

3-4'S



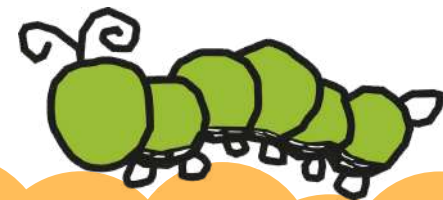
# PROVISION

Bright  
Beginnings

# MAPS

Excellence from  
the beginning,  
opening the door to  
a brighter  
future...

...embracing  
opportunities to  
ensure every child  
achieves their true  
potential.



" Sustainability Open-ended Play Curiosity Approach In the moment Planning

EYFS Statutory Framework

Inspired by

Continuous Provision Hygge

Development Matters 2020

Leuven Scales Barefoot Babies

Birth to 5 Matters

Adventurous Play

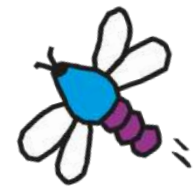
Forest School

Schemas

British Values



# CURRICULUM INTENT 3-4'S



We aim for our preschoolers to know how to:

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- be kind, polite and respectful towards others
- develop their will and self-confidence
- be excited, enthusiastic, curious
- be willing to have a go and keep trying
- be able to self-regulate some of their emotions
- have excellent self-help skills

## PHYSICAL DEVELOPMENT

- be confident with both gross and fine motor skills
- raise their capacity for perception
- use a range of tools
- be active every day
- have a good core strength and stamina
- be confident writers attempting to write some of the letters in their name
- push themselves and test their own abilities
- understand how to keep themselves safe and healthy

## COMMUNICATION AND LANGUAGE

- be able to communicate thoughts
- be a confident talker
- be able to listen and sit still at appropriate times
- understand and follow instructions
- ask questions and be able to answer open-ended questions
- showing high level of understanding

## LITERACY

- develop love of reading
- be excited to explore letters and sounds
- be confident at emerging writing

## MATHS

- have understanding of numbers 1 to 5
- count consistently to 10
- know 2D shapes, be aware of 3D shapes and their properties
- positional language
- notice patterns
- make comparisons



## UNDERSTANDING THE WORLD

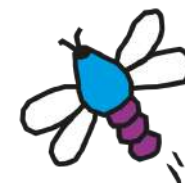
- have knowledge of their community
- be accepting of each other
- show care and concern for all living things
- be keen explorers
- be excited to learn about the world

## EXPRESSIVE ARTS AND DESIGN

- have experiences of art in all its forms - dancing, singing, musical instruments, painting, drawing, construction, etc.
- be able to talk about their creations
- show creativity in all areas of self-expression
- able to develop a scenario/ story in role play



# IMPLEMENTATION



## Personal, Social and Emotional Development

### SENSE OF SELF

- allowing children to make choices
- respect and value children's contributions
- opportunities for children to express in variety of group situations

### RELATIONSHIPS

- spaces & activities promoting collaborative play
- modelling positive relationships

### UNDERSTANDING EMOTIONS

- British Values - Rule of Law
- clear set of expectations and boundaries
- co-regulate to help children recognise and understand theirs and others emotions

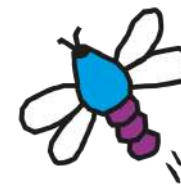
### RESOURCES & LEARNING OPPORTUNITIES

Discussion opportunities – registration/circle time/show & tell, golden rules created collaboratively with children, child-led displays with their photos or art work, Learning Journey Display, accessible resources, group activities, focus activities based on children's interests, literature about emotions, Zen Zone, children's individual pegs/tags/water bottles/drawers, table top games, games with rules, visual timetable, key person and significant other, spaces allowing children to play alone/alongside or with others, open-ended materials for children to collaborate with one another in different ways, activities that encourage cooperation and collaboration, resources and literature to help children explore their ideas about friendships, resources and literature reflecting wide range of traditions reflecting children's family lives and communities, special roles to allow children to complete simple tasks





# IMPLEMENTATION



## Communication & Language

### LISTENING & ATTENTION

- Promoting activities that support children to build on listening and attention skills i.e. circle time, show & tell, registration, etc.

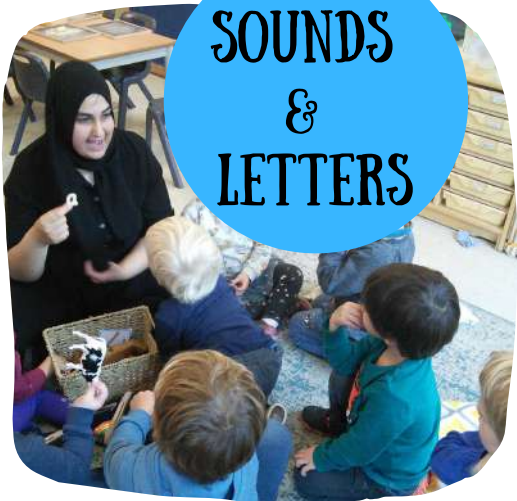
### UNDERSTANDING

- Giving children tasks and responsibilities using more complex instructions

### SPEAKING

- Extending children's vocabulary to allow them to imagine, recreate roles in play, clarify thinking, ideas, feelings and events
- Ask open questions, 'how' and 'why' questions to embrace their natural curiosity and allow them to think of solutions
- Intentionally dedicate space and time to have rich, sustained back and forth conversations

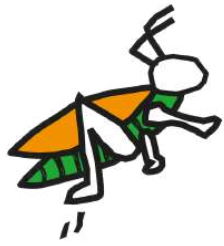
### SOUNDS & LETTERS



### RESOURCES & LEARNING OPPORTUNITIES

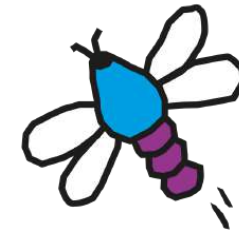
Communication rich environment – opportunities to express thoughts/opinions/share own knowledge/labels/signs, word bank for focused activities, reading area with wide range of literature – factual books/fiction/magazines, books/reading and writing materials across provision, story props, topics and objects of interests sparking conversation, thoughtful and sensitive interactions, open-ended questions, activities and resources offering opportunities to investigate/predict/explore/reflect, sound and rhyme games, musical instruments, display providing reminders of previous experiences, quiet spaces/nooks and crannies for children to have conversations on 1 to 1 with adult or their peer, meaningful speaking and listening activities





# IMPLEMENTATION

## Physical Development



### MOVING & HANDLING

- Providing spaces and equipment to allow children to move in different ways with control and confidence
- Providing resources that allow children to develop their skills when manipulating tools and objects including writing tools with increasing control



### HEALTH & SELF-CARE

- Encourage children to attend to their personal hygiene with increasing independence
- Promoting good practices with regard to exercise, eating, sleeping and hygiene
- Enabling children to grow the ability to manage risk in safe environment



### RESOURCES & LEARNING OPPORTUNITIES

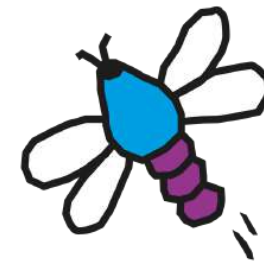
Forest School Area, Allotment, Garden, Balcony, outings to local area and University campus, Discovery Pod, climbing opportunities, bikes & trikes, large movement equipment to enable children to explore different movements at different speeds/balancing/rolling/kicking/catching/target throwing, large portable equipment that children can move safely to create structures, tumble time, waterpumps, wellington boots, materials to create enclosed spaces and dens, resources supporting different schemas, different surfaces, children sized tools, activities developing fine motor skills and hand-eye coordination such as threading, wide range of construction toys that fix together in variety of ways, different types of writing tools, tools such as scissors/hole punch/cello tape, accessible bathrooms with sinks at children's levels encouraging independence with intimate care, self-serve, self-help, sociable meal times, using knife and fork with open cup/glass at meal times, inclusive access to provision





# IMPLEMENTATION

## Literacy



### READING

- Offering wide range of reading material - stories, rhymes, fact books, newspapers, magazines and print rich environment in all areas
- Activities promoting phonic knowledge, letters and sounds
- Opportunities for children to recall, predict story lines, create their own narratives

### WRITING

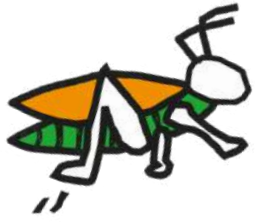
- Writing opportunities indoors/outdoors across all areas
- Encouraging children to form recognisable letters, write their names, captions, short stories, etc.



### RESOURCES & LEARNING OPPORTUNITIES

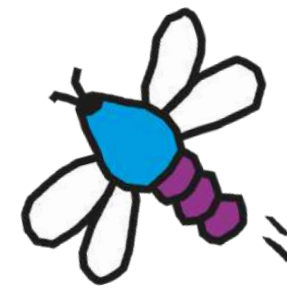
designated reading area indoors/outdoors, daily opportunities for writing and mark-making across provision – shopping lists/drawing plans in construction, wide variety of writing and mark-making tools – chalks/crayons/pencils/colouring pencils/white board pens/felt-tip pens/different sized paintbrushes, clipboards, envelopes, post-it notes, note books, paper, wide range of reading materials – poetry/fiction/non-fiction, range of reading material that enable children to draw on their home and community experiences and global community, story bags, story props & puppets, bilingual books in EAL Library, audiobooks, word banks, letter stencils, Sounds and Letters activities, French lessons, sound games, children’s writing displayed, name tags available for children to access, children’s names labelling their individual pegs/bottles/ drawers/dinner mats, smart board, child-made books and adult scribed children’s stories, opportunities for children to discuss story plots/characters/predict what might happen next, activities to help children link letters and sounds.





# IMPLEMENTATION

## Maths



- Offering experiences where children explore mathematical concepts such as adding, subtracting, comparing, estimating in practical tasks
- Opportunities for children to deepen their mathematical knowledge through practical learning

- Opportunities to explore concepts of weight, size, capacity, position, distance, time, money, patterns and shapes and incorporating these concepts into daily play



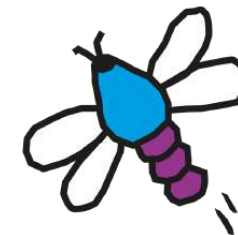
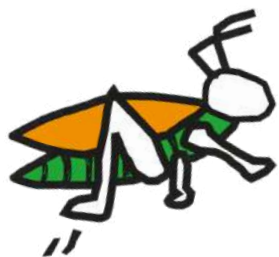
### RESOURCES & LEARNING OPPORTUNITIES

Numeral rich environment, number stencils, water and sand area – different sized containers/pipettes/measuring jugs/different sized spoons, rulers and tape measures, scales, numicon, timers, clocks, tweezers, abacus, calculators, tills, shapes, natural resources/loose parts/transient art for categorizing/pattern making, shapes, construction toys – small and large blocks, science activities, matching games, bingo, dominoes, games with dot or number dice, number songs, problem-solving opportunities indoors and outdoors for comparing length/weight and capacity, shape play, puzzles, calendar at registration time



# IMPLEMENTATION

## Understanding the World



### PEOPLE & COMMUNITIES

- British Values - Mutual Respect and Tolerance of different Faiths and Beliefs
- Visits from a wider community, visiting local areas to help children understand they are part of much wider world
- Celebrations and Festivals promoting diversity

### THE WORLD

- Exposure to natural world indoors/outdoors via hands on activities
- Literature covering different topics from around the world reflecting universe, history, flora and fauna

### TECHNOLOGY

- Exposure to technology such as age-appropriate software, cameras, CD players, Beebots, etc.

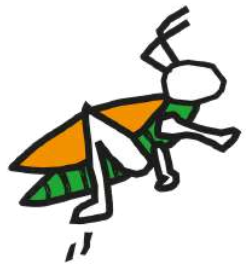


### RESOURCES & LEARNING OPPORTUNITIES

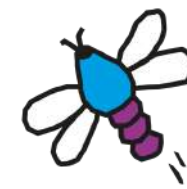
Role play area reflecting diverse cultural background of our children, books about different parts of world/religions/race/festivals/traditions, outings to local community, school transitions, displays used to preserve memories and past experiences, family photos, celebrating Festivals reflecting cultures in our setting, meaningful and hands on experiences when learning about traditions and celebrations, family events, visits from community, books covering topics such as LGBT+/Inclusion/Diversity, using real objects in play areas reflecting diverse cultural background of children, forest school garden, planting opportunities indoors/outdoors, first hand experiences of weather/seasons/life cycle, opportunities for investigation and close observation using magnifiers/photos/books, science activities, resources to create maps/plans/imaginary landscapes, ICT equipment – tablets/smart board/cameras, themes and topics sparked by children's interests, small world area, weather board







# IMPLEMENTATION



## Expressive Arts & Design

### CREATING WITH MATERIALS

- Enabling children to express themselves with songs, music and art and promote children's individuality by allowing them to set their own challenges, have their own ideas and find solutions
- Access to wide range of media, materials and tools that allow children to shape, assemble and combine these using various techniques
- Encourage children to develop skills to use age-appropriate tools safely with confidence and allow them to come up and test their own ideas - promoting Characteristics of Effective Learning



### BEING IMAGINATIVE AND EXPRESSIVE

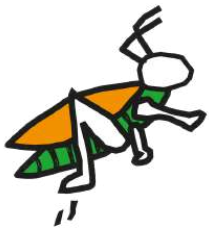
- Providing resources and spaces where children can create simple props, representations of events, stories to allow them to introduce narrative into their play



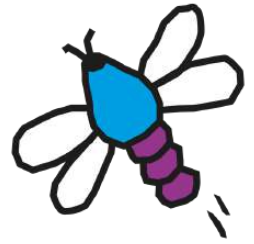
### RESOURCES & LEARNING OPPORTUNITIES

Art trolley – offering resources that children can independently access and choose from – paper/materials for gluing and sticking/pencils/crayons/chalk/brushes/glue sticks/glue spreaders/cello tape/range of transient art/hole punch/ plastic scissors/playdough tools, metal scissors with supervision, white boards, chalk boards, malleable materials – dough/gloop/clay, sensory/texture exploration, introduction to range of media/techniques and concepts when creating, opportunities to mix colours/combine and join media and materials, open-ended dressing up, real objects, role play area reflecting diverse cultural background of our children, stage in the garden, Annual production, den building, wide range of music, musical instruments, supply of open-ended materials that can be easily transformed into props for imaginative play, opportunities for children to act out their stories and imaginative scenarios





# IMPACT



## How do we measure the progress?

Our team comprises a wealth of knowledgeable and experienced individuals, working collaboratively with the shared goal of providing the very best for our children. Through ongoing reflective practice, we have crafted a provision audit, which serves as a tool to ensure the incorporation and coherence of our educational practices. The audit is carried out termly by the leadership team. The dedicated approach underscores our commitment to creating a nurturing and enriching environment where every child can thrive.

Practitioners enable children to make progress from their starting points, sharing children's development and achievements with parents regularly to ensure the learning can continue at home. Effective parental partnership provides a holistic view of each child which enables us to tailor our planning and curriculum to every child's need, ability and interests.

### We share children's progress via:

- daily face to face feedback
- monthly observations
- termly Learning and Development Summaries
- Baseline Assessment
- Settling In observations
- Parent Reviews
- Statutory '2 Year Old Check' assessment
- School Report

