

## Peterborough Pre-Schools Curriculum

The provision for children's learning and development is guided by the Early Years Foundation Stage (EYFS).

The EYFS promotes learning through play and by providing a range of interesting resources and activities that are appropriate to a child's individual stage of learning and development. It supports a balance between activities that are led by adults and those chosen by the child, according to their current interests. Our settings will support children in their learning and extend this, but will not ask a child to complete tasks that are beyond their individual stage of development. For example, a child who is not yet ready to make controlled pencil movements will not be asked to form letter shapes.

Our settings all encourage three main areas of development as being hugely important before other learning can successfully take place:

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Children will be encouraged to show respect for themselves, for others and for their environment.

They will be given opportunities to socialise and to make friendships with both adults and their peers.

Children will be encouraged to be independent and will be praised for their efforts, building confidence and self esteem.

They will be encouraged to share their feelings and to handle these appropriately, following simple rules and boundaries for acceptable behaviour.

### **COMMUNICATION AND LANGUAGE DEVELOPMENT**

Children will be allowed time to talk, will be listened to and supported in their language development.

Home languages will be valued and families encouraged to use these at all times to encourage fluency.

Staff will support children with English as an additional language by using key words in their home language, offering bi-lingual resources and creating opportunities to communicate with the support of gestures, visual clues and props.

Children will be encouraged to develop a love of stories, rhymes and songs.

### **PHYSICAL SKILLS**

Children will be given opportunities, indoors and outside, to develop gross motor skills such as climbing, running, jumping, crawling, pushing and pulling.

Staff will provide opportunities to build muscles vital to good writing skills by offering activities that develop fine motor skills such as threading, finger rhymes, play dough etc.

Children will be encouraged to be aware of their bodies, and the space needed when moving, as well as noticing the effect that exercise has on how they feel.

In addition, our settings provide activities and resources to develop four other areas of learning and development:

### **MATHEMATICS**

Children will be encouraged to use mathematical language such as "small", "heavy", "tall", "full", "empty" etc. Opportunities will be provided to measure, explore capacity and to estimate. (e.g how many cups of water do you think we need to fill the jug?)

Resources will be available for sorting by type, size, colour etc. Children will be encouraged to count as they play or by singing number rhymes.

Children will be supported to complete simple addition and subtraction by "adding one more" etc.

They will be encouraged to recognise (and, where appropriate, write) numerals seen in books, on car number plates, on birthday cards etc.

Resources will be available to explore shapes and patterns.

Practical opportunities for problem solving will be offered, such as working out how many pieces of toast each person at the snack table can take from the plate so that they all have the same number of pieces.

**KNOWLEDGE OF THE WORLD**

Children will be given daily opportunities to explore the natural world.

They will use the local environment to explore and make sense of how things work.

Resources will be available that promote understanding of other cultures, countries and religions.

Opportunities will be available to have “real experiences” such as cooking and woodwork.

Simple science will be explored through activities such as colour mixing, looking at the properties of ice, observing changes in cooking and floating and sinking objects.

IT will be explored through the use of computers, CD players, recording devices, digital cameras etc.

**EXPRESSIVE ARTS AND DESIGN**

Children will be able to explore the qualities of many different media including paint, dough, clay, shaving foam, sand, glue.

Opportunities will be available to express themselves using dance, musical instruments and singing.

Resources will be available to support imaginative role play.

Children will be encouraged to story tell and use props such as puppets to bring their creations to life.

**LITERACY**

Resources will be available to support letter recognition and, where appropriate to stage of development, to form letters using a variety of mark making equipment.

Phonic sounds will be stressed using rhymes, story books and during conversation.

Children will be encouraged to recognise their own name.

Children will be supported to share books and handle them appropriately.