

Chestnut Playgroup Linton

Our curriculum

Our curriculum

Within our curriculum we embed the Early years educational programmes outlined in the statutory framework covering the areas of learning as well as the characteristics of learning by offering a stimulating and holistic curriculum to all the children.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Early years development is important as it lays the foundations for the rest of their lives. The human brain is the most receptive to learning between the ages of birth to 3 years, which is highly significant for early childhood education.

Our curriculum is ambitious, planned and sequenced so all children can succeed, which encourages children to enjoy and engage freely. Play is supported and can be extended by the adults to allow the children to progress in their learning, which will guide them towards educational outcomes.

Curriculum Goals

- ▶ Prepare and follow a recipe
- ▶ Children to be able to dress themselves independently
- ▶ Have a sense of belonging in community
- ▶ To have a lifelong love for stories and rhymes
- ▶ Getting ready to write

Core curriculum books

We use the core curriculum books for the children to become familiar with them. We have chosen books that the children have shown an interest in, and books that we feel have a good variety of vocabulary of new words for the children to learn and become familiar with. Having Core Curriculum books will help the children to practise and learn new vocabulary and language, as we have activities based around the books which supports their creativity and their play.

► **Babies and Toddlers**

Going on a bear hunt.

Hungry caterpillar.

Brown bear, brown bear.

Dear zoo.

► **Pre-school:**

Colour monster.

Monkey puzzle.

Squash and a squeeze.

Handas surprise.

Benefits of learning through play

- ▶ Learning through play helps to nurture imagination and give children a sense of adventure.
- ▶ Providing opportunities to learn essential skills, such as problem solving, working together, sharing and turn taking.
- ▶ Find meaning in what they are doing and learning.
- ▶ Discovering their independence and sense of self.

Pedagogy

Different approaches that we use to support children to learn through play:

- ▶ **Scaffolding:** Practitioners will support and guide the children to build a high level of their independence. Observe, and allow time for thinking, investigating and problem solving.
- ▶ **Prompting:** Providing the children with ideas, resources and visuals to give the children the guidance they may need to find the confidence within them selves.
- ▶ **Modelling:** Practitioners sometimes need to demonstrate or model or talk through what to do, especially with a new skill.
- ▶ **Sustained shared thinking:** Practitioners tune in to the children's play, listen carefully and show a general interest in their activity. Sharing own experiences, and sharing ideas. Asking open ended questions to extend learning and vocabulary.
- ▶ **Enabling environments:** Our environment is designed so the children can freely move and explore between indoors and outdoors, use all the space that is available to them. The children can access quieter areas to help support them to regulate their emotions. Having spaces and areas where the children know they can access helps with their well-being and positive attitude through day to day life. The children have access to rich and varied resources such as loose part play with plenty of open ended play throughout the day.

Babies and toddlers

- ▶ Provided with a relaxed and calming environment.
- ▶ Age/development appropriate activities and resources are available to enable children to learn and progress through their development.
- ▶ Supporting their inquisitive nature by providing open-ended and loose part play.
- ▶ Engage their interest in learning.
- ▶ Activities that inspire them to discover the world around them.

Pre-school

- ▶ As children move more to pre school age they are encouraged to become more independent.
- ▶ To approach the world with curiosity and positive learning.
- ▶ For all children to gain confidence in thinking for themselves.
- ▶ Learn how to problem solve, work with others, communicate, explore and understand how things work.
- ▶ Lay foundations to approach the world with curiosity, knowledge and skills.
- ▶ To have confidence in regulating and understanding emotions and behaviours in themselves and others around them.

Outdoor play

- ▶ The children have plenty of opportunities to be outside, with a free flow approach enabling the children to have more space and freedom to explore the world around them.
- ▶ Enrichment experiences to extend learning, skills and wellbeing.
- ▶ Ability to learn to take risks and explore in a safe environment.
- ▶ Discovering and identifying wildlife, investigating and being creative with their ideas. Showing curiosity in their natural world.

Community

- ▶ Visiting a nearby residential home at Symonds House.
- ▶ Walks around the village to outdoor locations such as visiting the ducks.
- ▶ Going to the shops to buy items such as ingredients for cooking.
- ▶ Opportunities to visit the infants school e.g. on their sports day.
- ▶ Visits to the local amenities for example the fire station, and meeting important members of society such as firefighters and police officers.
- ▶ Allowing visitors to come into playgroup, enabling the children to learn and share new experiences.
- ▶ Discovering about ourselves and others around us. The children to recognise their own unique qualities, the characteristics they share with other children and other cultures.

SEND support

- ▶ Every child deserves to have an equal chance of success. We focus on what children can do and remove any barriers to learning.
- ▶ High quality early education and care is inclusive and consistent with all children in our setting. Children with SEND is identified and supported promptly to receive any extra help that may be needed to support them to make progress within their learning.
- ▶ Have great relationships with working in partnership with parents, giving across the board support to enable progress for all the children.
- ▶ 2 staff members are SEND trained within the setting to support children who have special educational needs. SEND practitioners are a dedicated point of contact for parents as well as staff, and can support families with external agencies and co-ordinate referrals such as : Speech and language, Early Help, Educational Health Care Plans and DLA applications.

Wellbeing

Supporting children's wellbeing is so important. All staff work closely with our families to help both parents/carers and children to have a positive mind and approach throughout their daily lives.

Wellbeing has a huge impact on learning new skills and communicating with others, which we believe is the foundation to any learning.

We allocate a member of staff to be our wellbeing champion, who has training to support both staff, children and families.

Our enhanced focus on wellbeing enables children to feel happy, safe and comfortable within their environments.

We have a quiet room which the children can access through out the day when ever it is needed with resources and aids available to support them with regulating their emotions, and needing that quiet time and space to be able to feel calm with the support from adults when needed.