance.

While delivering curriculum activities children are provided with opportunities to develop fine movements of their fingers and hands.

### **Emotional, Personal and Social Development**

Children need to learn to cope with situations and people, which are unfamiliar to them. To do so they need to become increasingly independent and form social relationships. It is therefore important that they experience warm, secure and caring relationships where praise is given appropriately and where a sense of humour is encouraged. Children will learn effectively if they feel safe, confident and good about themselves.

In emotional, personal and social development children learn to:

- Develop confidence, self-esteem and a sense of security
- Care for themselves and their personal safety
- Develop independence in dressing and personal hygiene
- Persevere in tasks that at first present some difficulties
- Express appropriately feelings, needs and preferences
- Talk to others about themselves and their personal experiences
- Express needs, thoughts and feelings with increased confidence in speech and non-verbal language
- Take part in short and more extended conversations
- Use talk during role-play and retell a story or rhyme
- Use language for a variety of purpose
- Use books to find interesting information
- Recognise the link between the written and spoken word
- Understand some of the language and layout of books
- Develop an awareness of letter names and sounds in the context of play experiences
- Use their own drawings and written marks to express their ideas and feelings
- Experiment with symbols, letters and, in some cases, words in writing

- Recognise some familiar words and letters

We will ensure that all children have the opportunity to enjoy language and will be encouraged to listen to and talk with others during social activities and listen when instructions are given.

Children will be encouraged to develop enthusiasm for stories and become familiar with their own name with captions and labels being displayed and read together, helping children to recognize the link between the written and spoken word.

All children will be encouraged to experiment with their own drawings, mark-making and written communications using different materials.

### **Procedures**

Learning must be focused around the child and when planning staff will take account of the following:

- The child's previous experiences and achievements
- The child's needs and interests
- The individual ways in which the child learns

Play makes a powerful contribution to children's learning. It provides opportunities for children to:

- Make sense of real-life situations
- Develop awareness of themselves and others
- Explore, investigate and experiment
- Be actively involved in learning
- Draw and test their conclusions
- Develop self-confidence
- Express their ideas and feelings in many different ways
- Inhabit imagined situations
- Act out and come to terms with experience at home or with friends
- Be solitary, quiet and reflective
- Form positive relationships with other children and adults and begin to develop particular friendships with other children
- Become aware of and respect the needs of and feelings of others in their behaviour and learn to follow rules
- Make and express choices plans and decisions
- Play co-operatively, take turns and share resources
- Become aware that celebrations of cultural and religious festivals are important in people's lives
- Develop positive attitudes towards others whose gender, language, religion or culture are different from their own
- Care for the environment and for other people in the community

## **Methodology**

The role of the adult is paramount in supporting and extending children's learning through their interaction in the play situation. Such interaction allows staff to increase the level of challenge or support within each area, introduce appropriate vocabulary and channel children's interests into broader or more balanced sets of learning experiences. Some activities will be more highly structured in the form of individual or small group work in order to stimulate interests, guide, develop and practice skills.

### **Free Play**

Many play opportunities should be freely chosen from a broad range of worthwhile activities and experiences. These will allow the child to:

- Develop interests
- Try out different ways of learning
- Explore materials
- Explore relationships
- Extend perseverance and concentration
- Set own goals
- Become absorbed and relaxed in their play

### **Structured/Adult-led Play**

By observing during play staff interact sensitively to develop and extend learning experiences and skills. Through backdrop planning, structured play will focus on specific features of learning. Structured play should:

- Support and extend the learning experience
- Increase it's level of challenge
- Channel children's interests into a broader or more balanced set of learning experiences

### **Small Group Work**

Staff use regular short periods of time to develop particular aspects of learning with small groups and individual children in order to:

- Stimulate interests
- Teach
- Develop and practice skills
- Revisit and extend previous learning experiences

The observation and assessment of children's progress will determine the specific activities and experiences covered at these times

### **Playroom Organisation**

The playroom organisation and layout is crucial to the children's learning. Staff should be aware of the flow of play and through their observations should identify what has or has not worked and adjusted the layout appropriately

There should be a range of activities such as water, sand, construction, large physical play, home corner provided daily with a number of spaces within the play room which provide space for individuals and groups to play.

### **Progression**

All children progress at different rates and will have different learning experiences prior to coming to us. Staff will require to take account of this when matching learning experiences to the needs and development of children.

### **Taking Account of Younger Children**

It must be remembered that younger children need:

- Lots of support and encouragement
- Ongoing praise and reassurance
- Opportunities to develop independence
- Time to build relationships
- Familiar routines
- Time to engage in new experiences
- Small and secure spaces
- Time to be quiet and to rest

Adults will:

- Listen to what children say
- Have realistic expectations
- Make time for one-to-one activities and discussions
- Be flexible in planning
- Be consistent in responses and praise
- Know when to intervene
- Give more direction when teaching new skills
- Allow time for "settling in"
- Introduce new routines gradually

### **Resources**

Resources are provided for each area of the curriculum and are organized to allow easy access for both children and staff. Larger play equipment is stored when not in use. Replacement of resources has been included within our budget with committee and staff discussing how best this is used. Priority will be given to development targets, identified needs and to the replacement of faulty equipment. Maintenance and identification of faulty equipment is the responsibility of all staff. Staff will undertake a risk assessment check before and during equipment being used and will report problems to the manager who will take the appropriate action.

The most important resource is the staff. We value their work with the children and are committed to providing ways of developing their skills through attendance at relevant courses, in-service training and visits to other settings.

### **Partnership With Parents**

Parents/carers are children's prime educators in the earliest years and they continue to play a major role in their children's learning when they enter the early years setting. Staff will value the role of parents and strive to work in partnership with them in the following ways:

- Pre-entry visit
- Settling in period
- Regular daily informal contacts
- Displays and photographs of children's work
- Newsletters
- Handbook
- Open days and parent's evenings
- Informal reporting
- Written reports
- Involvement in learning experiences
- Pre-5 curriculum workshops for parents

### **Transitions**

Prior to a child's entry parents are encouraged to visit with the child to become familiar with the surroundings and to get to know the staff. Parents will be encouraged to take time to settle their child with us, staying with them if necessary and will be supported during this important time.

Good liaison with the receiving primary schools is important if continuity and progression in children's development and learning is to be achieved. Effective liaison is achieved where there is effective communication and transfer of information, such as a child's:

- Earlier learning experiences
- Strengths and difficulties
- Interests

To smooth the transition process meetings and visits with the primary one teachers will take place during the final term. Pupil profiles are passed on to them so that they can take account of prior learning to plan ahead. Children will attend their local primary school for induction days.

Full support will be provided to help develop all children in all of the key aspects through play activities with the emphasis being on enjoyment and the learning that take place rather than the finished outcome.

It is the responsibility of the staff and committee to monitor, evaluate and review the above arrangements and to adjust them according to need.