



St Mary's Preschool

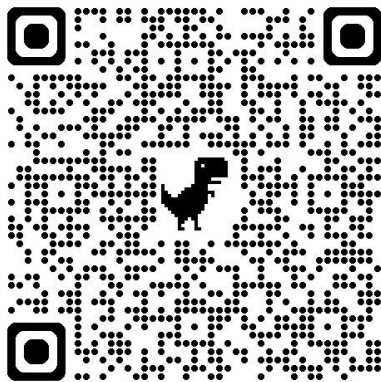
Curriculum intent

At St Mary's Preschool, we aim to support the children to be highly motivated, interested and have a sense of their own achievements.

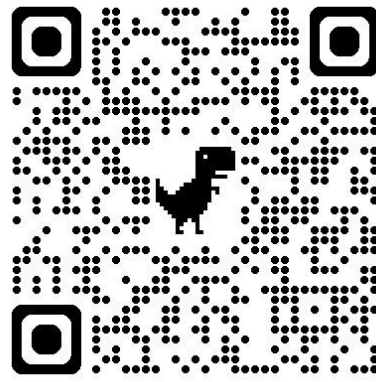
Learning through play, their own experiences and interests, enriched by careful weekly and in the moment planning, linked to the children's interests and next steps, through the carefully planned environment and supportive adults, through a balance of child initiated, adult led activities and challenges.

Our curriculum is based on the 7 educational programmes in the statutory EYFS framework and supported by non-statutory guidance.

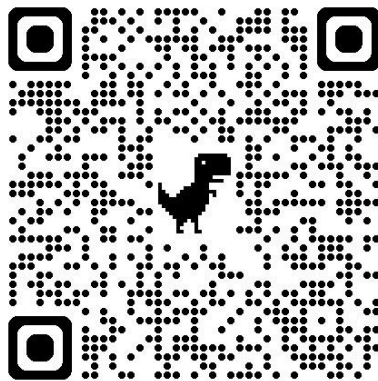
Development matters



Birth to 5



What to expect when-A parent friendly guide to Early years



By the time our children leave us and move on to start school we aim for them to be:

Independent

Confident

Resilient

Have self-belief

Be able to build secure relationships with both adults and their peers

To be able to express themselves

Have a sense of own achievements

Feel part of the St Mary's community

Implementation

Starting points for all children are discussed with the child's family before the child starts Preschool with us, we offer a home visit to every family and ask them to complete an all about me for us to build up a clear picture of the child's individual interests, starting points and needs.

All the children have access to our large indoor and outdoor area, our children are able to free flow inside and outside throughout the day.

The continuous provision is carefully set up and planned for weekly and in the moment, taking into account the children's interests, their cultural capital, developmental stage and starting points/next steps.

Weekly challenges are planned to link in with our curriculum, Phase 1 and the children's next steps.

Our planning is differentiated to meet the needs of all children and is taught in sequence so that children build on prior learning.

Our broad and balanced curriculum ensures that the needs of individual children including children with SEND, EAL, Disadvantaged and those in receipt of Early Years Pupil Premium.

Within the learning environment, there are high quality interactions with adults and children, supported by targeted interventions.

During the summer term we have a comprehensive transition for children starting school at St Mary's Primary school, with tours of the school, meeting the adults and spending time to get familiar and comfortable in their new environment.

Early years foundation stage (EYFS)

All areas of learning are important and interlinked, the prime areas build the foundation to be able to thrive in all areas of learning.

Three prime areas Personal, social and emotional development

Our children are supported by caring adults to be able to leave their main carer independently, have self-belief and confidence and build secure relationships with both adults and their peers.

Supporting the children to recognise their own emotions and beginning to be able to self-regulate.

Communication and language development

Children are supported with their communication and language, through modelling language, extending vocabulary, a Wellcomm assessment is carried out at Preschool termly, actions are carried out with the child's key person and shared with the child's parents/carers.

1-1 interventions are put in place and referrals made where appropriate.

Physical development

Our environment and children's next steps support the progress of both gross and fine motor skills.

Through a well thought out environment children are given the opportunity to take own risks and learn about danger.

Children are supported with own hygiene needs, toileting and recognising changes in temperature and effects on their own body.

Four specific areas

Literacy.

Through our book of the week, that is linked to the children's interests and next steps, children will learn who the author and illustrator are of the book.

Along with both fiction and nonfiction books that are readily available for children in our book corner and throughout the different areas in the continuous provision.

Children borrow a book each day/session that they are in to take home and read with families, this not only supports children's communication and language but their love for reading and books.

Children will have opportunity throughout the continuous provision to mark make and later start giving meaning to their marks and beginning to form recognisable letters.

Songs and rhyme are planned for weekly and link into Phase 1.

Mathematics

Opportunities for Mathematical interest and developing an understanding is provided throughout the setting, in the continuous provision throughout the environment, inside and outside, enhancements, planned challenges/ adult led activities and in the moment.

Resources are carefully chosen to support the child's developmental stage, they are able to independently access the resources and use them in their play, the adult can then support the child to extend their understanding and learning.

Understanding the world

Through hands on exploration children have time to the outside world, through gardening, mud kitchen experiments, environmental walks, to scientific experimenting.

The children have an enclosed outside area that they have full access to throughout the day and we use the school grounds and woodland area for regular walks and exploration.

Expressive arts and design

Through the continuous provision children have independent access to a wide range of resources and equipment for them to be creative.

Large sheet of paper pegged on the wall encourages imagination and creativity and builds important muscles in the shoulder, elbow and wrist for developing strength and control.

A range of musical instruments are in the continuous provision for independent use and songs/rhymes carefully planned weekly and linked to Phase 1.

Our children demonstrate their knowledge, skills and understanding through the characteristics of effective learning.

- 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

Phase 1

Phase 1 pre-phonics is linked in throughout our weekly planning, our book of the week, song of the week and children's next steps.

By using Pearson's bug club, that is used throughout St Mary's Primary school, the children have consistency for when they start school. They also have the opportunity to become familiar with the reading books, the children take the first set of picture only reading books home to read with their parents/carers and then have a bug club activity that is linked to the book they have just read at home when they return to Preschool.

We link planned challenges to Bug club phase 1 activities, letters and sounds aspects, to ensure coverage of all areas, so we can embed the knowledge children need to be able to progress as they join Reception.

This is a vital stage for children to go on and be successful in learning Phonics and becoming confident in reading and writing.

Tapestry and assessments

Children each have an online learning journal on Tapestry, children's learning is added along with photos and videos for parents to see and add their own special moments. This ensures parents are fully involved and part of their child's learning and development.

Termly assessments take place by each child's key person to ensure each child is developing and making progress.

All areas of learning are assessed termly; next steps are worked on with the child's key person throughout the term and parents at home.

Regular observations/photos/videos of the child, providing evidence of the child's learning and development. This account is available for parents to access to follow their child's journey in Preschool.

This information is recorded on the child's termly report on Tapestry, with next steps for the child to work on at Preschool and at home.

Parents are invited in to Preschool termly to discuss their child's progress.

Interventions are put in place for children who require additional support. We offer Bucket, Language enrichment groups and 1-1 speech and language with the child's key person.

For children with SEND needs individual SMART targets are put in place and worked on with the child's key person.

Impact

At St Mary's Preschool we aim for our children to become independent, feel safe and secure within the environment.

Be confident

Be resilient

Have self-belief

Build secure relationships with both adults and peers

To be able to express themselves

Have a sense of own achievements

Feel part of the St Mary's community

With our carefully planned curriculum and environment we strive to give all the children the very best start to their education, ensuring they make progress to enable them to become confident, resilient and independent learners.

From their different starting points, all children will make good progress in all areas of learning and development.

Knowledge, understanding and skills will be secured and embedded so the children are fully prepared for Primary School.

The impact of our curriculum is measured by our termly assessments and skilled experienced staff, who are there to support, scaffold and extend each child's learning.

Routine

Routine is extremely important, a consistent routine and approach is key to our children feeling safe and secure.

We have our daily routine up for all children to refer to during the day, staff discuss and show the children the routine, also giving time to reflect on what they have been doing during the day.

Our daily routine is:

Good morning-self register

Choosing playing and learning inside and outside-free flow

Snack-this is set up for the children to be independent, with an adult always there to support and help

Tidy up time

Home time for the morning session

Lunch

Choosing playing and learning inside and outside

Tidy up time

Story

Yoga/relaxation

Book borrowing

Home time

Throughout the day we have planned adult led challenges