

# Our Curriculum

MEADOWBURN EARLY YEARS CENTRE

# Play and Pedagogy

By observing children carefully and listening to their voices, we facilitate and guide learning.

Responsive and intentional planning involves an equal balance of adult led, adult initiated and child led experiences.

- ▶ Adult led – responsive to planning, direct teaching with planned outcome
- ▶ Adult Initiated – continuous provision that is freely accessed
- ▶ Child led – spontaneous and unpredictable with no planned outcomes
- ▶ We observe, record, scaffold, identify skills development, evaluate and plan next steps

# Sustainability



## Our children's pledge to the planet

- ▶ We will always put rubbish in the bin
- ▶ We will recycle
- ▶ We will put seeds in the ground to make our own foods
- ▶ We will look after the flowers and plants and give them a drink
- ▶ We will pick up litter from outside

# Nurturing Environment

## The Six Principles Of Nurture

- ▶ 1. Children's learning is understood developmentally
- ▶ 2. The environment offers a safe base
- ▶ 3. The importance of nurture for the development of wellbeing
- ▶ 4. Language is a vital means of communication
- ▶ 5. All behaviour is communication
- ▶ 6. The importance of transition in children's lives



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# The Rights of the Child – UNCRC

- ▶ Rights are not an addition to learning
- ▶ We are a welcoming and inclusive environment
- ▶ Rights are part of the nursery ethos and pedagogy (everything we do to help children learn and develop)
- ▶ Staff interactions are loving and caring (positive role modelling)
- ▶ Children are supported to understand their rights through every day experiences

Article 3 – The best interests of the child are top priority

- ▶ Individuals – their voice is heard
- ▶ Support challenges and barriers to learning
- ▶ Partnership working – families, community and agencies



# Realising the Ambition

The European Commission working group on Early Childhood Education and Care (ECEC) describes the image of each child as: a unique and a competent and active learner whose potential needs to be encouraged and supported. Each child is a curious, capable and intelligent individual. The child is a co-creator of knowledge who needs and wants interaction with other children and adults. As citizens children have their own rights which includes early education and care. (European Commission, 2014)



Children are supported to reach their full potential through encouragement and celebration of individual skills and achievements

**Opportunities for personal achievement**

**Interdisciplinary learning**

**The Curriculum**  
'the totality of all that is planned for children and young people throughout their education'

**Ethos and life of the school as a community**

**Curriculum areas and subjects**

# The Curriculum

There are eight curriculum areas:

- ▶ Expressive arts
- ▶ Health and Wellbeing: RSHP, PATHs, Nurture
- ▶ Language: Word Aware, Nursery Rhymes, Talk for Writing
- ▶ Mathematics: STEM
- ▶ Religious and Moral Education: Celebrations & cultures
- ▶ Sciences: STEM
- ▶ Social studies
- ▶ Technologies: Woodwork, ICT digital
- ▶ Literacy, numeracy, and health and wellbeing are recognised as being particularly important – these areas are seen as being the ‘responsibility of all’ staff.

# Responsive Planning

- ▶ Starts from the child – we listen and observe
- ▶ Recording conversations and interests
- ▶ Taking interests forward through interactions, provocations and invitations
- ▶ Planning activities/experiences that spark interest and challenge learning
- ▶ Support challenges and barriers to learning
- ▶ Recording children's voice throughout and allowing them to go on their own learning journey
- ▶ Taking learning forward by introducing next steps and new concepts
- ▶ Continuing for as long as children are interested
- ▶ **Remember that children all learn at different paces in different ways!**

# Home Links/ Partnerships

## ▶ **MATHS & LITERACY PACKS**

- ▶ Maths & Literacy Home Learning Packs are available to play at home with you child, they are designed to make maths & literacy fun and engaging.

## ▶ **STAY & PLAY**

- ▶ This is a fun, engaging way to get involved with your child's learning at nursery.

## ▶ **BUTTONS BEAR**

- ▶ Buttons Bear will get the opportunity to visit every child at home throughout the nursery session. This is a great opportunity for children to develop new skills and share experiences.

## ▶ **OUR COMMUNITY**

- ▶ Our local community is a vital part of learning for all children
- ▶ We are given opportunities to learn through direct experiences
- ▶ We engage with local businesses
- ▶ Our local area provides a wealth of opportunities

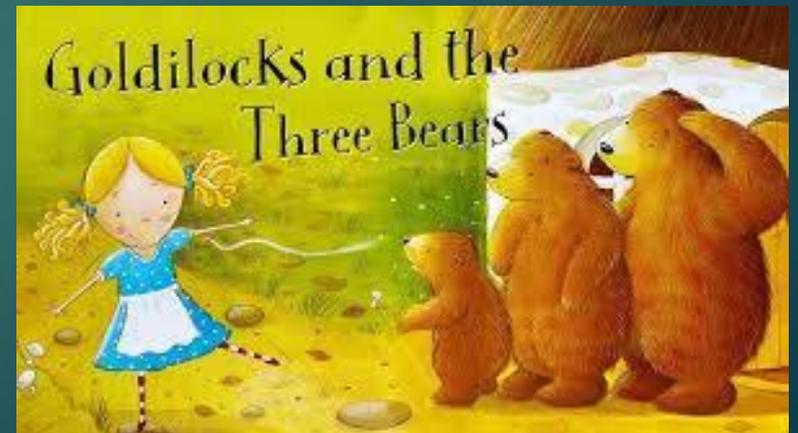
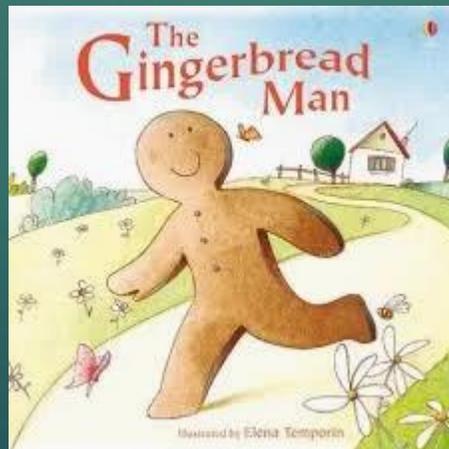
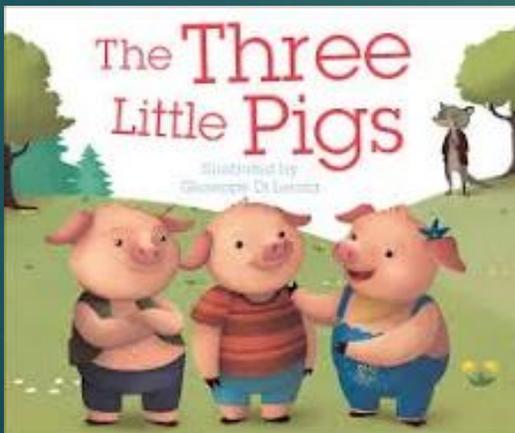


# Word Aware

- ▶ Word Aware is an approach to improve vocabulary. The children learn particular words, through repetition, with the help of Concept Cat and a short story relating to the particular word. The story is repeated twice a week, together with a nursery rhyme, and reinforced throughout the whole week by all the nursery staff. To help develop your child's understanding of the word, would you please talk over the word and have a go at the family task and clapping the syllables?
- ▶ All words will be put onto the learning journals. Word Aware for the new children has now started.
- ▶ There is a nursery rhyme for all children; please have a go at this with your child, as rhyme and clapping syllables are important in developing pre-reading skills.

# Talk for Writing

- ▶ Children learn language through memorable, meaningful repetition.
- ▶ The *Talk for Writing* approach enables children to internalise the language of story so that they can imitate it, innovate on it and create their own effective stories independently.
- ▶ *Talk for Writing in the Early Years* will show you how to put rhyme and story at the heart of your work with children and parents so that young learners language development and creativity flourishes.



# Supporting language and communication

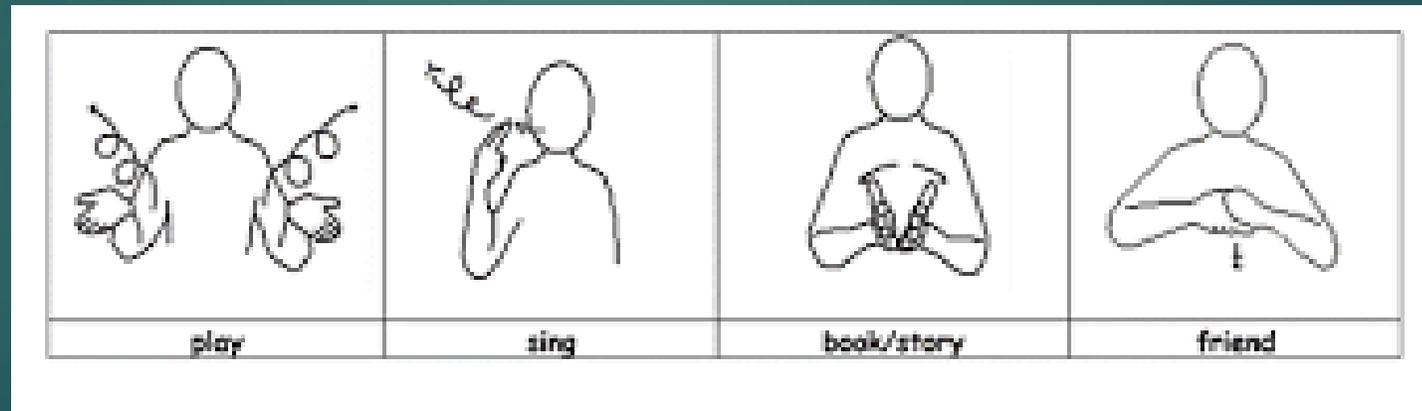
## Makaton

- ▶ Today over 100,000 children and adults use Makaton symbols and signs, either as their main method of communication or as a way to support speech.
- ▶ In addition to children and adults with communication and learning difficulties and the community around them – for example, teachers, health professionals, friends, public service bodies etc. Makaton is increasingly used by the general public to aid communication.
- ▶ Makaton has been shown to be useful for all sorts of people including those who struggle with understanding concepts, those who have poor literacy skills, including grammatical knowledge, and those with English as an Additional Language. By using Makaton, children and adults can take a more active part in life, because communication and language are the key to everything we do and learn.



# How Makaton Works?

- ▶ Talking does not just involve speaking. Watch someone talking, they will not just be saying words but they will also be using hand movements or gestures, facial expression, eye contact and body language (posture and movement). All this is communication.
- ▶ Makaton uses speech with signs (gestures) and symbols (pictures) to help people communicate. We also use facial expression, eye contact and body language to give as much information as possible.



# LCFE Validated -Language and Communication Friendly Establishment

- ▶ The ability to communicate is an essential life skill for all children and young people in the twenty first century.
- ▶ Communication is a fundamental skill as recognised by the formal, public and multi-lateral declaration by UNICEF, UNESCO and the World Health Organisation, which lists communication as one of its ten core skills.
- ▶ The Curriculum for Excellence emphasises the importance of language.
- ▶ Literacy underpins all areas of learning, as it unlocks access to the wider curriculum.

# LCFE continued

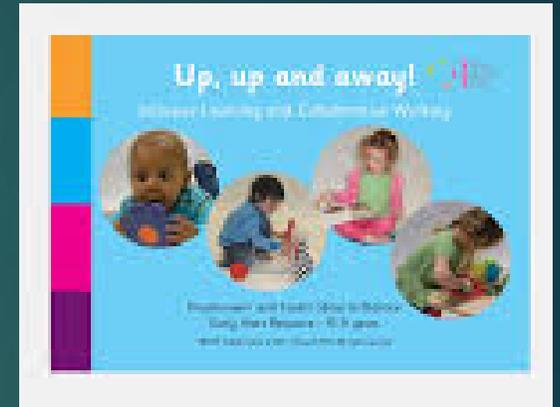
- ▶ There are five key indicators:
- ▶ **Indicator One:** A physical environment that enhances and promotes opportunities for speech, language and communication for all children.
- ▶ **Indicator Two:** Adult talk that encourages and promotes participation from all learners.
- ▶ **Indicator Three:** Adult interaction styles that are responsive to individual children's needs. (Being sensitive towards quiet children, praise, facilitating turn-taking.)
- ▶ **Indicator Four:** The use of supportive learning strategies to develop language and communication skills. (Using actions, puppets, re-reading stories, nursery rhymes.)
- ▶ **Indicator Five:** Staff training and development to meet the speech, language and communication needs of all children.

# Up Up and Away – Circle

The literacy rich environment should support all learners needs and abilities!

## Aims:

- ▶ Provide the tools to optimise literacy opportunities using the environment and adults around the child
- ▶ Provide the tools to optimise literacy opportunities using observations to identify any challenges
- ▶ To provide a comprehensive framework to support children through their stages of development
- ▶ To provide practical, stage appropriate strategies to meet literacy needs identified



# RSHP (Relationships, Sexual Health, and Parenthood)

- ▶ <https://rshp.scot/early-level/>
- ▶ My Body
- ▶ My Body Belongs to Me
- ▶ Our Families
- ▶ Asking Questions/Making Choices/ Saying Yes
- ▶ Friends and Friendship: Helping Others
- ▶ Looking After Plants and Animals
- ▶ Pregnancy and Looking After a Baby

# PATHS: Promoting Alternative Thinking Strategies

Children are encouraged to:

- ▶ discuss feelings, experiences, opinions and needs that are meaningful to them.
- ▶ Children feel listened to.
- ▶ Supported and respected by teachers, family and other children.

- ▶ **Useful websites:**

- ▶ <http://www.pathseducation.co.uk/>
- ▶ <https://www.youtube.com/watch?v=pWZeR1bB038&feature=youtu.be>



# Evaluating practice



- ▶ We continually evaluate practice to ensure quality of play, care and learning!
- ▶ We are guided by principles and procedures set by Local Authority, Care Inspectorate and Education Scotland

## **A SHARED FRAMEWORK FOR DAYCARE OF CHILDREN - The Framework is grouped under four headings:**

- ▶ Leadership
- ▶ Children thrive and develop in quality spaces
- ▶ Children play and learn
- ▶ Children are supported to achieve