

"Children learn through doing – play is how they explore their world, learn how to assess risk, try things out, and get to know themselves." — *Bethe Almeras*

Our Curriculum

- ✪ A high quality enabling environment and a broad and balanced curriculum, that is ambitious and inclusive.
- ✪ Learning is play-based and takes place indoors and outside.
- ✪ There is a balance between adult-initiated experiences (guided learning) and child-initiated experiences.
- ✪ Adults take children's interests and strengths as a starting point, Parent involvement is crucial. We learn a great deal about each child from their parents. Parental support and a high-quality home learning environment make a huge difference to children.

Curriculum overview and goals

Our curriculum is a plan of all the things we want children to experience, know and be able to do as a result of coming to Barlow Pre School. Our curriculum sets out what we teach and when, and what children learn. Our curriculum also takes into account the Early years foundation stage statutory framework (EYFS) which is based on four guiding principles which shape our practice and also the 7 areas of learning, which are:- Physical development, Personal, Social & Emotional Development, Communication & Language (The Prime areas) Literacy, Mathematics, Understanding the world and Expressive Arts and Design.

The four guiding principles are set out below:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

Our curriculum is set out clearly and communicated with staff and parents. This ensures everyone can be engaged and ready to support children to achieve the key milestones set out.

Our curriculum is personal to our children and changes yearly, based on their interests, needs and experiences. Communication and language is a priority, as it is the foundation to all other learning.

- In our curriculum knowledge builds, skills build, and it becomes more challenging over the year. Learning includes new words, new skills and new knowledge.
- Our curriculum is evidence-informed and reviewed every year.

Communication and language is woven into all aspects of our curriculum. We are a communication friendly accredited setting meaning all staff are trained in providing high quality interactions, engaging children in back and forth discussions, over many turns, creating a conversation.

What we offer

We offer a play-based curriculum, with a focus on children's first hand exploration and making .

The children take a lead role.

- Adults support through resourcing this curriculum well, and structuring the learning environment and routines.
- Adults also support through high-quality interaction: conversation, vocabulary and sustained shared thinking.
- Adults are 'intentional': we guide children's play towards the skills, concepts and vocabulary that will enrich their play, and prepare them well for their later learning.

As part of our curriculum all children:

- Are introduced to our core Books and Rhymes. These books and rhymes are sequenced, from simpler to more complex structures and vocabulary. Children learn the rhymes off by heart. They gain a deep familiarity with the stories, establishing a love of books.
- Take part in Jabadao, a movement approach available everyday, in a designated area. Children can move when they want and how they want, with some simple rules to keep it safe, purposeful and focused. It gives new value to children's love of spontaneous movement play and the learning it fuels. It's a space where children create entirely personalised learning experiences for themselves, that fit their unique learning pathway perfectly.
- Take part in story dough- an imaginative approach to early literacy that combines sensory play with storytelling. Children use playdough as a creative tool to build characters, settings and props, which helps them explore narrative ideas in a hands-on, meaningful way. Children develop oral storytelling skills, vocabulary and language structures, understanding of story sequences and fine motor control.
- Participate in wood work sessions. These sessions provide immense holistic benefits, enhancing physical development (fine/gross motor skills, hand-eye coordination) and boost self-esteem through mastering real tools. They also encourage critical thinking, spatial awareness, and problem-solving, while fostering creativity and independence understanding of the world and build cultural capital.
- Take part in caring for caterpillars, and observing their life cycle. They all plant and grow at least one plant. They all visit the farm and places of worship, as well as meeting people who help us from the local community, such as a Postal delivery worker, Police and vet. These experiences build on children's early scientific curiosity. They develop their wider understanding of the world, sustainability and build cultural capital.
- Take part in the Maths Champion programme. Improving outcomes for children by embedding maths into play and activities.
- We have a regular cycle of learning based on the rhythm of the year, allowing us to celebrate festivals and draw children's awareness to changes with the seasons.
- Some children take part in Forest School. These sessions help children to develop their love of nature and the outdoors. Children develop fitness and confidence outside.

Curricular goals

Curricular goals

Our 7 curricular goals for 2, 3 and 4 year olds

- **Regulate emotions and become a confident learner**
- **Follow a recipe to make a wild garlic scone**
- **Make a model at the woodwork table**
- **Be an independent individual**
- **Create a performance to a piece of music**
- **Make up a story**
- **Draw an observational picture of myself or a natural object using a fine liner**

We support all children to achieve these goals during their time at Barlow Pre School.

- Some children need more support to get started on a goal than others.
- Some children need steps broken down, to keep progressing.
- We aim for all children to work towards the same curricular endpoints.
- Children with complex needs may have a more individualised curriculum to meet their needs.

	Regulate emotions and become a confident learner
First milestone Children make a strong relationship with their key person. Their key person is a 'secure base' throughout the session, 'touching base' as/when needed. Increasingly, they separate confidently from their parents/carers at drop off and become involved in their play. As children become more familiar with step by step calming strategies they begin to use them when prompted.	Where children need individualised and additional help, this will be offered promptly. Help includes: individual meetings with parents to map a way forward; Early Help support for parenting, interventions. The key person establishes a warm, nurturing and responsive relationship. Adults are sensitive to children's cues and provide physical and emotional support when children are experiencing strong emotions. The key person provides a safe environment and consistent routine. Use visual cues as needed. Adults speak calmly and offer affection (as appropriate to the unique child). Adults model strategies when children are feeling calm so they can develop an understanding of what to do when they experience strong emotions. Use strategies such as a calm box, sensory tent, books.
First milestone achieved when children:	Spend 3 hours in pre school managing their emotions with support. Managing their emotions with support and using calming techniques when promoted.
Second milestone Children can identify their emotions and notice how their bodies feel when they experience them. Children begin to independently use calming techniques to regain a sense of control when they are experiencing strong emotions. This allows them to take part in pretend play, communicating and negotiating with their friends.	Adults will be calm and reassuring when helping children manage their emotions. They pay attention to their own feelings and reactions and their own coping and calm-down skills. They will acknowledge and respond to children's feelings, using the words 'comfortable' and 'uncomfortable' to describe emotions rather than 'good' or 'bad'. Visuals/flashcards are always available. Adults teach and model calming down skills. They model how their body feels during strong emotions and the effect of the calming strategy on that feeling. They use words and visual aids to support understanding and to build independence. As children's emotional regulation, engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults
Milestone achieved when children:-	Use calming techniques to feel more comfortable when experiencing strong emotions
Third milestone Once calm, children can think of solutions to issues that cause them to feel strong emotions, choosing the best solution for the situation and putting it in place. They persevere with difficulties. They can talk about what they are doing or have done, using the words 'thinking' or 'learning'	Adults model generating solutions to issues that might cause them to feel strong emotions by thinking out loud. Adults support these discussions with visual tools and demonstrations. Adults support children to persevere and problem solve when faced with challenges. As a result, children play and learn more collaboratively, over longer time periods. They take part in more challenging activities.
Milestone achieved when children:-	Think of solutions to problems that cause strong emotions and use them to overcome a challenge

Curricular goals for 2,3 and 4 year olds.

Key milestones

Final Milestone	Final milestone (composite): children can regulate their own emotions by monitoring and managing their feelings and the way they make them behave. They can identify their feelings and the way they make their bodies feel. They can calm down when experiencing strong emotions and once calm choose the best course of action to manage the challenge. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. Children talk about what they and others are learning and thinking (metacognition).
Ambitious vocabulary	Co-operate, uncomfortable, regulate, react, challenge, difficulty, eventually, refine, persistent

	Follow a recipe to make a wild garlic scone
First milestone: with adult support, children mix different ingredients, including: sand and water, and flour and water to make simple playdough. They use the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives. They mix substances outside in areas such as the mud kitchen.	As children take part in these activities, they become more precise in using scoops (filling the scoop carefully to the top); they count the scoops as they tip them out; they use a wide range of different-sized buckets, tins and other containers. Children become confident in using tools at the snack table to prepare their own snack e.g., using knives to cut up fruit, a grape slicer.
Milestone achieved when children:	Mix 2 substances together using tools.
Second milestone In a small group, children follow the steps in making a biscuit with an adult. The adult draws children's attention to the recipe card. With adult scaffolding, children use measures (teaspoon, tablespoon, cup etc) and tip in the ingredients. With adult scaffolding, they knead the dough until it becomes soft. With adult scaffolding, they roll the dough into small balls and flatten. They help to cook these and reflect on the process.	As children become more used to cooking, the adult reduces their support for the group. Children also mix other substances together carefully, with adult guidance, e.g., mixing water and powder paint.
Milestone achieved when children:-	Follow all the steps in the recipe card, with support
Third milestone In small group cooking activities, children follow the steps in making scone dough with an adult. They independently fill measures carefully to the top (teaspoon, tablespoon, cup etc). They recognise the numerals in the recipe card. When they count out quantities (e.g., 3 teaspoons of salt) they say the numbers in the correct order (1-2-3) and they know that the last number they say (3) is the total number of spoonfuls they have added.	As children become more independent, there is minimal adult support as they follow recipe cards and follow paint-mixing cards.

Milestone achieved when	Fill measures accurately to the top
Final Milestone	Children follow the steps of a recipe independently. They measure ingredients, mix them and create their own dough by placing the mixture onto greased proof paper. They help to prepare the garlic for the filling to complete their scone, ready to be baked.
Ambitious vocabulary	Predict, precise, accurate, instructions, sequence

	Make a model at the woodwork table
First milestone: Children explore using one handed tools such as: one-handed scissors, knives to spread/cut and wooden spoons to stir/pour.	With adult support, children learn how to use these tools correctly and understand their use. Children begin to understand how to use tools safely and are supported to do so by the adults. Children take part in junk modelling and use scissors and Sellotape to join things together.
Milestone achieved when children:	Grip a tool and control its movement.
Second Milestone: children confidently use one handed tools to create changes in materials e.g. Use a peeler at snack time to peel fruit or slice a grape, Stapler, hole punch, scissors etc	As children grow in confidence they are introduced to the woodwork tools and shown how to use these safely. They access the woodwork bench and explore using some tools with adult support e.g. hammering nails into pieces of soft wood.
Milestone achieved when children:-	Control a tool safely and change a material.
Third milestone children have repeated experiences at the woodwork bench. They think about what they are creating and how they want it to look e.g. "I'm making a car, it has four wheels." They are introduced to more tools and how to use these safely.	With support children use tools such as: hammers, hand drills, screw drivers and saws with increasing confidence. They have an idea of what they want to make and how they want it to look.
Milestone achieved when:	Talk about what they plan to make, in advance or during the making.
Final milestone	Children decide on the model they will make. They choose the materials they want to use, shape materials with tools, and join materials together. They manage risks and use safety procedures e.g. goggles, using the vice carefully, use the saw as directed.
Ambitious vocabulary	estimate, create, design, link, technique, resources

	Create a performance to a piece of music
First milestone: Children respond by moving their whole bodies to sounds they enjoy, such as music or a regular beat. As children join in with repeated experiences they grow in confidence and begin to join in with repeated words or actions e.g. "If you're happy and you know it clap your hands."	Children develop their spatial awareness and enjoy moving to music, listening to rhymes/songs and joining in.
Milestone achieved when	Respond to music through movement or joining in.
Second milestone: children enjoy joining in with dancing and ring games. They can follow simple instructions such as "Clap your hands" or "Let's turn around."	As children's interest and understanding of music develops they begin to move rhythmically and in response to the music they hear. They can use props such as ribbons or pom poms to create different actions—dough disco, voiles.
Milestone achieved when	Respond to music through rhythmical movement.
Third milestone: children explore a wide range of music from different cultural backgrounds and can describe the sudden changes they hear e.g. Loud, fast, slow etc. They explore different ways of moving their bodies and can follow an adult's lead.	As children become more confident in themselves and the space they can follow a simple dance routine led by an adult. They can then perform their dance routine in front of a small group.
Milestone achieved when	Follow a simple dance routine accurately.
Final milestone:	children choose a piece of music individually or in a small group. They create their own dance routine, moving in time to the pulse of the music being listened to and physically responding to changes in the music, e.g. jump in response to loud/sudden changes in the
Ambitious vocabulary	similar, previous, final, rhythm, beat, performance

	Make up your own stories
First milestone: children take part in pretend play, making up or developing a story.	Children may begin by pretend-playing on their own with toys like farm animals, wild animals, dinosaurs or Duplo people. They may put on a costume to become a superhero or another character. Over time, their play becomes more complex. They are able to play with other children, developing the play together (e.g. deciding who will play what role in the home corner, or telling a story with the Duplo people where different Duplo people have different characters).
Milestone achieved when children:	Act out a simple story with toys.
Second Milestone: children take part in shared reading. They respond to the features of the story. Children engage in rhymes with props and join in with the actions. Children are introduced to story dough.	As children become more used to shared reading, they ask questions and make links between what happens in the story and their own experiences. Children join in with rhymes and songs e.g. repeating words or following actions. Children play with props to retell/make up their own stories. Children become familiar with the story dough six mini moments.
Milestone achieved when children:-	Play out a story based on a book or a story they've heard.
Third milestone children take part in telling a story with adult help. They begin to become familiar of the way stories are structured.	As children become more used to using story dough they can increasingly take over and use the characters and props. They can make up their own story or extend or change a well known story, e.g. The hungry caterpillar.
Milestone achieved when:	Use the Story dough to tell a story or narrate an event.
Final milestone	children use props to develop the character, setting, problem and solution for their story. They tell their story to one or more people.
Ambitious vocabulary	predict, resources, create, eventually, (character, setting, problem, solution)

	Draw an observational picture of myself or an object from the natural world using a fine liner pen
First milestone: children can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects. Children will increasingly become confident in engaging in activities such as: throwing and catching balls, pushing the wagon, exploring a musical instrument, playdough and paint, chalk, voiles.	As children build up their large and fine motor skills they engage in activities for a longer period of time. They can grasp objects and can focus on what they are doing e.g. hold arms out and wait to catch a ball, thread beads on to a piece of string or build a stable tower of up to 10 blocks etc
Milestone achieved when:	Coordinate movements of both hands.
Second milestone: Children make marks with their fingers and some tools. Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a paint brush to make marks or using chalk on the ground in the garden etc.	As children become more confident in making marks they begin to talk about their marks with others and give meaning to these e.g. "That's mummy" or "It's a dinosaur."
Milestone achieved when:	Use hands, fingers and tools to make marks.
Third milestone: as children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with the language of directionality such as 'up, down, round and round.'	As children have repeated opportunities to make marks in a variety of contexts and mediums, they become more skilled and confident in making controlled lines, they begin to create recognisable representations of their ideas.
Milestone achieved when:	Copy or make lines, circles and zig-zag
Final Milestone	children hold their pen with a comfortable grip. They use a fineliner pen on cartridge paper to make an observational drawing of themselves using a mirror, or a still life drawing of an object from nature. They are able to use the pen with skill forming a recognisable representation of themselves or still life.
Ambitious vocabualry	similar, technique, concentration, precise, accurate, refine, persistent, observation.

	To be an independent individual
First Milestone: With support children find their name card and place their drink there. Children explore the setting with support. They engage in an activity for a short period of time. Children can find their own coat and have a go at putting it on.	Photo name cards are always in the same place, children find this and put their drink there, with the support of their parent/carer or a member of staff. Children are supported to find their own bottle at snack time. Key workers scaffold how to access an activity and engage in it, gradually withdrawing support once the child is confident to access areas independently. The key worker shows the child where the coat trolley is. They model the: 'arms in, flip over the head' technique, encouraging the child to have a go. This video is shared with parents also.
Milestone achieved when:	Able to find their own coat and put it on, know where to put their drink bottle, access an activity of their choosing independently.
Second milestone: Children will increasingly be able to recognise and find their own coat, drink and lunch bag. Children become more independent in finding their way around pre school e.g. where the toilets are, how to go outside. Children begin to manage their own self care. Children are gradually aware of the structure of the day and anticipate transitions. They independently access an activity, selecting their own resources and tidy away afterwards.	Photo name cards are always in the same place, children find this and put their drink there. Children are supported to find their own bottle at snack time. At lunch time the lunch bags are put out for children to find their own and sit by it for lunch. The routine of the day is established and the visual timetable is referred to regularly to support this. Staff scaffold how to wash hands and support children to independently toilet themselves. If still in nappies encourage them to let an adult know when they need changing. Staff work with parents re toilet training. Child's own potty can be brought into the setting. They are supported to put on their own wellies, shoes, socks and coat. The routine of the day is established and the visual timetable is referred to regularly to support this. Choose it, use it put it away.
Milestone achieved when:	Children independently manage key times of the day and manage their own self care.
Final Milestone	Children are independent throughout the day to manage own needs. They are able to dress themselves, toilet, unpack own lunch, select and use resources independently, knowing what is coming next. They take ownership of their own belongings.
Ambitious vocabulary	Routine, achieve, resilient, organised, responsible, ownership determined.