

New Millside Pre-school

CURRICULUM PLANNING POLICY



Statement of Intent

New Millside Pre-school provides a curriculum for the Early Years Foundation Stage of education. This curriculum guidance is set out in a document published by the Department for Education, and called the Statutory Framework for the Early Years Foundation Stage. New Millside provides a phased curriculum covering all seven areas of learning.

Aim

We provide a phased curriculum covering all seven areas of learning, taking into account children's different starting points and developmental needs. Our curriculum ensures learning is sequenced, learning areas are interconnected and that we have high expectations for all children.

Method

- We will plan activities that support the children to achieve developmental goals identified through regular observations and outlined within the curriculum.
- We will plan each week's activities so that they are based on the sequence of learning and the children's needs also ensuring that the children's choices and voices are heard and embedded within the planning.
- We will measure each child's development through regular observations and through assessment tools such as, but not restricted to, Birth to Five Matters and implement activities within the planning to support the child's progress and next steps so that they can move through the curriculum goals.
- Our curriculum will be available for parents to view on our website

The guidance divides children's learning and development into 7 areas:

3 Prime Areas

- Personal, social and emotional development, divided into 3 categories – Making Relationships, Sense of self, Understanding emotions.
- Communication and language development, divided into 3 categories – Listening and Attention, Understanding, Speaking
- Physical Development, divided into 2 categories – Moving and handling, Health and self-care

4 Specific Areas

- Literacy, divided into 2 categories – Reading, writing
- Mathematics
- Understanding the World, divided into 3 categories – People and communities, The world, Technology
- Expressive arts and design, divided into 2 categories – Creating with materials, Being imaginative and expressive.

For each area, the guidance sets out a series of goals for each area of learning which are incorporated into the curriculum.

The curriculum provided by New Millside Pre-school

Area of Learning	Phase 1– Baseline & Foundations	Phase 2 – Extending & Expanding	Phase 3 – Consolidating, Embedding, Readiness
Communication & Language	Developing joint attention and Listening skills, ability to follow simple instructions. Establishing preferred method of communication. Developing early vocabulary	Communicate needs and wants using preferred method of communication. Comment and request. Build on vocabulary. Understanding how/why questions. Retelling	Full sentences, topic vocabulary, storytelling socially and in imaginary games. Follow complex instructions. Understand and respond to who, what, why questions. Use and understand simple concepts.
PSED	Settling – separate from carer, feel safe, form bond with keyworker. Understand and	Form relationships / friendships with peers and adults.	Independence and confidence in a variety of situations. Skills

PSED cont.	follow routines. Develop sharing and turn taking skills. Name and begin to understand emotions. Play alongside peers	Emotional regulation and co-operative play. Confidence to give ideas and express needs and wants appropriately in variety of situations	developed to enable conflict resolution. Give ideas to play and accept the views of others, forming meaningful relationships. Transition preparation for moving on, confidence and resilience to accept change.
Physical Development	Gross motor basics – runs safely, moves in time to music, can jump, walk, climb. Early fine motor skills – mark make, beginning to show preference for dominant hand, leg, foot, increasing control in handling tools. Assist in self-care routines. Increasing understanding and control of toileting needs	Ball skills, pencil grip, threading, scissor skills. Move in a range of different ways with confidence. Use a range of tools and equipment. Life skill development e.g. say if wet or dry, gain more bladder control, put on their coat with support.	Coordinated movement, tripod grip, letter control Independent life skills e.g. putting on their own coat, toilet trained. Talk about and recognise physical changes to their body. Have understanding of and manage risks independently putting in place safety measures.
Literacy	Interest in Stories/rhymes. Repeat and uses actions, fills in missing words from familiar rhymes and stories. Early phonological skills – differentiate sounds. Mark making – distinguish between different marks.	Early phonics, initial sounds, letter writing. Listens to stories and joins in with rhymes, looks at books independently. Begins to be aware of how stories are structured. Name/ familiar word recognition. Use mark making in play with meaning. Begin to make recognizable shapes.	Blending/segmenting, initial sounds and linking sounds to letters, begin to read. Describe stories in increasing detail, form their own story. Re – enact stories in play. Give meaning to marks they make. Form recognizable shapes and talk about their meaning.
Maths	Say number names sometimes in order. Show an interest in number symbols. Compare quantities using size language. Match simple shapes. Respond to some positional language. Begin to count on fingers. Complete simple puzzles. Familiar with/ follow pattern of daily routine and begin to understand past and future showing anticipation of important events.	Counting to 5 using 1 to 1 representation. Begin to talk about numerals, measures, patterns in general and in play, including comparing and adding on. Understand and use shape language and shapes with purpose. Respond to and understand position and direction language. Recalls a sequence of events. Begin to measure time using visual timers.	Counting up to 10 and beyond. Counting a group of 10 using 1 to 1 representation. In practical activities begin to use addition and subtraction. Match numbers of objects to correct numeral up to 10. Make maps 3D shapes Begin to measure time using timers/ calendars clocks.
Understanding the World / People and Communities / Technology	Develop interest in/ stories on Family, community, animals, objects and begin to talk about things they have observed in the natural world. Sense of belonging.	Animals/life cycles, past/present, simple maps. Understanding of growth and decay. Understand the effect of their actions on the natural world.	Comparing environments, growth/change, celebrations. Understand others viewpoints. Different cultures. Meaningful relationships. Can complete a simple program on an electronic device and

Understanding the World / People and Communities / Technology cont.	In play imitate everyday actions. Seasonal changes, senses. Interest in toys with buttons/ flaps/ simple mechanisms and begins to learn how to use them. Begins to acquire skills to operate simple digital equipment. Uses tools to transport.	Begin to have their own friends. Recognise and talk about special times and significant events. Different occupations. Can operate simple equipment and digital devices. Understands digital devices and the internet can be used to provide information. Use a range of materials to construct understanding cause and effect.	interact successfully with a range of technologies. Understands and can use appropriate safety measures when using the internet.
Expressive Arts & Design	Explores colours and materials. Joins in with familiar songs, moves to music. Makes sounds with instruments/ shakers. Pretends that one object represents another in simple imaginary play. Sound effects and movements in play with small world toys.	Colour mixing, express ideas through constructing and representations using a variety of media. Joins in with ring games, sings familiar songs independently, creates own intentional movements to music. Creates and uses sounds intentionally. Engage in imaginary play sequences telling a story. Uses props and resources, imaginary or real to support play. Plays alongside peers beginning to engage in co-operative play and extending play based on own or peers experiences.	Uses tools for a purpose creating intentional constructions and art pieces to represent ideas and experiences. Introduces a story line into play and incorporates the ideas of others. Can remember and repeat songs, dances and tap out rhythms. Choose a variety of materials, movements or sounds to intentionally create or express their ideas, memories or feelings. Confident to take part in group performances.