

The Cygnets Milton Pre School Curriculum



Curriculum Statement

The curriculum is the totality of all the learning experiences that children have throughout their Pre School journey.

Our Big Idea approach creates a balance of deliberate teaching and spontaneous learning that puts each individual child, and language and literacy at the centre of our planning cycle. Children's learning is scaffolded to ensure each child's starting points are considered and excellent progress is made through a balance of independence and adult support. Personalised learning that takes into account children's individual interests and stages of development. Children are encouraged to take age-appropriate risks, develop a problem-solving attitude, and are supported to self-regulate.

Intent

- To provide a warm, welcoming, inspirational learning environment and a curriculum that ensures all children receive an individually tailored education that extends and builds on children's current skills and experiences.
- To enable all children, including those who are disadvantaged, children with special educational needs or disabilities to be provided with supportive, relevant and developmentally appropriate experiences that enable them to have a happy, successful time in nursery and make excellent progress.
- To ensure all the requirements of the EYFS are met to a high standard for each individual child, especially with regard to the prime areas that underpin the development of all other areas of the curriculum.
- To aim to provide a progressive curriculum that supports children to develop their creativity and imagination by being inquisitive and eager learners.
- To ensure that throughout their Pre School journey children are continuously prepared socially, emotionally, and academically for the next stage of their education.
- To celebrate and embrace the different backgrounds, heritage, language and traditions of all the children in our Pre School and community and ensure that differences are celebrated and respected.

Implementation

- An ambitious, language rich curriculum is constructed by leaders and all staff and is designed to give children particularly the most disadvantaged the knowledge self-belief and cultural capital they need to succeed in life.
- A child centred approach is adopted by all staff at Pre School and a whole team holistic view of children is used to inform teaching of each individual child. They work sensitively to establish caring and nurturing relationships with children, developing activities and an environment that ensure that every individual child feels safe, happy and secure.
- Observations are used thoughtfully to monitor pupil progress, shape future learning opportunities and develop progressive learning experiences for all children. Assessments are made in partnership with parents and a whole team approach creates a holistic view of each individual child.
- The curriculum is coherently planned and progressively sequenced. Staff create an environment that supports an ambitious curriculum that builds on what children know and can do towards accumulating sufficient knowledge and skills for their future. The environment is resourced and organised to support active, varied, independent, play-based learning.
- Staff are diligent and skilled in their roles and provision is of a high quality. Teaching is consistently strong and flexible, building on what children know and can do, to provide rich, varied, and interesting, play-based educational activities. The Characteristics of Effective Learning form an integral part of the learning experiences provided for children.

Impact

- Data analysis and ongoing observations show that children, including those that are vulnerable make substantial progress from their starting points.
- The vast majority of children are achieving age-appropriate expectations or above and are well on their way to achieving the Early Learning Goals.



- Children are happy and engaged. They are well supported to develop as individuals and to learn to be in a community with others.
- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment, alongside high levels of engagement and involvement.
- Children are beginning to manage their own feelings and behaviour, understanding how these might impact on others. They are developing resilience and take pride in their achievements.
- Children show continuous and intense activity. They are concentrated, creative, energetic and persistent throughout nearly all their time in Pre school.

Our Curriculum

Through a curiosity approach with aspects of loose parts, our focus is upon being responsive to children's interests in order to create meaningful learning experiences and is a balance of children and adults working together. Our Big Idea centres around a story book taken from a theme that our children are particularly interested in at that time. Focus is given to literacy, language and the use of our imaginations. We use this story to engage children in the seven areas of learning and use a child's interest to support the progression of their strengths and weaknesses. Exploring walks allow children's ideas to be scaffolded and allows children to plan their thoughts of play using resources and activities available.

Big Idea plans are shared with parents/carers and parental contributions to our Big Idea and home learning are valued and encouraged. Floor Books are used to support children's development of their ideas and encourage the development of further interests and learning. Children actively contribute to Floor Books and are encouraged to reflect on their past experiences through pictures, photos and words.

EYFS

All children's learning is based on the Early Years Foundation Stage Curriculum which underpins all future learning by supporting, fostering, promoting and developing children's development in all areas.

Communication and Language

Communication and language experiences are about:

- Listening, Attention and Understanding
- Speaking

Throughout children's Pre School journey, children will learn to communicate with others in a range of ways, developing a wider vocabulary, communicating their own ideas and stories and use of descriptive language. Children will be supported to listen attentively to stories, songs, rhymes and poems and respond to what we hear, learning to follow instructions and answer questions, while listening to others and taking turns to speak.

EYFS Statutory Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in, or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, engaging them actively in stories, non-fiction, rhymes and poems, then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Personal, Social and Emotional experiences are about:

- Self-Regulation
- Managing Self
- Building Relationships



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Throughout children's Pre School journey children will learn to play together cooperatively and constructively, learn to respect and take care of each other, and to do things for themselves. They will be supported to learn the lifelong skills needed to self-regulate their behaviour through our mindfulness sessions. Children will be supported to use the resources provided to progress to independently problem-solving conflicts and learning to label and acknowledge their emotions. Encouragement and support will be given to allow children to express their thoughts, ideas and set themselves goals during their free play and exploring walks.

EYFS Statutory Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical Development experiences are about:

- Gross Motor Skills
- Fine Motor Skills

Throughout children's Pre School journey children will be supported to develop their fine motor skills by learning to tear, cut, sew, and manipulate different materials. Children will learn to handle tools and equipment effectively, including pencils and pens. Gross motor skills are learnt through climbing equipment and learning to ride lots of different kinds of wheeled vehicles and children will know the importance of cycle helmets. Children will take part in PE sessions which involve activities such as yoga and equipment like hoops, balls and beanbags to play games, learning the importance of physical exercise and a healthy diet and talking about ways to keep themselves healthy and safe. Children will learn to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Mathematics

Mathematics experiences are about:

- Number
- Numerical Patterns

Throughout children's Pre School journey children will be supported to develop their language of position, weight, size, time and money. Children will learn to sort, match, order, sequence and count lots of things.

They will learn to solve problems, use scales to measure our ingredients during cooking sessions, create and describe patterns and play with water to learn about capacity and buoyancy.

EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive



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attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Literacy

Literacy experiences are about:

- Comprehension
- Reading
- Writing

Throughout children's Pre School journey, children will be supported to develop their knowledge of books and stories and recognise the difference between pictures and print. Children will develop a deep understanding of stories through our Big Idea repetition. Children will be supported to learn new words and extend their vocabulary through our Goldilocks words. Children will be supported to use a variety of tools including pencils to make marks, giving meaning to marks they make and, when ready, develop the skills to learn to write their names.

EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Expressive Arts and Design

Expressive Arts & Design experiences are about:

- Creating with Materials
- Being Imaginative and Expressive

Throughout children's Pre School journey, children will be supported to develop their creativity using a full range of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will explore different songs, styles of music and ways of making music and dance. Children will develop their imaginations and work alongside each other and with creative people.

EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Understanding of the World

Understanding the World experiences are about:

- Past and Present
- People, Culture and Communities
- The Natural World

Throughout children's Pre School journey children will be supported to develop their understanding and exploration of their own community, own families, and own background and beliefs and be supported to celebrate difference. Children will learn the importance of the insects in our garden and have opportunity to examine and take care of them along with the plants, flowers and seeds in our garden. Children will be supported to recognise a range of technology and select and use it for a particular purpose, investigate why and how things work, using lots of construction kits and materials.

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police



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officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Curriculum goals

Grow in independence and self-reliance	
First milestone	I can separate from my carer to go with my keyworker, even if I am upset and I can be comforted and distracted by a familiar adult to enjoy my session until my carer returns.
Second milestone	I can walk into Pre School on my own even if I'm a little upset or reluctant. I can carry my own bag and find my own peg. I may need to be reminded what items I need to put where and to sit on the carpet and can remain engaged for most of the Big Idea story time with adult support.
Final milestone	I can walk into Pre School by myself and hang up my coat and bag on my peg. I can put my drink away and sort my snack ready for the morning. I can find my name to self-register and then sit on the carpet for register time.

Develop self-regulation and sharing skills	
First milestone	I can understand that the toys at Pre School are not mine and that they can be played with by other children.
Second milestone	I am learning to share the toys at Pre School but I do struggle to share my favourites. I can tell an adult when I want a toy to play with or when someone has taken a toy from me and with adult support I can get a timer and wait for it to be my turn again.
Final milestone	I can resolve conflicts with my peers by using my words to tell a adult about the event. I can express my feelings and begin to understand the feelings of my peers. I can independently use the sand timer to take turns with a shared toy and I can give the toy to my peer when my time is finished.

Ride a balance bike	
First milestone	I show interest in the balance bike and can sit on it.
Second milestone	With support I can ride the balance bike forward and backwards and be prompted to put on my helmet and hi-vis vest.
Final milestone	I can ride a balance bike carefully and safely, knowing that I must wear a helmet and hi-vis vest to keep myself safe and I know where I can, and can't ride the balance bike safely. I know that the balance bike is for sharing and I can add my name to the waitlist to have my turn. I also know that when the sand timer is finished it is somebody else's turn and I can hang up my helmet and hi vis when my turn is over.

Learn a story off by heart	
First milestone	I enjoy looking at the pictures in books especially if they are familiar to me. I like to look at books with an adult and I can point to, or talk about, special characters within the book.
Second milestone	I have favourite books that I like to look at with adults. I know some of the words that come up frequently when prompted by an adult, either if the adult pauses or sounds the first letter of the word, especially if they are rhyming words. I enjoy sitting independently to look at the pictures in a story.
Final milestone	I can choose one of my favourite stories to read independently. I know the names of the characters and can recite repeated refrains independently. I understand that stories are made up of a beginning a middle and an end and can describe what is happening in the story and how it will end. I know that books and words are important, I enjoy sitting independently to look at the pictures in a story. I can recognize familiar words or sounds in the story, and I can talk about the pictures and remember what is happening through looking at these illustrations. I can handle my book with care.

Understand the numeral 5	
First milestone	I show an interest in numbers and enjoy rhymes and stories featuring counting and numerals. I can count along with adults and I'm beginning to count in the correct order independently.
Second milestone	I like to count objects and say numbers in my free flow play. I can represent numbers on my fingers when I play and when I join in with rhymes. I can recognise some numerals, and I can count independently to 5.
Final milestone	I can recognise the numeral 5. I know that 5 can be counted in many ways, including on my fingers, in jumps, in claps and in objects. I can represent 5 in my mark making and I'm beginning to write 5 correctly when supported by an adult.

Understand the lifecycle of a butterfly	
First milestone	I show an interest in the world around me and enjoy exploring the natural environment. I like looking at caterpillars in the Pre School tank and helping to feed them. I understand that I must be careful around the tank and not put anything in the tank other than the food they need.
Second milestone	I am interested in looking at the caterpillars independently. I can talk about the changes I see in them as they grow. I can use the caterpillar book to reference the changes I have seen, and what changes are coming up. I understand that the caterpillars need care to survive.
Final milestone	I can identify and sequence the life cycle of a caterpillar. I understand what habitat a caterpillar needs to survive and what a butterfly then needs. I can label the stages of a butterfly life cycle and understand the various habitats a caterpillar needs at various stages. I know that when the butterflies are ready, they will be released to live their lives in their natural environment

Be able to create my own masterpiece using junk modelling	
First milestone	I show interest in the messy table and like the junk modelling resources. I like to use glue and paint and experiment with the various junk modelling materials.
Second milestone	I can make use of the junk modelling materials and with adult support I can glue stick and shape the materials into a creation, which I may not have planned in advance. I can use scissors with adult support and cut thinner materials independently. I know my creation needs to dry before I can take it home.
Final milestone	I enjoy using the junk modelling to create a pre-planned masterpiece. I can select resources to fit the need of my idea. I can use scissors, glue and the Sellotape dispenser independently and I understand the need for safety when using scissors. I know what I want to create, and I know when it's finished. I know that I need to place my masterpiece on the drying rack and that I can take it home when it is dry. I also know I can choose to display it in setting if I want to.