

General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

4.5.1 Curriculum Planning

The curriculum is what we want the children to learn and the experiences we want them to have all based on the 7 areas of learning. We plan learning using *Development Matters* and make sure our curriculum is holistic and ambitious. The four Early Years Foundation Stage (EYFS) principles that are at the forefront of practice are:

- every child is unique;
- positive relationships help children to progress;
- enabling environments help children to learn with their own individual interests and needs;
- learning occurs at different rates for each child.

Pedagogy (teaching): This is how we are going to teach the children. We consider what the children already know, build on strengths, and meet development needs. We use focused activities and teaching as well as providing rich play opportunities and experiences.

St Joseph's Pre-school Mission

To provide high quality, supportive care and education that helps the children to thrive. We support the child holistically by looking at their intellectual, physical and emotional needs.

Children will know more, remember more and achieve more across the learning and development requirements.

The setting will understand what the children know, the knowledge they have come with through September baseline assessments, adult led activities and observations during child led play.

The setting will identify what we want the children to learn and explain why we want them to learn it. We will do this by looking at the assessments and observations we conduct and creating next steps for the children. We identify where additional help is needed and if we suspect Special Educational Needs and Disability then we plan and support the child using the graduated pathway. We use observations and assessments to identify where support is needed to create targets within plans. We believe that early identification is key to preventing gaps in learning from occurring or widening.

We will provide a holistic curriculum, supporting the development of all areas of learning and focusing on developing language and extending vocabulary (Communication and Language) throughout all opportunities.

We understand the importance of working in partnership with parents/carers and other professionals. We do this through:

- exchanging home/setting Tapestry observations;
- families complete at home 'I can do...' assessments which they bring to Term 1 'Get to Know You' meetings;
- families complete 'All About Me'/'My Profile' pages to help us understand the cultural capital 'backpack' the child is bringing to the setting;

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- we hold development meetings during Term 1/2 and Term 6 with interim meetings taking place if there are concerns around the child's development; and
- we exchange communication with shared settings and attend joint meetings where applicable to support the child's development.

Our Curriculum

Communication and Language

- Use a wider range of vocabulary and communication. *We do this by providing a range of play-based opportunities and experiences throughout the year to extend vocabulary. The team will discuss additional vocabulary we want to encourage the children to learn each year and provide appropriate activities on different themes and topics. We will also encourage sentence length to develop to four to six words.*
- Listen to longer stories and recite what happens. *We have a daily story time where we read the story and encourage the children to guess what happens as well as using effective questioning afterwards.*
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". *We provide two-part questions throughout daily sessions, give children processing time and encourage the children to think about what comes next.*
- Understand 'why' questions. *We start this through our complex sentence cards and free-flow activities to encourage critical thinking and knowledge expansion.*
- Know a large repertoire of songs and rhymes. *We include singing every day as we understand the importance of how this supports vocabulary development. Every practitioner provides their own repertoire and knowledge, and we are always willing to expand and learn furthermore relevant songs/ rhymes to encourage and be relevant for the children.*
- Participate in conversations and debates. *We encourage the children to take part in conversations with each other. Practitioners model positive conversations with each other and with children so that children understand how to do this themselves. We also encourage positive debating as every child is unique and has their own interests. We provide a safe space for this to take place; and support children to understand how to do this appropriately.*

Personal, Social and Emotional Development

- Select and use activities and resources. *We have a special helper rota where they are able to select two boxes of toys to have out that session. Adults then provide two tabletop activities as well as the activities which are always available; role play, reading and creative area. If a child is not the special helper that day, they still have enough appropriate options to select their own activity to participate in.*
- Become a member of the pre-school community and develop a sense of responsibility. *The setting has a set of expectations which we encourage within the setting to ensure a harmonious community; these are based on British Values¹. Some of the ways we*

¹ 1.13.1 British Values

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encourage responsibility are through the special helper system and the democracy voting system for book of the day.

- *Encourage children to grow in confidence and be more outgoing in the safe context of the setting. Our main aim is for children to feel safe and happy in the setting. We do this through encouraging bonds with supportive adults, key workers, as well as making sure we know the child's interests and dislikes to meet their needs.*
- *Encourage play with peers, supporting children to independently find solutions to conflicts. Adults scaffold during play, observing and narrating to further play. With regards to solutions to conflicts, the setting's behaviour policy² reinforces the restorative process.*
- *Talk about feelings and encourage words 'happy', 'sad', 'angry' or 'worried' and encourage understanding of how others feel. The setting uses colour monster to explore feelings. We also lead circle times where we look at events that make us happy or sad. When using the restorative process, we label feelings the children involved are feeling to encourage empathy. We provide a calm area for when children experience big emotions and a range of resources which they can use in the area to support regulation.*

Physical Development

- *Develop children's movement. We provide a range of activities including bikes, trikes, scooters and ball skill opportunities. We provide steps and climbing apparatus. We use Sticky Kids, Cosmic Kids Yoga and Mini Disco sessions to encourage the following of sequences and develop large movements.*
- *Develop use of tools. We encourage the children to use scissors and pencils. During their time with us, we ensure the children have a comfortable grip, good control and a dominant hand.*
- *Independence in dressing/ undressing and self-care tasks. We provide opportunities throughout the day for children to practice these skills; including toilet training, hand washing and dressing. We support the children with tips to help make things more accessible and achievable. We also encourage parents to provide time in their daily life to encourage the children's independence to ensure the consistency between home and setting.*

Literacy

- *Encourage a love and understanding of print/ books. We encourage respect for our books. The children have access to a selection of books daily, which are changed termly. We then have a selection of 'Treasure Books' which are used during our democratic vote to select the book of the day. We provide opportunities for name recognition in the cloakroom and drink holders. When looking at the print we encourage the children to understand the five key concepts: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; and page sequencing. We do these through labelling verbally during story time to support the children's understanding. We*

² 1.15 Achieving Positive Behaviour

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encourage the children to engage in extended conversations about stories to develop their vocabulary; this is discussed more within Communication and Language.

- *Develop the children's phase 1 phonics knowledge. The setting uses unlocking letters and sounds, a programme followed by St Joseph's Catholic Primary School. This provides a scheme which encourages the understanding of rhymes, syllables and alliteration.*
- *Encourage early writing. We do this through providing a creative area for the children's independent writing and using a whiteboard table activity with an adult to lead this to provide verbal and written formation advice. Our end goal is for the children to write their name and some letters accurately and with meaning, for example to create a shopping list.*

Mathematics

- *Develop counting knowledge and number recognition. We have a range of play and adult led opportunities to encourage: reciting numbers past 5; use correspondence counting; develop understanding of the 'cardinal principle'; use subitising³ up to 3; show 'finger numbers' to 5; and linking numerals and amounts up to 5.*
- *Develop further mathematical knowledge. We will do this through encouraging the children to experiment to create symbols, marks and numerals. We will provide real world mathematical problems with numbers up to 5. We will encourage the children to compare groups and use language 'more than', 'fewer than'*
- *Develop 2D and 3D shape knowledge. We will encourage the children to look at the shapes and use vocabulary to describe the shapes. We will encourage the children to use correct mathematical language. We will encourage the children to build and form pictures with shapes to understand their purpose and creating new shapes.*
- *Develop the children's understanding of positions. We do this through activities both in real life and visual cards where the children can label the position. We talk about routes and locations where the children are sat using the correct position language.*
- *Compare objects. We encourage the children to compare objects looking at size, length, weight and capacity during a range of child and adult led opportunities.*
- *Understanding of patterns. We talk to the children to identify patterns in the setting using informal language. We extend and create ABAB patterns with the children. We support the children to notice and correct errors in the repeating patterns. We also provide a set routine for the children within the setting so they can understand and start to describe a sequence of events. Practitioners use language 'first' 'next/ then'*

Understanding the World

- *Exploration of materials. We provide the children with hands-on exploration of natural materials so that they can use their senses. We explore collections of materials to look at similar and different properties. We encourage the children to develop their vocabulary through these experiences.*

³ Subitising is the ability to see and count numbers instantly without needing to count one by one.

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- Understand their own life story. *We create family posters with the children on entering the setting. Throughout the year, using our knowledge of each child's cultural capital, we celebrate appropriate events and use circle times to discuss our family.*
- Understand different occupations. *We do this throughout our year. We look at a range of occupations through books, role play and topics. We have visits from different occupations and involve parents in this to encourage the children's developing understanding. At the end of each year we ask the children what they want to be when they are older. They create a t-shirt on this and have a photo dressed up as this occupation.*
- Understand technology and forces. *We understand that technology continues to develop and ensure that we encourage families to do this whilst thinking about e-safety. The setting uses tablets within it, but the children only use these with practitioners' support. We have remote control cars and a Tonie⁴ within the setting which help to promote literacy and mathematics.*
- Understand growing. *Throughout the year the pre-school plants a range of plants and vegetables which the children take home to care for. We look at what plants need to grow through stories, non-fiction and discussions. We also look at life cycles and have experiences for the children including 'Living Eggs' where the children see how an egg turns into a chick or duck. They develop their respect and care for animals and the natural environment.*
- Understand the world and differences in people. *We encourage the children to have positive attitudes to all people and countries around the world. Due to the location of the setting, we do not have much diversity. We understand this does not represent modern Britain and therefore provides opportunities for the children to experience this through books, resources and events we celebrate. We understand the importance of making this relevant for the children and once again make links with the children's cultural capital where possible. We discuss holidays we have been on to look at different countries. We use children's home language, where applicable, to communicate (where possible) with the child and adapt print in the setting and activities to support the child.*

Expressive Arts and Design

- Role Play. *The setting provides role play indoors and outdoors throughout the year. The indoor role play remains as a home corner throughout the year however we update it seasonally. We provide appropriate written text within the home corner to show purpose; for example, calendar and cookbooks. In the outdoors, we took the opportunity in Summer 2024 to look at how we could update this to link with seasons and topics. The children now can have; a shop, cafe, ice cream parlour, campsite, garden centre and BBQ. We encourage the children to be imaginative and create complex stories. For those children who do not enjoy role play but enjoy creating narratives we also have a range of small world activities.*

⁴ Tonies are hand-painted figures that play stories, songs, podcasts and more on a Toniebox, a screen-free audio system for children.

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- Creativity. *We have a creative station where the children can use different materials and develop their own ideas. We provide extensions to discussions and exploring the materials textures.*
- Drawing for representation. *We provide opportunities for the children to draw and encourage extension. Practitioners model and narrate their own pictures and support the children to think about increasing the complexity and detail of their own marks. We encourage emotions through drawing and explore colours/ colour mixing.*
- Music knowledge. *We use musical instruments and songs to increase attention to sounds. We encourage the children to talk about sounds, expressing thoughts and feelings. We inspire the children to learn whole songs and learn about pitch when singing; looking at tone and melody as well as improvisation. When playing instruments, we look at control and once again the expression of feelings and ideas.*

Associated Policies and Procedures

- 1.13 Valuing Diversity and Promoting Equality
- 1.13.1 British Values
- 1.15 Achieving Positive Behaviour
- 4.5 Early Years Prospectus

Version Number	Author	Purpose of Change	Date
1.0	N Finn-Powers	Good practice discussed by local early years forum	25 Sept 2024 Chair (A Hitchings)
2.0	N Finn-Powers	Updated in line with the 2025 EYFS. • Diagram with three “i” (intent, implementation and impact) removed. • insertion of “(teaching)” after the word pedagogy	18 Dec 2025 Committee Member (H Heaven)