



## Curriculum

It is the aim of the principal and the Management team to provide a safe, secure, stimulating environment for all children attending The Eveline Day & Nursery Schools.

We achieve this by: -

- Taking great care in planning the nursery routine and the activities incorporated onto the routine. All play activities ensure that children have fun learning through play and incorporate the use of a variety of materials and resources to stimulate ‘discovery through learning’.
- Ensuring a daily plan of activities for each age group, which is built around a changing monthly theme, and includes weekly sessions of French lessons, sports classes and music, dance and drama, with a qualified tutor and promotes equal opportunities for all children.
- Ensuring that staff interact positively with the children by providing warm, caring and encouraging role models to foster independence, confidence and a positive self-image in every child.
- Allowing all children to develop at their own pace, regardless of their ability or circumstances, and ensuring that the appropriate support and encouragement is given at all times.
- Monitoring each child’s progress towards the learning goals, and working in partnership with the parents to achieve a consistent approach to learning.
- Keeping appropriate records to demonstrate the child’s progress, and highlight any special needs.
- Ensuring that training opportunities are made available for all staff to develop their Knowledge and skills, and keep abreast with current childcare theories.

### Curriculum – Group planning

#### AIMS

- To ensure curricular areas are incorporated into plans.
- To ensure children’s all round needs are met, and that each child attains their maximum potential.
- To ensure activities are full and varied, and age/development appropriate.
- To identify and plan out problems within the activity areas.

**When planning the week’s activities, staff need to bear in mind the following: -**

1. The current topic /theme. How can activities be linked to this?



2. The seven curricular areas of: - **Communication and Language, Personal, Social and Emotional Learning, Physical Development, Knowledge and Understanding of the World, Mathematics, Literacy and Expressive arts and Design.**
3. Each day the plan should provide opportunities from one of the curricular areas, with daily opportunities woven in from the key areas of Language and Literacy, Maths and Personal, Social and Emotional learning.
4. The need for a creative approach – a boring activity will fail to motivate children and will lead to them perhaps becoming badly behaved. Your planning should encourage the children to use their listening skills, to look and discuss ideas, as well as encouraging physical development. Most of all your activities must be and enjoyable experience for the children.
5. Resources need to be varied. A skill can be practised in so many ways e.g. manual dexterity comes from counting beads, cutting out, holding pencils, placing toy people into cars etc. Topic boxes can add further interest to your planned activity.
6. Planning must be done in advance and evaluated carefully afterwards if it is to be useful and relevant.
7. Special attention must be paid to singing – new songs should be taught which link in with the curriculum.
8. Interest tables and displays must be linked to the curriculum and should give the children the opportunity to touch and feel the different materials.
9. Wherever possible, visitors should be encouraged to come and speak to the children on special topics e.g. policeman/woman, fire, chef etc.
10. Imaginative play areas must be changed regularly and should incorporate the themes/topics which will develop the children's skills and understanding – ideas such as pet shop, hospital, hairdressers, office, garage, dentists, doctors, make up parlour, home corner, cafes, shop and which link in with the daily plan.



## Preparing children for School

*(For staff working with children over the age of 3 years)*

Your role is to prepare the children for their progression into school, and to equip them with the knowledge and skills that will make the transition easier. Don't feel you have to be doing the activities that the children are undertaking in school - you are paving the way for these to follow. Remember that you are the best resource that the children can have – talk to the children at every opportunity.

### Here are some tips for preparation

#### Communication and Language/ Literacy

- Encourage children to sit and listen and concentrate.
- Generate discussion periods to encourage conversation, ask questions.
- Encourage them to know, name and talk about themselves, family, parts of body.
- Encourage to sit / listen to story, answer questions, re-tell, predict.
- Foster a love of books, care of books.
- Give children simple requests to undertake.
- Encourage children to make patterns with chalk, paint, sand etc.
- Encourage children to listen to you and one another.
- Don't try to get the children to write their name, copy writing etc. Look at if they can actually hold a pencil correctly first!

#### Physical

- Encourage children to use a variety of mediums.
- Regular jigsaw sessions
- Encourage children to use scissors.
- Ensure that the children can hold a pencil correctly / preferred hand.
- Colouring exercises – can children colour in defined area?
- Set out threading, construction etc. (large and small)
- Encourage children to play safely with one another (in and outdoors)



### **Personal , Social & Emotional**

- Encourage children to use knife and fork, pour own drinks.
- Encourage children to help one another.
- Encourage turn taking / sharing.
- Encourage self help skills:-
  - Hand washing
  - Tooth brushing
  - Preparing for outdoors
  - Preparing for music/movement
- Allow children to set up / clear away activities (Health & Safety)
- Encourage good manners.

### **Maths**

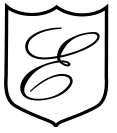
- Use maths language throughout the day.
- Encourage counting 1 – 5, 1 – 10.
- Don't expect them to know numbers.
- Don't expect them to write numbers.
- Work on simple shapes.
- Work on concepts – in front, behind etc.
- Sorting by colour, shape, texture, size.
- Encourage to know some number rhymes etc.

### **Knowledge & Understanding**

- Encourage feedback, ask questions and share information during topic work.
- Encourage and listen to what the children have to say.
- Allow opportunities for children to explore and talk about what they see / have seen (past & present).

### **Expression Arts and Design**

- Have regular singing sessions.
- Encourage children to cut out, roll, make shapes etc. with dough / clay.
- Music sessions – with / without instruments, encourage care of them.



- Encourage recognition of colours.
- Introduce children to a variety of music.
- Encourage children to use tools correctly.

### **Summary**

Spend time getting to know your children and what makes them tick. Keep accurate records which give a true and honest picture of children in your care. This will give the teachers a solid base on which to build future learning.