



Our setting provides a tailor-made curriculum packed full of exciting learning experiences for every child. Our learning experiences are always child-led and based around the needs and interests of the children in the preschool. Practitioners enhance those interests by gently developing and supporting your child further enhancing their learning and experiences.

Our curriculum goals are:

- To be a confident learner
- To follow an instruction to make a healthy meal for lunch
- To design and create your own model
- To write their first name
- To understand patterns and quantity
- To be independent in putting on or changing clothes, shoes, coat hat and gloves
- To throw and catch a ball
- To make up your own story
- To plan and go on a community outing

### **To be a confident learner**

Component 1 Children to spend time with their key person, building a bond and a caring relationship, modelling independence skills

Component 2 Children to develop play and learning preferences, supported by their key person and other practitioners

Component 3 Children begin to communicate with peers and practitioners to develop their own play and independence.

Component 4 To extend children's learning by giving them new experiences to complete with some support

Component 5 Children extend their peer relationships and limited support needed for independence skills

Goal Children are confident with their key person and peers alike they will be happy to show you the new independence skills they have gained recognising their achievements in an age-appropriate way.

### **To follow an instruction to make a healthy meal for lunch**

Component 1 Children to experiment with different tools and materials in all areas of the room, construction, sensory, mud kitchen, sand water, digging, building, filling, emptying, tipping etc.

Component 2 Children experiment with pretend cooking in the mud kitchen, role play area, sand tray, in the outside play house.



Component 3 Children to take part in food preparation activities for example snack, healthy eating activities circle time activities and stories learning the need for hygiene and safety and a healthy lifestyle

Component 4 supported by practitioners children use role play to follow the steps in making a meal what do you need first drawing the children's attention to the activity card

Component 5 in small groups children begin to explore weight and measures through both role play and snack preparation

Goal Children independently safely and hygienically follow the steps of a recipe. They measure, mix and create their own meal.

### To Design and create their own model

Component 1 Children to build using any of the resources available to them.

Component 2 children to use tools to explore the effect on the resources/ materials, for example shaving foam acting as cement to stick the bricks together, cutting paper, sawing at forest school.

Component 3 Children to have repeated experiences with tools until they become safe and confident in their use

Component 4 Children to build and construct with a purpose choosing their resources for their activities with some support from practitioners. For example making props for their imaginative games.

Component 5 Children to play imaginative games negotiating with peers and listening and using others ideas as they play and construct.

Goal in a small group Children will decide on something they would like to construct; choose the materials they would like to build it out of listening to others ideas and opinions. While building they will reflect on their progress and make adjustments to their work using minimal adult support.

### To write their first name

Component 1 children will experiment with marks they make with their fingers, or tools in the mud, sand, paint, gloop, foam, chalk, playdough etc  
With adult support children find their name card and place where they want their coat to go

Component 2 Children engage in large mark making using brushes rollers, chinks.  
Children continue to be supported to find their name card

Component 3 Children begin to put meaning to their marks using marks for a purpose  
Children find their own name card and place with coat.

Component 4 Children begin to use smaller more controlled movements.

Component 5 Children find their own name card, bring it to mark making table and able to look at it while attempting their name using a tripod grip



Goal to independently write letters of their name so they are recognisable and some beginning to be formed properly, giving consideration to the length of names and the difficulty of the letters.

### **To understand patterns and quantity**

Component 1 To play with resources emptying and filling putting items together sorting

Component 2 Show and interest in puzzles and other mathematical resources

Component 3 To identify numerals and be able to recite to 5

Component 4 To use mathematical language like big, little, large, small, long, short with support and language modelled from practitioners

Component 5 to explore patterns in the preschool talk through with a practitioner

Component 6 use patterns and numerals grouping together and making sequences

Goal To understand the quantity of 5 in depth and be able to make a repeating pattern of items of choosing.

### **To be independent in putting on or changing clothes, shoes, coat hat and gloves**

Component 1 Children to begin pulling off shoes/coat on arrival at preschool

Component 2 Children to role play with the dressing up, practitioners to support getting the dressing up on and off

Component 3 Children to stand at the head of their coat, put their arms in and throw it over their backs. Children to hold the back of their shoe to push their foot in. practitioners to give support.

Component 4 Children to begin to independently put on their coat and shoes with limited adult support

Component 5 Children to start to change their own clothes when wet with limited adult support.

Goal Children to be able to get changed, put on their own shoes and coat.

### **To throw and catch a ball**

Component 1 Engage children in gross motor skills, running, climbing and balancing.

Component 2 Engage in activities like throwing leaves, throwing a ball into the air, pushing a ball/car through the tubes

Component 3 Engage in activities to support hand eye coordination and ball rolling to support 2 way play.



Component 4 Practitioner to throw a ball to the child to catch beginning to understand that they need to put their hands out to catch it.

Component 5 Children throw a ball with increasing accuracy estimating where it might land or how far it might travel.

Goal Children throw a ball to each other. Standing with a short distance between them. Practitioner to make suggestions to increase the times the children are able to catch and throw the ball accurately.

### **To make up your own story**

Component 1 Children pretend play on their own. Making up games as they go along. Children like to look at a book

Component 2 Children pretend play with their peers making up games. Children listen to a short story

Component 3 Children begin to link stories to their play. Playing “Gruffalo”

Component 4 Children can retell stories from home, stories that have been previously read and retell parents what they have done at preschool.

Component 5 Children begin to make up their own stories

Goal Children develop a character, a setting and story line while telling it to practitioner or peers.

### **To plan and go on a community outing**

Component 1 to play and explore with small world resources that reflect real life experiences. For example farm, shops, trains

Component 2 talk about experiences they have had, going to the shops holiday trip to the zoo, park.

Component 3 Go for a walk around Girton, looking at the things that happen in the community. Café, shop, care home, bus stop etc

Component 4 to role play going to the café, getting on a bus and reading the number bus, paying at the shops.

Goal Plan a trip out in the community, exploring how to get there, if it costs money, how long will it take.