



## Little Scamps curriculum

### Learning and development

#### Personal, social and emotional development.

" Children must be provided with experiences and support which will help them to develop a positive sense of themselves and others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do".

EYFS 2007

I feel this area of development is one of our strengths at Little Scamps. We feel very strongly that children's personal, social and emotional development plays a major part in the day to day planning of the preschool. Each child has their own key person who works with the child, their parent and other team members to share observations and build on the child's achievements and increase their self esteem.

We want the children to have a positive approach to new activities and experiences and help them to achieve this by interacting with the children to support their interests and give them scope to learn from many things, including their mistakes. We encourage the children to see the adults in the setting as a resource and as partners in their learning. We plan activities that require cooperation and make materials easily accessible to the children to ensure everybody can make choices.

We feel that the children benefit by the excellent relationships we make with parents, listening to them and offering information and support. We encourage the children to talk about their home and community life, providing role play activities with a variety of resources that reflect diversity.

We provide activities and opportunities for the children to share experiences and knowledge from different parts of their lives with each other and have a sense of community.

Making relationships is an important part of coming to preschool and we provide stability in our staffing so that the children can feel safe and secure, and show a sense of trust. We are able to do this by establishing routines with predictable sequences and events. When changes in the routine may occur we prepare the children for that. We encourage the children to choose to play with a variety of friends, so that everybody in the group experiences being included. We provide time, space and materials for children to collaborate with one another. This is done in various ways, for example, building construction, parachute etc ...

We create areas in which the children can sit and chat, book corner, snack bar for example and have a role play area that reflects children's family life.

The children learn about behavior and self control. We help the children to understand their rights to be safe by others, and encourage them to talk about ways to avoid harming or hurting others. We set, explain and maintain clear, reasonable and consistent limits so that the children can play and work feeling safe and secure.

The children's self-care skills are developed as we support their growing independence as they do things for themselves. We give the children time before we intervene to support and guide them. We create an atmosphere where achievement is valued and their efforts are always praised.

#### Areas of learning

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## Communication, Language and literacy.



Enjoying books

"Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so."

EYFS 2007.

Communicating and being with others helps children to build social relationships which provide opportunities for friendship, empathy and sharing emotions. The ability to communicate helps children to participate more fully in society. We encourage children to express their needs and feelings in words by talking to them to make the link between their gestures and words. For example, "your face looks cross. Has something upset you?"

We support children by using a variety of strategies, using pictures, signing, where appropriate.

We have a listening area where the children can enjoy stories and rhymes. We introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and think about how the character feels.

All children learn best through activities and experiences that engage all senses. For example, music, dance, rhymes and songs play a key role in language development.

We encourage children to use language for thinking by talking to the children about what they are doing and help them to reflect upon and explain events. We set up shared experiences that the children can reflect upon, for example, cooking, visits, stories that can be reenacted.

We help the children link sounds and letters by encouraging repetition, rhythm and rhyme by using tone and intonation as we tell, recite or sing stories, poems and rhymes from books. Through songs the children show an awareness of rhyme and alliteration and we talk about the similarities in the rhyming words.

We encourage the children to develop reading by having a book area where they can enjoy books with an adult or by themselves. We discuss with the children the characters in the book being read, encouraging them to discuss the feelings of the character and relate that to their own experiences.

Throughout the session we focus on meaningful print such as a child's name, words on a book title etc... Pre-writing is so important and we encourage the children by providing opportunities during which the children experiment with writing and ask them to distinguish between the marks they make. We provide activities that give the children the opportunity and motivation to practice manipulative skills such as cooking, playing with musical instruments etc... By manipulating objects with increasing control the children are able to progress their handwriting.



## Problem-solving, reasoning and numeracy

"Children must be supported in their understanding of problem-solving, reasoning and numeracy in a broad range of contexts in which they explore, enjoy, learn, practice and talk about their developing understanding. They must be provided with opportunities to practice and extend their skills in these areas and to gain confidence and competence in their use."

EYFS 2007

Children's mathematical development occurs as they seek patterns, make connections and recognize relationships through finding out about and working with numbers and counting, with sorting and matching and with shape, space and measures.

Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other areas of learning and development.



## Problem-solving, reasoning and numeracy continued

The children learn about the use of numbers as labels and for counting. We show the children how to use counting to find out "how many" and give them a reason to count. For example, by asking them to select enough plates for the three children at the table. Throughout the session we use number language such as, "how many? More than, less than, none left." We help the children to be curious about numbers by offering comments, asking questions and using number names in their play. We look at recognizing groups of objects through role play for example or cutting up a pizza to share.

The children learn about calculating in their everyday play, making comparisons between quantities and saying when they have the same number. We use number rhymes to ask "how many more frogs are left in the pool?" for example.

We provide opportunities for the children to discover shape, space and measures. We draw the children's attention to the pattern and shapes of everyday objects and provide rich and varied activities for comparing weight, time and length.



## Knowledge and understanding of the world

"Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical "experiments"; and work with a range of materials."

EYFS 2007

Children find out about the world through exploration and from a variety of sources, including their friends and family, the media, and through what they see and hear. At Scamps we help the children to explore by making use of our outdoor area. This gives them the opportunity for investigations of the natural world, for example, operating the parachute outside and the effects of the wind. We use our local area for exploring when we go off site to visit Bushy Park for a nature walk or strawberry picking at Garson's farm. We are able to extend the children's interest through questions, further discussions and activities.

We provide a range of tools e.g.: scissors, staplers, glue spreaders, rolling pins, cutters, etc and encourage the children to handle them safely as they learn about designing and making. They learn to use the appropriate tools for different materials as they investigate construction.



At Scamps we provide safe equipment for the children to play with, such as torches, cd player. Digital camera, remote control toys etc to help the children to develop an interest in ICT. They develop the skills required to operate equipment such as turning or twisting a knob.

We provide opportunities for the children to learn about "time" so that they understand about immediate past and future such as "before", "after" "later" and use the language of time such as "yesterday" "tomorrow" or "next week." At circle time the children can discuss past events in their lives, such as birthdays, holidays etc... and show an

interest in the lives of the people familiar to them.

We plan visits to the local area to help the children show an interest in the world in which they live. When going offsite we talk about the features of things that we see and encourage the children to question and make observations.

At Scamps the children become aware of their own communities and those of others. The children, through role play, are able to take on different roles and use their imagination as they show an interest in different occupations and ways of life. Families with experience of living in other countries are encouraged to come in to the group to talk to the children and show photographs and objects from their home country.

## Physical development

"The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food".

### EYFS 2007

Children learn by being active and their physical development takes place across all areas of learning and development. We provide a range of large play equipment and plan time for the children to experiment with equipment and to practice their skills. The equipment is of an appropriate size for the children and offers challenges to children at different levels of development. We have sufficient equipment for the children to share, so that waiting to take turns does not spoil their enjoyment.

We encourage and guide the children as they persevere at a skill. In the outdoors and inside the children are able to tackle a range of levels and surfaces including flat and hilly ground, grass, smooth floors and carpet.



This helps the children to move more freely and in a range of ways such as: slithering, shuffling, crawling, walking, running, hopping, jumping and skipping.

Through planned activities the children learn how to negotiate space successfully

We feel it is very important for the children to recognize the importance of eating healthily so at snack time the children choose from a mixed platter of fruit and choose a drink of water or milk.

The children are involved in a weekly cooking activity and we discuss making healthy choices.

We plan topics so that the children learn what we need to be healthy, such as exercise, eating, sleeping and hygiene all contribute to good health.

The children develop their fine motor skills with using equipment and materials by resourcing the home corner area with cooking utensils, dressing up clothes, dolls clothes etc... so that the children can handle tools and materials meaningfully in their imaginative play. We offer a range of activities that require hand to eye coordination and to practice their manipulative skills, for example, cooking, painting and playing instruments.

## Creative development

"Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics and design and technology!

### EYFS 2007

Creativity is about taking risks and making connections and is strongly linked to play. We provide a stimulating environment in which creativity, originality and expressiveness are valued. We encourage the children to initiate their own learning by making choices and decisions. We plan for times when the children can express and communicate their thoughts, ideas and feelings and encourage the children to discuss and appreciate the beauty around them in nature and their environment. We make time and space for the children to express their curiosity and explore media and materials using all their senses.

Creating music, joining in singing favourite songs, dancing and ring games are all activities that we have to promote the children's creative development.

