



St. Catharine's Under Fives Curriculum

The aim of our curriculum is to equip children with the skills and knowledge they need to be resistant, independent and motivated for their lifelong learning journey.

We believe that the children grow and develop when they have access to safe and secure stimulating environment with empathetic adults in partnership with parents and the local community. The teaching and learning of the new skills and knowledge are delivered through both adults and child led opportunities, both indoors and outdoors.

The children are valued, respected, kept informed, consulted involved at all levels of learning following loving pedagogy by Dr Jools Page and Tamsin Grimmer's work.

We focus on the importance of knowledge and skills that will support the children in every possible way, so that they can make the most of opportunities and fulfil their potential along promoting their independence.

There are seven areas of learning and development within Early Years Curriculum

Prime areas of learning:

- Communication and Language is about
 - Listening, attention and Understanding
 - Speaking
- Physical Development includes
 - Gross Motor Skills
 - Fine Motor Skills
- Personal, Social, and Emotional Development is about
 - Self-Regulation
 - Managing Self
 - Building Relationships

Specific areas of learning:

- Literacy is about
 - Comprehension
 - Word Reading
 - Writing
- Mathematics
 - Number
 - Numerical Patterns
- Understanding the World
 - Past and Present
 - People, Cultures and Communities
- Expressive Arts and Design
 - Creating with Materials
 - Being Imaginative and Expressive

In planning for the children, we consider the different ways the children learn. The three characteristics of effective learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things



Our intend is for children to leave us confident in independence, resilience motivated to learn with embracing diversity:	Implementation - how we will support the children
<ul style="list-style-type: none"> • Knowing about themselves and what makes them different or similar to others. PSED/CL/PD/UtW • Having the social skills and confidence to play alongside/with other children PSED/CL/UtW/EAD • Being able to make simple choices PSED/CL • Having a go and keep on trying PSED/PD/L/M • Listening and taking turns, showing respect to others PSED/CL/PD/M • Being independent at meals time PSED/CL/PD/UtW • Talking and working with others including adult in meaningful interaction, sustained shared thinking PSED/CL/UtW • Using gross and fine motor skills to do things independently PSED/PD • Using mathematical concepts in their play and everyday experiences M • Creating with sounds, colour and objects and natural world (UtW, EA+D) • Telling stories and events from their own life (Lit, CL, PSED) • Taking some safety approach during activities (PSED, EA+D) 	<p>Observe children at play and plan activities that follow their interest and introduce them to new ideas and concept</p> <p>Being specific with our praise, noting how well the children solve the problems, have ideas, etc.</p> <p>Work with parents to ensure they are able to support their child's learning at home</p> <p>Share and discuss their experiences- link to resilience and recognise independence.</p> <p>Role model language and positive behaviours during everyday interaction</p> <p>Provide supervised opportunities for social skills, turn taking, listening, attention.</p> <p>Provide real life experience.</p> <p>Use pictures, MAKATON, lanyards, communication book to support the children in expressing their own wants and needs</p> <p>Provide opportunities for communication and exploration using curiosity approach</p> <p>Provide well planned environment indoor and outdoor that promote focus on learning, support independence and develop resilience</p> <p>Know and understand the areas of learning and development</p> <p>Knowing how each child plays and learns and look at child from holistic perspective</p> <p>Encouraging curiosity and problem solving by providing open ended resources and challenges giving encouragement and praise.</p>

Over time we offer a range of experiences to support the children knowledge and skills development. Some of them include:

- looking after our garden, planting seeds and plants, watching them grow and eating what has been grow to support taking responsibility for the environment, understanding the life cycle of the plant, and tasting when possible
- Meeting people from the local community including visits to local care home to embrace diversity and curiosity about others as well promote social skills
- Visiting trips to local parks and walks around the local area support physical development in gross and fine motor skills, learning about near environment and nature as well weather and seasons
- Baking activities support literacy and mathematics and science by following the written or pictured instruction sequencing. It supports personal, social and emotional development by providing opportunities for exploration using different senses and having joy of creating new things by combining ingrediencies

We celebrate a range of festivals and share special occasions with the children throughout the year. Some of these include:

Shared meals and food tasting, to give them space to discover new food and preferences, talks about likes and dislikes in relax atmosphere, practise social skills and joy of being with each other.



Dressing up to improve imagination and creativity, social and communication skills, self-help skills and motor skills.

Dancing and acting singing to music skills which is part of expressive arts and design, helping development of gross and motor skills, while rhythm and rhyming helps with communication and language development. Repeating and singing helps with sounds and phonics recognition as part of literacy.

Wide range of books and stories helps in communication and language by developing attention, listening skills, building vocabulary, discovering how the grammar works. It is a great tool discover about the outside world and different concept.

Making cards helps with development of creative skills, improves fine motor skills and helps understanding different cultures by celebration of different occasion.

To support our curriculum we used Development Matters 2021

Assessment

Assessment links to our children's learning and to our curriculum.

What we do at the playgroup are summative and so that it quickly helps us to make a difference to children's learning. However, we also need to have an overview of children progress, so that we can take further actions where needed. We notice what the children can and can't do yet. We are good at deciding when it will be helpful to step in and support, and when it's the best to be encouraging but hang back. It is important that we are certain that the children are secure in what they know and can do, before introducing them to something new.

We compete:

- 2-year-old check and-or on entry assessment
- Summative assessment 3 times a year where the child's development is in in relation to typical milestones and the characteristics of effective learning (child's interests and any other relevant comments about the child with us)
- Leavers transition to school or other setting

Assessment helps with:

- The early identification of children who need temporary extra help, and children who may have special educational needs.
- Checking that individual children and groups of children, are making progress and taking prompt action where this is not the case.
- Reporting formally and involving parents and share focus on learning.
- Discussions with other professionals who may be involved with a child and family. For example, a health visitor or social care worker.
- Sharing information with receiving school in the summer term so that children can continue their learning journey through the EYFS as seamlessly as possible.

Evaluation:

We will check that our curriculum is meeting the needs of our children by:

- Gathering feedback from the children, parents and other professionals.
- Review the progress children are making and how they are accessing the learning environment.
- As a team discuss our observations of education we offer
- Individually with the manager of the setting discuss the curriculum.
- As a team develop the curriculum will be review annually.