



CURRICULUM NOTES – 2019 / 2020

PRE-SCHOOL

Welcome to Hall Grove. This curriculum pack is to inform you about the learning that takes place in the Pre-School and to explain how you as parents can help your children settle in to their time at Hall Grove. We are really excited about the partnership between yourselves and the team in Pre-School as we strongly believe that the most effective learning comes as a result of a three-way partnership between parent, child and teacher. We are here to support the needs of every child and are very much looking forward to a successful, happy year ahead.

Pre-School is part of The Early Years Foundation Stage (EYFS).

The Curriculum

The EYFS is based around four important principles:

A Unique Child

- Every child is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

- Children learn to be strong and independent from a base of loving and secure relationships.

Enabling Environments

- The environment plays a key role in supporting and extending children's development and learning.

Learning and Development

- Children develop and learn in different ways and at different rates. The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing seven areas of learning.

All of the learning areas are equally important and depend on each other. They are delivered in a cross-curricular way through a balance of adult-led and child-initiated activities in both the indoor and outdoor classroom. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. The children's learning is planned for individually. Support within the EYFS and extension beyond this curriculum is given to children where it is needed.

There are three *prime* areas that are particularly crucial for igniting children's curiosity and enthusiasm for learning alongside their capacity to learn, form relationships and thrive.

- *Communication and Language*

This area gives children opportunities to experience a rich language environment, speaking and listening in a variety of situations and developing their confidence and skills in expressing themselves

- *Physical Development*

This is developed through the provision of opportunities for the children to be active and interactive and to develop their skills of coordination, control, manipulation and movement. Alongside this, activities are carried out to promote an understanding of the importance of physical activity and making healthy choices in relation to food encouraging a positive feeling of well-being.

- *Personal, Social and Emotional Development*

Children are helped to develop a positive sense of themselves and of others; to form positive relationships and develop respect for others; to learn how to manage their feelings and to have confidence in their own abilities. This is crucial for all aspects of life and will give the children the best opportunity for success in all other areas of learning.

The above prime areas are then strengthened and applied through four *specific* areas...

- *Literacy*

Children are encouraged to link sounds and letters to begin to read and write. A wide range of reading and writing materials are planned for to help capture their interest.

- *Maths*

A broad range of activities are provided in which the children can explore, enjoy, learn, practise and talk about their developing understanding of Maths. They practise and extend their skills in counting, understanding and using numbers, simple calculating, describing shapes, spaces and measures. They will use key mathematical skills and logical thinking. The children will explore practically with opportunity for discussion and simple forms of recording.

- *Understanding of the World*

Helping them to make sense of their physical world is achieved through exploring and observing to find out about people, places, technology and the environment. They will undertake practical 'experiments' and work with a range of materials and tools safely. Foundations are developed for Science, History, Geography, RS and ICT.

- *Expressive Arts and Design*

Exploration and play with a wide range of media and materials is fundamental to successful learning and enables children to make connections and extend their thoughts, feelings and understanding. They are encouraged to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance, imaginative and role-play activities and design and technology; it also draws on the aesthetic and creative aspects of all subjects.

Three 'Characteristics of Effective Learning' support the development in how the children are learning. These characteristics are represented through characters in the classroom to enable the children to self - reflect upon how they are learning, so do come and meet them. They are used on a daily basis and are displayed in each classroom.

Playing and exploring – engagement (Go for it Gus)

Finding out and exploring, playing with what they know, being willing to ‘have a go’.

Active learning – motivation (Active Andy)

Being involved and concentrating, keeping trying, enjoying achieving what they set out to do.

Creating and thinking critically – thinking (Creative Katie)

Having their own ideas, making links, choosing ways to do things.

Planning Overviews

The planning for the Pre-School is done on a weekly basis and is led very much from the interests of the children. It includes all areas of the curriculum both indoors and outside and includes many visits to the various outdoor classrooms that the school has to offer.

Specialist lessons in PE will take place each week. An Early Years member of staff always accompanies the children to this. The children will also be taking part in French with a specialist teacher. They will have activities to take part in, as well as some lessons via a video link for the time being.

The Outdoor Classroom morning is Friday for Pre-School. Please can your child be dressed in their black tracksuit with their red air-tex top and trainers for that morning.

Reading

Whole class reading will happen on a daily basis and children will be encouraged to read independently throughout their play. The children will learn to read letter sounds and words that are familiar to them and signs and symbols that are within their everyday environment.

Daily phonics

Throughout the children’s play, recognition and understanding of the sounds of the alphabet will be taught. An emphasis will be placed on giving the children the skills required before actual reading commences such as listening and attention skills to help them tune into the letter sounds they hear.

Big Talk Speaking and listening skills will in turn aid their writing skills so a focused session to model language, expand on vocabulary and develop sentence structure is really important. The children will become familiar with ‘WOW words’ (adjectives) and experiment with using new vocabulary. ‘Super sentences’ are developed through using connecting words. All Big Talk sessions are based around a theme.

Assessments of the children are made on a daily basis to enable us to plan for their next steps in learning. Each child has a ‘Learning Journey’ created through the program ‘Tapestry’ to track the progress they are making alongside the Early Years Foundation Stage Profile (EYFSP). This is monitored throughout the year and details of how each child progresses are maintained. The EYFSP assessments for your child are available for you to see should you choose to.

We also ask for your input with significant achievements the children make at home. Simply use the ‘WOW cards’ to write a sentence to explain what they have done. They could reflect any areas of their learning from personal and social to creative or knowledge and understanding. Here are a few examples of what you could include...

‘I dressed myself today’

‘I helped make my bed this morning’

'I rode my bike without stabilisers'
'I made up the most amazing story'

If you have any assessments or reports from your child's previous nursery then please do pass these on to the class teacher.

Reports

Once each term we will give you written feedback about the development your child is making, with a full academic report at the end of the year. This report will outline their progress against the EYFS profile. We will also be asking for termly feedback from you and the children about how you feel their learning is progressing.

School routines and supervision

<i>Time of day/ activity</i>	<i>Adults supervising</i>
Arrival from 0830-0845	Early Years Staff
Outdoor play	Early Years Staff
Lunch Playtime 1230	Rota of Pre-Prep class teachers and assistants
End of day dismissal 1500	Early Years Staff

School Arrival Time and the Class Register

At the beginning of the year it always takes a bit of time for everyone to settle into the normal drop off /collection routine. Pre-School children can be dropped off between 0830 to 0845 on the tennis courts where they will be greeted by a member of staff from the Barn.

The children self-register as they come into school. The Class Register is then completed at 0900.

If you arrive at school after 0900, please go to the school office to inform the school secretary of your arrival, so that she can register your child.

Home time

Please arrive by 1230 for lunchtime collection or 1500 for end of day collection from the tennis courts. You may park on the tennis courts. Children must be closely supervised at all times, and they are your responsibility once they have left the member of staff they are with.

If somebody different is collecting them, please inform their class teacher or the school office to explain who will be picking them up that day. Children who have not been collected by 1510 and have no details of a late collection will remain with staff in The Barn.

Playtime /Snack / Lunch

Morning and afternoon breaks are tailored to suit Pre-School daily routines. Lunch starts at 1145 to ensure time for eating before 1230 collection. There is a 30 minute playtime immediately after lunch for those staying at school. During the morning children are given a drink of milk or water and a piece of fruit to see them through to lunchtime. Fresh water is always available throughout the day. All children have school lunch, where a wide variety of food is available, including a daily vegetarian option. A copy of the menu for each week will be posted on the school website. Teachers and teaching assistants are all on hand throughout the lunch period to supervise and help the children. If your child has special dietary requirements, please make sure that you have indicated these on their medical form so our School Nurses are aware.

Protective Clothing for playtime

Please ensure your child has the correct uniform and that all items are clearly named. Children will need a black school coat, black water proof trousers and named wellington boots. We would

appreciate it if you could provide your child with the appropriate clothing as soon as possible – thank you to those who have already done so.

PE

A PE lesson takes place on Thursday. Please ensure your child wears the relevant PE kit to school on this day. There will be no swimming until the Summer term.

Behaviour

For the self-register the children have a balloon which will also double up as our behaviour record. Praise and encouragement is given at all times and clear rules and routines are established from day one of school. On the occasions where a child displays unacceptable behaviour they are given a warning. If they then need to be spoken to again their balloon will be removed from the board. They are given opportunities to replace their balloon back on the board. All children with their balloon on the board at the end of the day receive a sticker.

The children work as a class to collect yellow ‘honey’ pebbles in the pot each day. They can be awarded a pebble by any teacher or assistant for good work or behaviour. Once all pebbles have been collected in the honey pot the class select their own celebration, for example decorating a biscuit, having a bubble party or a game of musical statues.

As part of the weekly celebration assembly within the classroom, the class teacher will select one child a week to be awarded a Bees of Behaviour Certificate and to be placed in the centre of our ‘bee hive’. This links in with the school values which are displayed as a poster in the classroom and can be found on the website.

Working in partnership with you

Communication with Us

Email is the main form of communication. The class teachers can be contacted by email each day for you to communicate any organisational information or other messages that you cannot pass on verbally. Please find their email addresses at the bottom of this document. There is also a communication book to be kept in the school book bag each day. A school newsletter will be emailed to you each Friday. Any additional information about events/ routines that is not posted in the school calendar or newsletter will also be emailed.

Individual ***Parent Interviews*** will be held on Tuesday 13th and Wednesday 14th October, when we will be able to tell you how your child has settled into Pre-School and discuss general progress. Bookings will be sent to you in advance through an online appointment system. These may be held via a video link. More information will be given to you near the time. A second set of interviews will take place in the Spring term.

Please do not hesitate to make a telephone appointment after school hours if you wish to discuss any issues concerning your child.

Home Learning

In the event your child’s ‘bubble’ needs to isolate at home, we will provide learning resources, activities, and videos via ‘Tapestry’, our online learning platform for this age group. We will also provide some live lessons via a video link on a regular basis. If your child is isolating due to another family member needing to isolate until the necessary tests come through, we can provide some simple activities to complete via ‘Tapestry’ too. Please ask if you have not set up your Tapestry account already.

We would like to thank you for your help and co-operation in ensuring a happy start of term for the children and look forward to working with you all this year.

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