

6. CURRICULUM/EQUIPMENT AND TOYS

We are registered with OfSTED, who inspect the Playgroup as and when needed.

We accept Government Funding for children that are eligible.

By Government ruling, it is the right of every child to have an understanding of various subjects and knowledge before they reach main stream school age, and the end of the Foundation Stage. We have fully qualified practitioners and curriculum plans are constantly reviewed. Curriculum plans are made half termly so a child's individual needs can be incorporated and progress monitored. Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents/carer.

Each child is allocated a keyworker. The parent/carer will be informed of the name of the keyworker and have their role explained when their child attends the setting. A keyworker ensures that every child's learning and care is tailored to meet their individual needs. The keyworker will seek to engage and support the parent/carer in guiding their child's development at home. They will also help families engage with more specialist support if appropriate.

The daily session is run as indicated below but the curriculum is flexible and if learning opportunities arise spontaneously these will be incorporated.

The general Daily Routine is when the children arrive at Royston Playgroup they are greeted by the staff and then encouraged to find their own pegs and then go into the playrooms for free play. The register is taken which encourages the children to answer their name and learn other children's names and also the names of the staff. The children have free play and small creative group activities with adult interaction.

Children play with games and various toys that are rotated daily. They also have the opportunity to dress up, do puzzles, paint, play with water and sand, look at books, play with dough, use their imagination in role play in various shops and home corner. We go out to play with bikes, prams, hoops, balls and games. On returning, the children have a large group activity normally singing, dancing, talking, pretending, playing with musical instruments, listening, dancing to music, or a story is read we call this circle time. After circle time, we have a drink and snack time. This is a social event where the children sit together and converse. We encourage the children then to put their own coats on and ask you to try this at home as well. They are very proud when they can achieve this and it takes a lot of practice. The children collect their things for home. This is our usual daily routine.

Our curriculum is a flexible framework and can be changed to suit. Royston Playgroup has a full range of equipment and toys to meet all children's needs they are checked regularly and replaced or renewed. We choose activities and toys to suit all children's needs and to conform to our equal opportunities policy.

Our curriculum plans cover all Early Learning Goals which has preceded the Desirable Learning Outcomes that the Government laid down through the DfEE. These have been in action since September 2000. The Early Learning Goals are a Foundation Stage of learning and experiences for children between the ages of 3 -5 years. It follows each child through various stepping stones to an ultimate goal which is hoped to be achieved by the time they reach Key Stage one in the National Curriculum followed by Schools. The stepping stones allow the children to develop at their own pace and a great deal of emphasis is put on the phrase 'Learning through PLAY'.

The EARLY LEARNING GOALS are grouped into three prime development areas and four specific development areas. Following, are the goals in these areas that children should be able to achieve by the time they finish the foundation stage. Children grow and mature individually and may not necessarily reach these goals. With ongoing observations and record keeping it is important that each child is introduced to new experiences and learning when they are ready. Through Royston Playgroups keyworker system and varied curriculum we are able to plan and allow the children the chance to work towards these goals.

PRIME AREAS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)

MAKING RELATIONSHIPS

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

SELF CONFIDENCE AND SELF-AWARENESS

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

MANAGING FEELINGS AND BEHAVIOUR

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

COMMUNICATION and LANGUAGE (CL)

LISTENING AND ATTENTION

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

UNDERSTANDING

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

SPEAKING

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

PHYSICAL DEVELOPMENT (PD)

MOVING AND HANDLING

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

HEALTH AND SELF-CARE

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

SPECIFIC AREAS

LITERACY (L)

READING

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

WRITING

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

MATHEMATICS (M)

NUMBERS

Children count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

SHAPE SPACE AND MEASURE

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

UNDERSTANDING THE WORLD (UW)

PEOPLE AND COMMUNITIES

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

THE WORLD

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

TECHNOLOGY

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

EXPRESSIVE ARTS AND DESIGN (EAD)

EXPLORING AND USING MEDIA & MATERIALS

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

BEING IMAGINATIVE

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

This all sounds complex for children so young, but through good planning and experiences we are able to adapt these subjects to suit the children in the playgroup.

The children are comfortable, happy and excited when they make new discoveries, and it is important that they do this through play.

The toys and equipment at the playgroup provides opportunities for all children equally. Through their own inquisitive nature and with adult interaction they will develop new skills and concepts in the course of the play and exploration.

We provide equipment that is appropriate for the ages and stages of the children's development and that offers challenges to enhance all their physical, intellectual and social learning. All toys and equipment are checked regularly to conform to safety regulations and all ensure that positive images are portrayed through following the Playgroups Equal opportunities policy and the Special Needs policy.

PLAYLEADER SIGNATURE.....DATED.....

COMMITTEE SIGNATURE.....DATED.....

Royston policy-curriculum, equipment and toys-MAR 2019

OfSTED www.gov.uk/government/organisations/ofsted