



Madley, Herefordshire, HR2 9PH  
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### Madley Pre-School Curriculum

We are a Valued-based setting, and our Values are at the core of everything we do. Our Curriculum encourages the children to develop their core values throughout their play.

Everything we do at Madley Pre-School is part of our 'curriculum'; Children's physical and emotional development and well-being is as important as their academic learning. Children are learning throughout the day, with the prime areas threaded through every aspect of our provision. Children are always learning to communicate, developing physically or becoming more socially confident while they are at Madley Pre-School.

We spend time observing the children and getting to know their likes, dislikes, abilities and struggles. We talk to Parents and Carers to deepen our knowledge of the children before planning together as a team to create a curriculum that is individual to their needs. By thinking carefully about children's interests and giving them the resources to pursue them in a well-structured environment, children are able to take ownership of their explorations, take a lead in their learning, engage in positive 'deep' learning experiences and master new skills.

The 'Core' focus of our curriculum is wanting our children to be Independent, Resilient learners that have great Language and Communication skills. We want them to take risks and make thoughtful decisions about what they do.

### Planning and Assessments

We provide opportunities to support the children where appropriate, challenge them where appropriate and informally assess them so that progress is ensured.

Our assessments are about us developing a broad and deep understanding of how the children engage with the curriculum and how they progress and develop. It is about how we ensure they can secure the knowledge and skills they need while also being confident that the child 'owns' and makes sense of them.

We talk to parents before their child's first transition session to gauge a child's interests, dislikes, abilities and struggles. We undertake baseline assessments within the first few weeks of a child starting at Madley Pre-School, complete 'Two-Year Reviews' and have regular staff discussions to share children's progress and develop their 'Next Steps'.

By ensuring we regularly share information gathered by observations, talking to the child or parents and noting what they can do and what they need further practice or support with we are able to tailor our curriculum to individual children. We can then consolidate or build on their learning.

We ask ourselves...

- what experiences have the children already had that we can enhance and embed?
- what is missing from their understanding and cultural capital that we feel is important?
- what will be required of the children in their next phase of education?
- how can we best lay firm foundations so that they are able to access and thrive in our environment?
- what core knowledge, skills and behaviours do we want the children to leave with?
- What is it we want for these children?
- What do we want them to know and be able to do?
- How do we want them to 'be'?

## Independence

We encourage the children to become independent learners, who are confident to 'have a go'. The environment and our expectations help to facilitate this, with staff knowing how and when to step in and support individual children appropriately to their differing stages of development and needs. We...

- Have well labelled resources that are accessible to children to encourage them to access them independently and assist them in knowing where to put things when it comes time to tidy up.
- Allow children to 'have a go' at activities before we 'jump in' to help.
- Encourage children to try new activities and to judge risks for themselves.
- Allow children to make their own playdough with the resources provided for them to do so independently.
- Encourage the children to chop up their own fruit for snack-time.
- Encourage the children to pour their own drinks using small, appropriately sized jugs and glasses.
- Provide named pegs and baskets to encourage the children to look after their own belongings, coats, slippers, wellies, bags.
- Encourage children to put on their own coats and waterproofs and attempt their zips themselves.
- Plan 'in the moment'.

## Resilience

*Resilient children are better equipped to resist stress and adversity, cope with change and uncertainty, and to recover faster and more completely from traumatic events or episodes. (Newman and Blackburn, 2002)*

Secure attachment in infancy has many benefits to child development, and increased resilience is one of them. From a secure base of attachment, children are able to explore, take risks and increase their resilience.

Grotberg (1997) named attachment as one of the building blocks of resilience suggesting that a secure base and sense of security/attachment, self-esteem and self-efficacy ("I can do it myself") lead to resilience developing.

By creating an environment in which children are securely attached to their caregivers and have a sense of secure base to return to, children are more likely to take risks and experiment, and thus experience opportunities to develop resilience. 'Active Learning' is one of the 'Characteristics of Effective Learning' set out in the EYFS and is described as keeping on trying, persisting with an activity when challenges occur, showing a belief that more effort or a different approach will pay off and bouncing back after difficulties. To promote Resilience, We...

- Motivate children to move, explore and investigate.
- Encourage children to persist at an activity for a period of time.
- Encourage children to set their own objectives or individual goals and pursue them until they are achieved.
- Support children to respond to external challenges, from adults and peers, and adapt accordingly.
- Encourage children to respond to questions and provocations from adults and peers.
- Enable children to articulate how challenges and setbacks were resolved.
- Talk with the children about feelings and emotions, what makes them happy, sad, angry.
- Enable children to manage their own emotions, co-regulate and begin to self-regulate.

Focusing on the 7 areas of learning, our curriculum and Play include or is linked to...

- *Our daily routines – that suit the care and learning needs of the children.*
- *Outside learning – We plan around the seasons to help children connect to nature. We encourage ‘free flow’ learning between our indoor and outdoor spaces.*
- *Curriculum visits, walks and outings – to support the children’s learning and make links with their current interests.*
- *The Emotional Environment – We play and talk in small groups or in 1 to 1 situations and make use of our ‘Snug’ and other cosy areas to promote the children’s emotional well-being and sense of belonging.*
- *The children’s ‘Sense of self’ – As a child-led setting we value children’s need to play on their own as well as with others.; to problem solve, develop independence, to connect with their senses, follow their own thoughts and ideas.*
- *Stimulating Continuous Provision – that ensures resourcing supports every child.*
- *Sequencing our activities – so that children learn things in the right order.*
- *A good understanding of child development.*
- *Complimentary inside and outside learning environments.*
- *Scaffolding what children are interested in and learning.*
- *Developing children’s learning through books and stories.*
- *Direct teaching – to ensure children learn new things.*
- *Challenging children’s thoughts and ideas.*

Our Values are embedded in our curriculum, including the core British Values:

### **Democracy**

- \*Shared decision making takes place - children are given choices about whether they play inside or outside, what they play and who they play with.
- \*Children are supported to take turns
- \*Children are encouraged to express their likes and dislikes and practitioners plan for and follow these interests in the continuous provision.
- \*Books and props are used to explore emotions and feelings and children are encouraged to talk about their feelings.

### **Rule of Law**

- \*Practitioners support children to understand their behaviour can impact on others and how others feel.
- \*Children are supported to keep themselves and others safe.
- \*Children are encouraged to talk about right and wrong and make informed decisions about their behaviour and actions.
- \*Children work with Practitioners to create rules and a code of behaviour. They are supported to understand these rules apply to all and are rewarded for following them.

### **Individual Liberty**

- \*Children are treated as individuals. Practitioners acknowledge the effort they make and give them praise.
- \*Children's pictures and models are displayed to give them a sense of pride and accomplishment.
- \*Children are encouraged to talk about their experiences and feelings and share their ideas.
- \*Practitioners value the voice of the child and add it to their Learning Journey.
- \*Children are encouraged to take responsibilities.
- \*Children are encouraged to take risks in their play.
- \*Children are encouraged to talk about and respect similarities and differences in opinion. They are supported to understand and respect different views.

### **Mutual Respect and Tolerance**

- \*There is an ethos of inclusivity of all genders, faiths, cultures, religions and abilities.
- \*Resources reflect positive images of these groups. e.g. puzzles, books, dolls.
- \*Children are encouraged to talk about and respect similarities and differences between themselves and others.
- \*Children have opportunities to take part in different celebrations and experiences.
- \*Children are encouraged to express their views and opinions.
- \*Visual aids and sign language are used to support children who are not yet communicating verbally.
- \*Children's perceptions are challenged by Practitioners e.g. "boys don't have long hair"