



Sunshine Preschool
Curriculum

Overview

1. Child's interests -
Planning in the
moment

2. Daily routine

3. Interesting, inspiring
and engaging
open ended
activities related
to:-

a. Core books,
rhymes and
songs

b. Outdoor play,
continuous provision,
physical activities
and group work

c. Trips - local amenities,
vehicle watch, library
and end of year trip.

6. Communicating,
exploring
and sharing.
Discovering and
nurturing every
child's unique
abilities
(Sunshine preschool
ethos.)

4. Our aspirations
for all children

3. Core experiences -
growing veg, cooking,
celebrations, ourselves
and pet care

d. Visitors -
occupations
and ways of
life



Planning in the Moment

Children learn in the here and now. They all have their own special interests and ways of learning. At Sunshine Preschool we provide children with the environment and opportunities to follow their own interests to spark curiosity; their key person and staff will use these moments to teach and progress their development.

There are clear rules and routines that the children will be able to follow with adult and peer guidance.

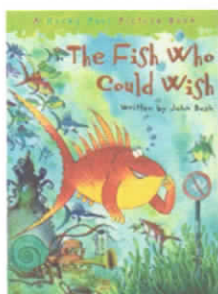
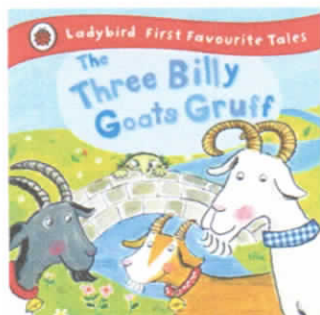
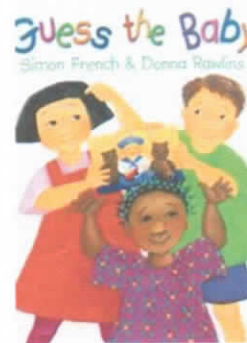
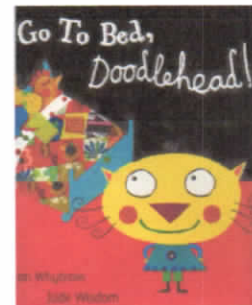
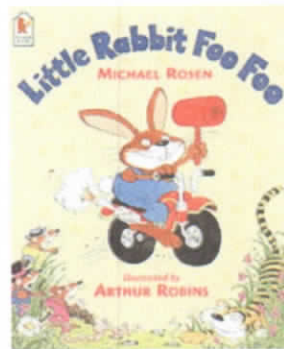
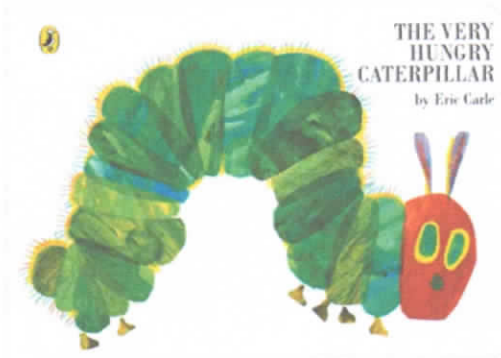
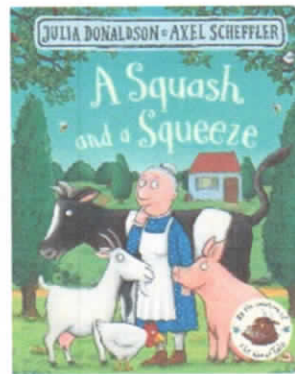
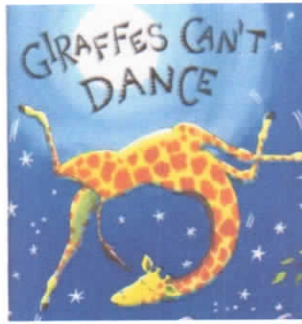
By using this way of teaching and learning the children have more uninterrupted time to become engaged, learning through play in their own unique way.

As we get to know the children well, their key person will be able to plan fun and enjoyable activities that will cover each child's learning in all areas of development.

Parents are such an important part of their child's development. We shall work together to share their "Learning Journeys" and their interests at home; this will give each child the chance to be happy, confident and reach their full potential.

Daily Routine

- Greeting Time
 - Adult led activities
 - Child led play
 - Snack time
 - Child led play
 - Story/Songs/Music
-
- Lunch time
 - Quiet time
 - Child led play
 - Story and songs
 - Hometime



Sunshine Preschool Core Books

Greeting time

This time is used to say "Hello" to each other, through songs and activities. This encourages children to speak out in a group. Sometimes we will say "Hello" in another language, teaching children there are people in the world that speak differently to themselves.

Share news, this is a good time to help children understand that we need to listen to each other and respect other views and opinions. Birthdays are a lovely time to share a celebration and for children to recognise the things they have in common with each other.

A child is asked to describe the weather of the day. This encourages observation and communication skills.

Small group time

During this time, a small group of children come together for a "Letters and Sounds" or Maths activity with their key worker and peer group. Other focused activities also take place at this time to ensure all areas of the EYFS are covered.

Snack time

Snack time is announced and children have a choice to come to the table within half an hour, the children are made aware of the imminent ending of snack time so they can come and get a drink and snack before the table is cleared if they want to. (Water is available all day)

Children are given responsibilities at this time to prepare the snack for their friends and ask what they would like to drink. We make sure all the children have a turn to be "star helper" for the day. This helps to develop their social confidence and to learn how helping others is rewarding.

Child led play

Most of the day is child led, which means each individual child can learn in their own way through their interests and fascinations. This leads to happy children that become highly engaged in exploring, communicating, and learning. The adults come to the children and support them by teaching relevant skills.

Through listening and observing the children we can ensure the environment is forever being adapted to the current cohort's needs.

Story time

Story time is a point to relax and enjoy a book. The group can be divided so that different stages of developments can all be accommodated and really benefit from this time.

There are so many ways to tell a story to spark children's love of literature.

Puppets, props, story bags, child participation, musical instruments, flap books, noisy books, rhyming books, books made by the children themselves, factual, fantasy, funny and nonsensical. we ensure that story time is varied and inspiring.

Sharing a book with key persons

Every day at a quiet moment each child will have at least ten minutes with their key person to look at a book together.

Songs and music time

We shall creatively use music and song to teach children imaginative ways to express themselves. Children will develop their listening and attention skills through taking turns and working together to generate sounds. They will explore how sounds can be changed and produce their own ideas.

Every other week we shall introduce a new song for the children to learn, this song will be made with words and pictures by the children and put into the "Sunshine Song Book". This book is available for the children to look at and sing whenever they like.

Physical Development

Once a day an adult led physical activity will be organised either in the outdoor area or inside the classroom. We shall select a section of physical skills to work on each half term.

Ball skills, gymnastics, parachute, music and movement, sports day practice to name a few.

Letters and sounds (phase one)

This teaching plan is used to give children the skills they need to be able to listen, communicate, and understand sounds. These skills will be used eventually in learning to read and write.

We have compiled a book full of fun activities that encourage children to build up these abilities....

*Tuning into sounds *Listening and remembering sounds *Talking about sounds

From Aspect One "Environmental sounds" which the children enjoy listening to the sounds around them, singing, making sounds, using props to create stories, and talking about our favourite sounds.

To Aspect Seven "Oral blending and segmenting" which the children will be helping a robot to learn to talk by segmenting and blending words as they post pictures into his word slot. Singing silly songs that make children laugh but teach the different sounds in words.

Scrapbooks and Profiles

After much research and gathering staff and parent views we have decided to continue with handwritten observations and printing photos for records of progress. Creations, pictures and examples of writing are saved in each child's scrapbook or profile. These are shared with their parents. The children also love to look at their scrapbooks and reminisce.

Learning journeys

Every half term parents will be given a sheet and a camera (or through email if they find it more convenient) to update on their child's life at home with their families and friends. This is a fun way for us to share any relevant changes and important events in their children's' lives. The photos are added the child's profile.

The following week we focus on that child by recording observations of their play on the "Learning Journey" sheet. Each observation will include their speech and the teaching moments. Photos will accompany the observations. The child's key person will record where they are in their development, a copy of this sheet will go home for parents to look at. Parents are welcome to discuss any concerns or add to their child's records.

Cooking and food activities

To reduce the risk of Covid-19 being passed on, we shall work with groups of three or less children at a time when providing a cooking activity. Each child will be supplied with their own bowl, utensils, and ingredients.

Children are introduced to the hygiene and safety aspects when preparing food. This is also a time to explore what happens when we mix different food types. Obviously, the tasting is the most fun part, and finding out what our preferences are.

Prevent duty and British values

The government has set out the need for "British values" to help everyone live in safe and welcoming communities where they feel they belong.

These British values are defined as:

* *Democracy*

* *The rule of law*

* *Individual liberty and mutual respect*

* *Tolerance of those with different faiths and beliefs*

Sunshine Preschool staff have all had training in this government guidance. We appreciate the importance of promoting these British values as part of the strategy to overcome radicalisation and terrorism.

The British values are all introduced to children through the EYFS (Early Years Foundation Stage), in a developmentally appropriate way. For example.

Democracy: The group having a vote on what they would like in the role-play area. Learning to take turns to go down the slide, choosing a song to sing from a choice of pictures.

The rule of law: Learning that there are rules that need to be followed to keep everyone happy and safe. Dressing up as superheroes, talking about what should be done to rescue someone. Children are given the opportunity to make their own rule signs.

Individual liberty and mutual respect: Every child's views, opinions and preferences are respected and taken into consideration. The children are praised for their kindness and encouraged to listen to their peers and adults.

Tolerance of those with different faiths and beliefs: We encourage children to explore other cultures, learning about their festivals, foods, clothing, languages, and traditions. We also encourage the children to share their own family traditions and compare them with others.

The Areas of learning and Development

The Prime areas

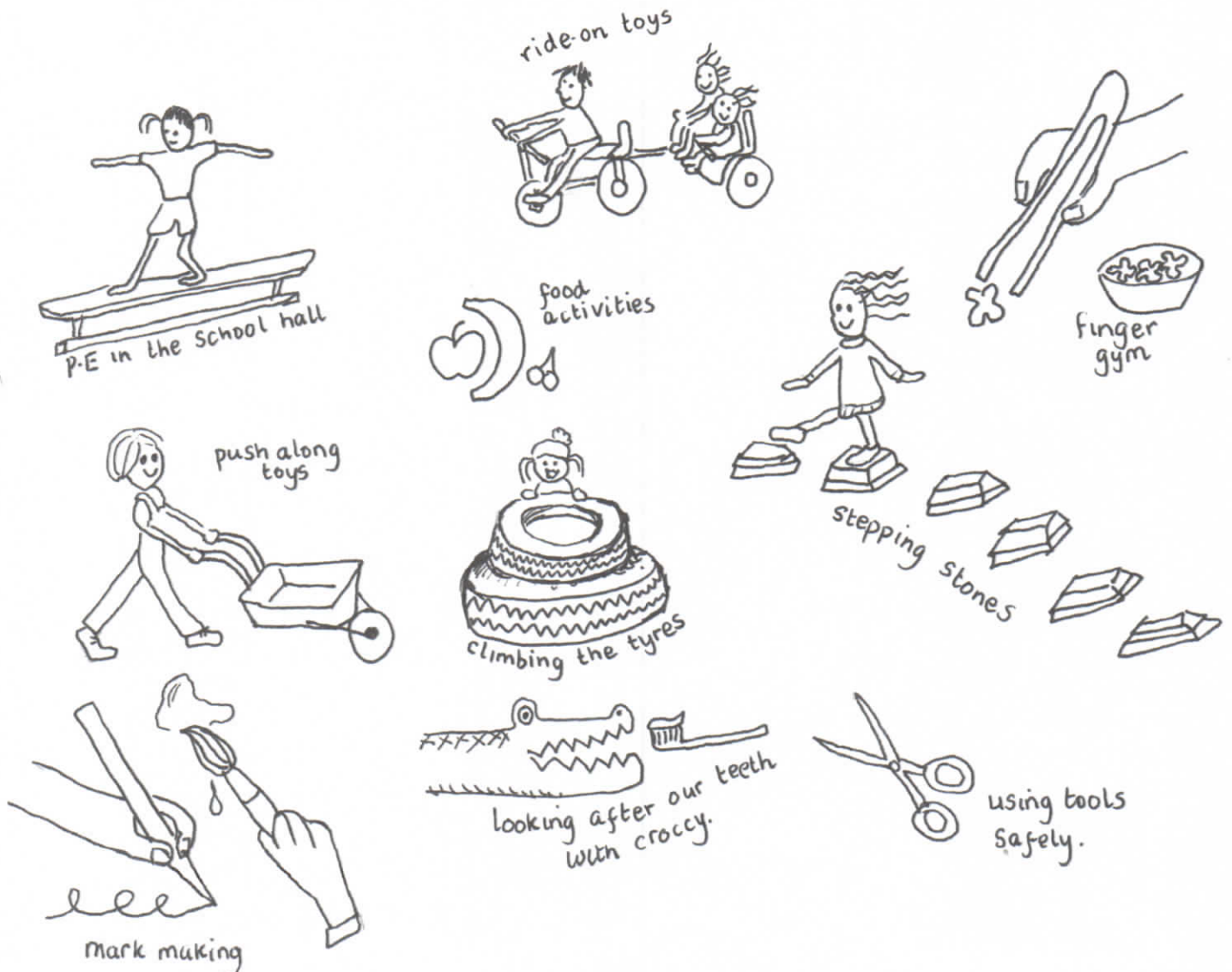
Personal, Social and Emotional Development

Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives. As we move through life, we are continually developing our sense of self as we weave a web of relationships with self, others and with the world. Personal, Social and Emotional Development is fundamental to all other aspects of lifelong development and learning, and is key to children's wellbeing and resilience. For babies and young children to flourish, we need to pay attention to how they understand and feel about themselves, and how secure they feel in close relationships: in so doing they develop their capacities to make sense of how they and other people experience the world. Children's self-image, their emotional understanding and the quality of their relationships affect their self-confidence, their potential to experience joy, to be curious, to wonder, and to face problems, and their ability to think and learn. The environment is developed so that children can do things independently and with others, forming friendships. Early years practitioners meet the emotional needs of children by drawing on their own emotional insight, and by working in partnership with families to form mutually respectful, warm, accepting relationships with each of their key children.



Physical Development

Along with emotional, social, cognitive and language development, physical development underpins all other areas of a child's learning and development. Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world. The intimate connection between brain, body and mind must be understood; when they are viewed as one system, the impacts of active physical play, health and self-care are observed and the effects on a child's early brain development and mental health of adverse childhood experience, including malnutrition, illness or neglect, is recognised. Health, wellbeing and self-care are integral to physical development. Prioritising care opportunities and a collaborative approach with young children supports development of lifelong positive attitudes to self-care and healthy decision-making. Each child's journey relies on whole-body physical experiences. While biologically programmed, the unfolding of this complex, interconnected system requires repeated movement experiences that are self-initiated and wide-ranging. Fine and gross motor control must develop together in an integrated way, so that the child can achieve what they set out to do. We must ensure that children have movement-rich lives indoors and outdoors from birth. This includes the role of the adult's body as an enabling environment itself, embedding movement into everything, and encouraging each child's own motivations for being active and interactive with others.



Communication and Language

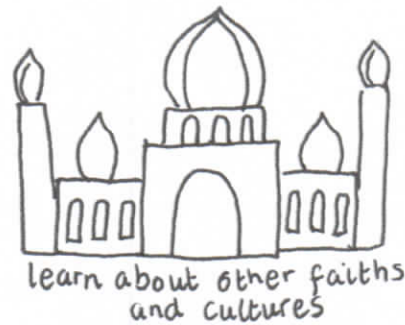
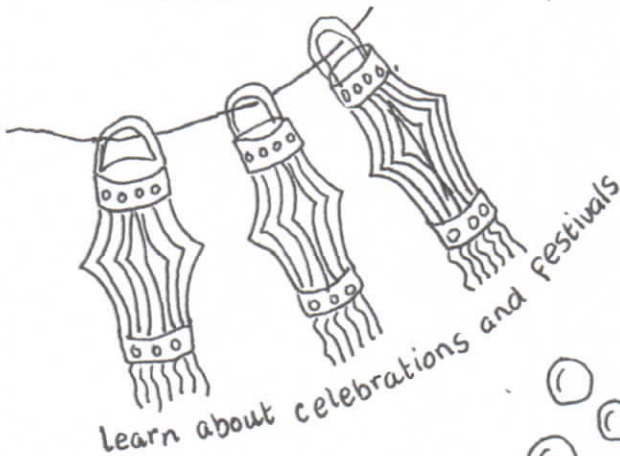
Communication and Language Experiences in the womb lay the foundation for communication, and a baby's voice is evident from the beginning. Babies use their bodies, facial expressions, gestures, sounds and movements to seek connections and respond to those around them. Young children depend on back-and-forth interactions with responsive others to develop confidence as effective communicators and language users. Communication and language development are closely intertwined with physical, social and emotional experiences. Communication and language lay a foundation for learning and development, guiding and supporting children's thinking while underpinning their emerging literacy. Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds; a language-rich environment is crucial. A child's first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children's language proficiency as they join new environments. Children's skills develop through a series of identifiable stages which can be looked at in three aspects - Listening and Attention, Understanding, and Speaking. While not all children will follow the exact same sequence or progress at the same rate, it is important to identify children at risk of language delay or disorder as these can have an ongoing impact on wellbeing and learning across the curriculum.



The Specific Areas

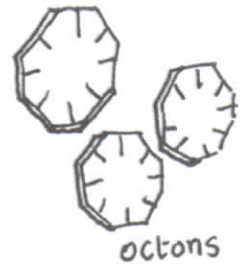
Understanding the World

Understanding the World provides a powerful, meaningful context for learning across the curriculum. It supports children to make sense of their expanding world and their place within it through nurturing their wonder, curiosity, agency and exploratory drive. This development requires regular and direct contact with the natural, built and virtual environments around the child and engaging children in collaborative activities which promote inquiry, problem-solving, shared decision making and scientific approaches to understanding the world. Active involvement in local community life helps children to develop a sense of civic responsibility, a duty to care, a respect for diversity and the need to work for peaceful co-existence. In addition, first-hand involvement in caring for wildlife and the natural world provides children with an appreciation of ecological balance, environmental care and the need to live sustainable lives. Rich play, virtual and real world experiences support learning about our culturally, socially, technologically and ecologically diverse world and how to stay safe within it. They also cultivate shared meanings and lay the foundation for equitable understandings of our interconnectedness and interdependence.



Mathematics

Mathematics for young children involves developing their own understanding of number, quantity, shape and space. Babies and young children have a natural interest in quantities and spatial relations - they are problem-solvers, pattern-spotters and sense-makers from birth. This curiosity and enjoyment should be nurtured through their interactions with people and the world around them, drawing on their personal and cultural knowledge. Every young child is entitled to a strong mathematical foundation which is built through playful exploration, apprenticeship and meaning-making. Children should freely explore how they represent their mathematical thinking through gesture, talk, manipulation of objects and their graphical signs and representations, supported by access to graphic tools in their pretend play. Effective early mathematics experiences involve seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play. Plenty of time is required for children to revisit, develop and make sense for themselves. This is supported by sensitive interactions with adults who observe, listen to and value children's mathematical ideas and build upon children's interests, including those developed with their families. It is crucial to maintain children's enthusiasm so they develop positive self-esteem as learners of mathematics and feel confident to express their ideas.



Literacy

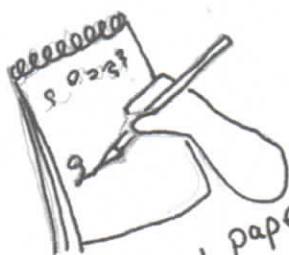
Literacy is about understanding and being understood. Early literacy skills are rooted in children's enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is engaging, purposeful and creative. Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning. Young children need to be listened to by attentive adults who recognise and value children's choices. They need enjoyable, playful opportunities of being included and involved in the literacy practices of their home, early years setting, and community environments. They need experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.



names on drawers



Songs



Pencils and paper



books



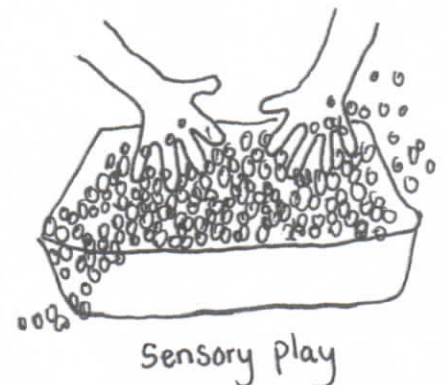
letters and sounds



Logo games

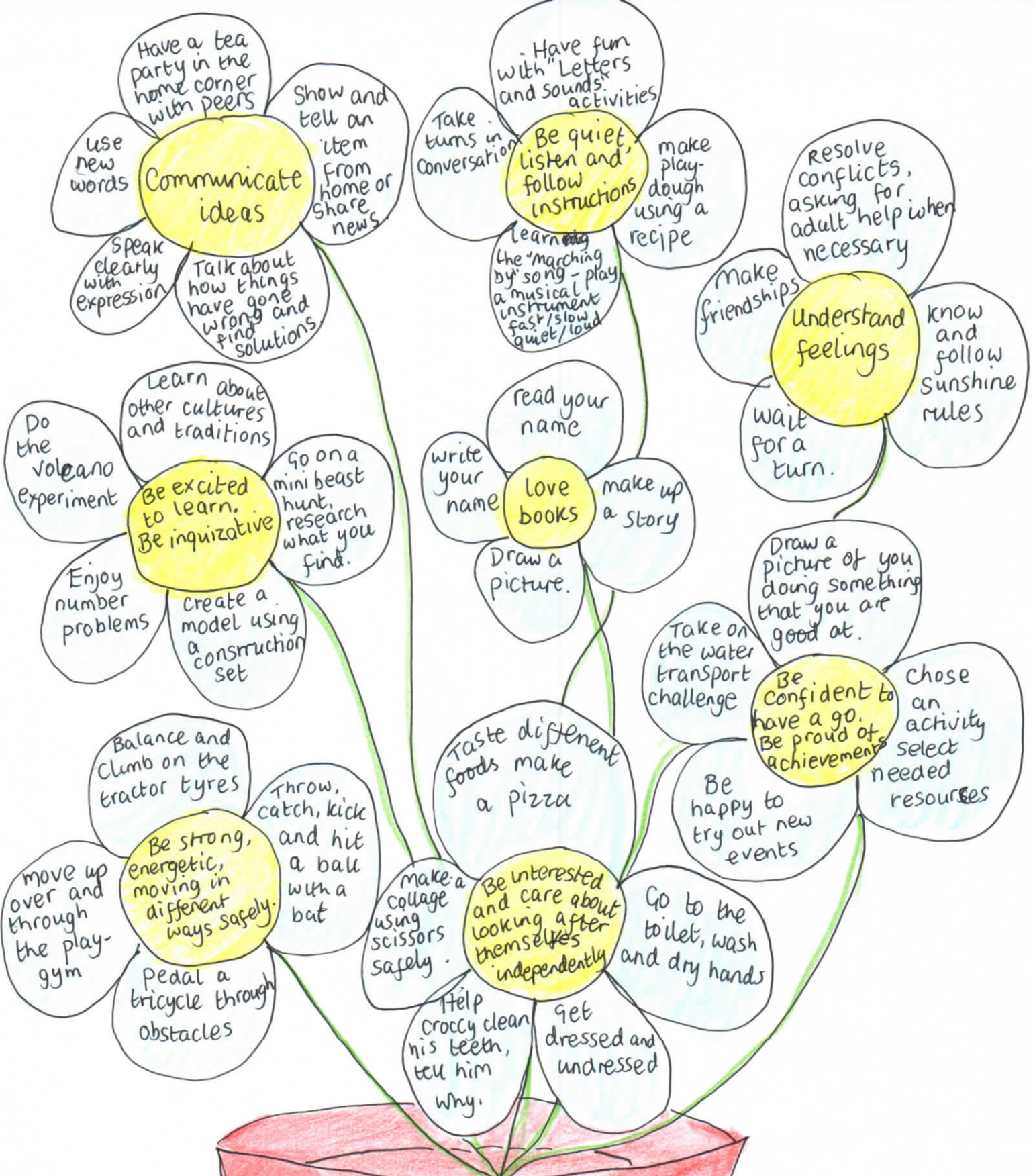
Expressive Arts and Design

Children and adults have the right to participate in arts and culture. Expression conveys both thinking (ideas) and feeling (emotion). Children use a variety of ways to express and communicate, through music, movement and a wide range of materials. Creative thinking involves original responses, not just copying or imitating existing artworks. Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking. It requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensory, first-hand experiences help children to connect and enquire about the world. Appreciating diversity and multiple perspectives enriches ways of thinking, being, and understanding. Skills are learned in the process of meaning-making, not in isolation.



Adult led teaching

- Healthy living; diet, exercise, sleep, dental care.
- Stranger Danger
- Road safety
- NSPCC Pants
- British Values



Special Days

September

06.09.21 Rosh Hashanah

09.09.21 Sunshine book day - Dress up

13.09.21 First Aid Day - Find out about doctors

20.09.21 Recycle week

21.09.21 First day of Autumn

27.09.21 Harvest Festival Food - fruit salad

October

03.10.21 Grandparents Day

04.10.21 World Animal Day

10.10.21 World Mental Health Day

31.10.21 Halloween- Pumpkins

November

04.11.21 Diwali

05.11.21 Bonfire Night

11.11.21 Remembrance Day

15.11.21 Road Safety Week- Vehicle Survey

22.11.21 Anti-bullying week- PANTS

December

Christmas craft activities

Christmas Stories

Christmas Performance for parents

January

03.01.22 Sharing Christmas holiday experiences

18.01.22 Winnie the Pooh Day

24.01.22 Big Garden Bird Watch

February

01.02.22 Chinese New Year

08.02.22 Safer internet day

12.02.22 Darwin Day

14.02.22 Valentine's Day

15.02.22 Winter Olympics

17.02.22 Random acts of Kindness Day

March

01.03.22 Pancake day

03.03.22 World Book Day

14.03.22 Science Week

18.03.22 Red Nose Day

21.03.22 It's Spring!

21.03.22 Mothers Day on Sunday...Make cards, Post Office visit.

April

07.04.22 World Health Day...What keeps us healthy?

Easter Activities

Gardening Activities

May

03.05.22 Deaf Awareness Week

16.05.22 World families Day

20.05.22 World Bee Day... Find out all about Bees and why they are very important.

June

02.06.22 Queen's Platinum Jubilee

06.06.22 Child Safety Week

08.06.22 World Oceans Day

13.06.22 Healthy Eating Week

19.06.22 Father's Day

21.06.22 World Music Day

July

07.07.22 World Chocolate Day!

Sports Day

Trip to be arranged