

Poppets Pre-School

Curriculum Policy

At Poppets we encourage all children to be inquisitive, curious learners. We provide a rich and varied curriculum and create a stimulating environment where learning is fun and children learn through awe and wonder.

Our aims:

- **Love** - We firmly believe that through loving, nurturing relationships with practitioners children will thrive and reach their full potential. We want children to feel safe and valued so that they can become confident, independent learners.
- **Communication** - We want all children to gain the skills to become confident at communicating their needs, wishes and thoughts. We provide a language rich environment where children can enhance their vocabulary and develop their communication skills. We offer additional support to those who need it through small group sessions, visual prompts and modelling.
- **Books** - We want children to foster a love for books and we incorporate stories into our everyday activities and play.
- **Senses** - We believe that children need to explore the world through their senses and offer a wide selection of sensory activities daily, such as sand, water, malleable resources (pasta, rice, cornflour, foam, flour, salt), mud, playdough.
- **Physical** - We want all children to have the confidence and ability to use their bodies in a variety of ways, using both their gross and fine motor skills. We provide a wide range of activities and opportunities to support their development, including climbing and balancing equipment in the garden, ride on toys, walks on the field, cutting activities, threading, drawing and peg boards.
- **Nature** - We want children to understand our natural world and the importance of looking after animals and living things. We provide many different opportunities throughout the year, including caring for our pet rabbit, watching chicks hatch, bug hunts on the field and seeing caterpillars turn into butterflies and tadpoles to frogs.
- **Social** - We want children to develop the vital social skills they will need throughout their life. We encourage children to be kind to others, to

respect others and equipment, to have good manners, to be helpful and to share and take turns. We help children to understand that we are all different but we're all just as important as each other.

Our sessions:

We offer two adult led activities every session as well as a wide range of other activities/experiences for children to explore (continuous provision). Every session children have access to:

Book area

Curiosity corner

Home corner

Creation station

Creative activity

Adult led activity

Water tray

Writing table

Construction tray

Story tray

Playdough area

Discovery tray

Garden area

Phonics table

Sensory tray

Expectations regarding professional boundaries and staff behaviour

All members of staff are aware of the need to keep communication with learners, parents, carers and colleagues professional and through the official communication channels. Staff must not communicate with parents or carers through social media and should not accept any friend requests through social media.

Prime Areas

- Communication and Language
- Physical development
- Personal, Social and Emotional development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions,

develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Assessment

We carry out observations on children regularly to gain an understanding of what they can do and what they already know. We then use these observations to plan how we can further their learning and what we can do to support their development. We work closely with parents and other professionals to ensure we are offering each child the best possible support and care.

This policy was adopted on: (date)

Signed on behalf of the pre-school:(owner)

Date for review: August 2026