

Abbeymead Under 5s Curriculum





Rising 3 Development and Learning

Communication and Emotional Regulation

Communicate Their Needs: Encourage children to express their needs using words, gestures, or visuals through role-playing, songs, and structured play sessions.

Starting to Recognise and Regulate Emotions: Use picture cards and emotional literacy activities to help children identify emotions. Provide comfort and routines to ease separation anxiety.



Cognitive and Motor Skills

Developing Listening and Attention Skills: Enhance focus with storytelling, interactive songs, and circle time, engaging children in short, participatory activities.

Building Fine and Gross Motor Skills: Provide activities like threading beads and outdoor play to develop fine and gross motor skills, such as running and climbing.



Independence and Social Development

Developing Independence and Self-Care: Encourage personal hygiene and dressing routines with visual schedules and practice opportunities.

Social Skills Development: Facilitate group activities for sharing, turn-taking, and cooperative play, using role-playing to model social interactions.



Curiosity and Problem Solving

Curiosity About the World: Spark curiosity with simple science experiments and nature exploration, using books and discussions to expand understanding.

Basic Problem Solving: Enhance problem-solving with puzzles, building blocks, and cause-and-effect toys, guiding children with open-ended questions.



Recognition and Behavioural Expectations

Recognising Pictures: Use picture books, flashcards, and matching games to help children identify and name various objects and items.

Behaviour and Boundaries: Establish clear rules and routines, using positive reinforcement and stories to explain boundaries.



Pre-School Development and Learning

Independence and Confidence

Settled and Confident to Leave Parents/Carers: Build confidence in separating with comforting routines and reassuring interactions.

Independence in Toileting, Lunch, and Dressing: Encourage self-care with practice opportunities and visual cues for tasks like dressing and opening lunch items.

Accessing Resources Independently: We have a child-friendly environment with labelled resources to promote autonomous exploration.



Social and Emotional Regulation

Socialising and Regulating Emotions: Develop conflict resolution and self-regulation strategies through guided discussions, role-playing, and emotion resources

Social Rules in Play: Implement structured group games to teach turn-taking and sharing, using social stories to illustrate these rules.



Cognitive Development

Recognising Name: Incorporate name recognition into daily activities, labelling personal items and recognising their name

Following Adult Instruction: Use clear, simple instructions, gradually increasing complexity, and reinforcing with positive feedback.



Early Maths and Writing Skills: Introduce basic maths and writing through counting games, sorting activities, and providing various writing materials.

Listening and Attention: Use short, engaging activities to develop attention span, gradually increasing duration as children's focus improves.



Resilience Building

Building Resilience: Create a supportive environment where mistakes are learning opportunities, encouraging persistence and praising effort.



Pedagogy

Use of Children's Interests

Tailor learning experiences to align with the children's interests to maintain engagement and enthusiasm.

All About Me, Tapestry, Information from Home

Utilise tools like "All About Me" books and Tapestry to connect home and school learning, ensuring a holistic approach.



Providing Lots of Play Opportunities

Ensure a variety of play-based learning opportunities, both structured and free play, to cater to different learning styles and developmental needs

Role Model

Demonstrate positive behaviours, communication, and problem-solving skills for children to emulate.

Ask Questions

Encourage critical thinking and curiosity by asking open-ended questions and engaging children in discussions.



Quality Interactions

Focus on meaningful interactions that extend children's thinking and understanding, providing support and scaffolding as needed.

Facilitate Learning, Not Direct



Guide children's learning experiences by creating an environment that promotes exploration and discovery, allowing them to lead their learning journeys.

Guided Learning Alongside Practitioner

Work alongside children in activities, offering guidance and support while allowing them to make choices and decisions.



Environment

Design a stimulating and accessible learning environment that encourages independence, curiosity, and exploration.



CPD with Staff

Ensure ongoing professional development for staff to stay updated with best practices and new strategies in early childhood education.

Routine Establish and maintain predictable routines to provide children with a sense of security and structure.