

OUR CURRICULUM AT SOHAM PLAYGROUP 2021

Our curriculum is based on the following statements:

Intent – What do we want the children to learn?

Implementation – How will we help all children to learn?

Impact – How will we check the children are making progress?

All children deserve to have an equal chance of success.

We want all children to have good core experiences this includes both indoor and outdoor activities.

Intent

- We want to develop their social skills through supported interaction with other children so they can learn how to make good friendships, cooperate and resolve conflicts peaceably.
- We want to develop their communication and language skills so that they become comfortable using a rich range of vocabulary and language structures.
- We want to develop their physical skills to enable them to develop their strength, balance, spatial awareness and coordination within gross motor skills. We want them to develop fine motor skills to include hand/eye coordination and control and confidence

Implementation

All staff are going to be hands on with the children and pick up through targeted observations of any areas of development that we might have a concern with.

Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well within their learning, and we follow our policy and procedure around children with additional needs.

We work with a whole team approach with outside agencies to support children where necessary. At our setting, children that are EAL, we focus on their understanding and speaking early communication. Core books, core songs, and rhymes are important.

Our staff ratio is above the normal criteria, this we find helps with children's confidence and aids learning.

All children have an equal chance of success we support equal opportunities within the setting and we ensure there are no barriers to learning for all, we welcome all people from different backgrounds, cultures and lifestyles and incorporate the community to our setting.

Our Curriculum is designed to create curiosity and love of learning, with adult led activities to challenge and stimulate with continuous provision to demonstrate what they know, and enhanced areas to enrich the children's ideas and move them forward in their play.

We work with the children's interest and fascinations to increase their learning opportunities.

We work with parents from the beginning before the child starts. We have visits which include the parents filling in 'All about Me' form, this gives a really good picture of the child, alongside this is a starting point form that we fill in together on where the child is, this includes the main 3 areas of learning.

We provide a safe environment with regards to our Health and Safety policy. We have designated persons within the management team, and two members of the team are trained under Safer Recruitment.

All children that have not had worldwide experiences have the opportunity to be included in all our activities (extra adult guidance if necessary).

We provide lots of pretend play that give children the opportunity to use their communication and language skills.

We as staff want the children to have the very best quality care, we find out what the child's interest is and from that provide opportunities that the child will learn from.

The child's experience must always be central to the thinking of every staff member.

Staff spend more quality care with the children, playing with them and a little less paperwork.

Therefore getting to know their key children really well, and to be able to talk about them confidently.

Children learn both indoors and outdoors.

We always provide an open door where parents/cares have the chance to discuss their child in private with their key worker at any time.

It is important that the setting listens regularly to parents, and that parents are given information about their child's progress.

Impact

Each key child has a record of their progress, this is monitored by the individual key worker or buddy key worker. Observations are done regularly and shared with parents on Tapestry. Accurate assessment can determine or highlight if extra support may be needed.

We provide opportunities within the setting so children become skilful learners. Children learn through play and by adult modelling.

All children will have a well-rounded view of the world that they are growing up in.

We discuss as a team all key children's progress and staff are able to then follow up on any concerns they may have.

We want to be to plan for the children, in all the 7 areas of learning and development, we want the children to make progress, so will be tracking the children on a regular basis (half termly) on a progress tracker and ECAT.

Assessments are completed every half term, and a Two Year check is completed before the child turns three, for the older children a Three Year check is completed. This is shared always with the parent/guardians at a suitable time normally face to face, this provides an opportunity to discuss the child and their progress.

Every child can make progress, if they are given the right support.