



**BRAINY
BAIRN
SCHOOL**



Preschool
Brochure



EYFS Curriculum

At Brainy Bairn Preschool, we have adopted the revised EYFS framework.

Areas within the Foundation classrooms:

- › A writing area containing various writing implements and papers as well as envelopes and examples of good writing.
- › A book corner containing a range of fiction, non-fiction, poetry and class-made books.
- › A math resource area which allows children to select appropriate items to help them solve practical problems.
- › A construction area containing resources for developing fine motor skills, social interaction and problem solving.

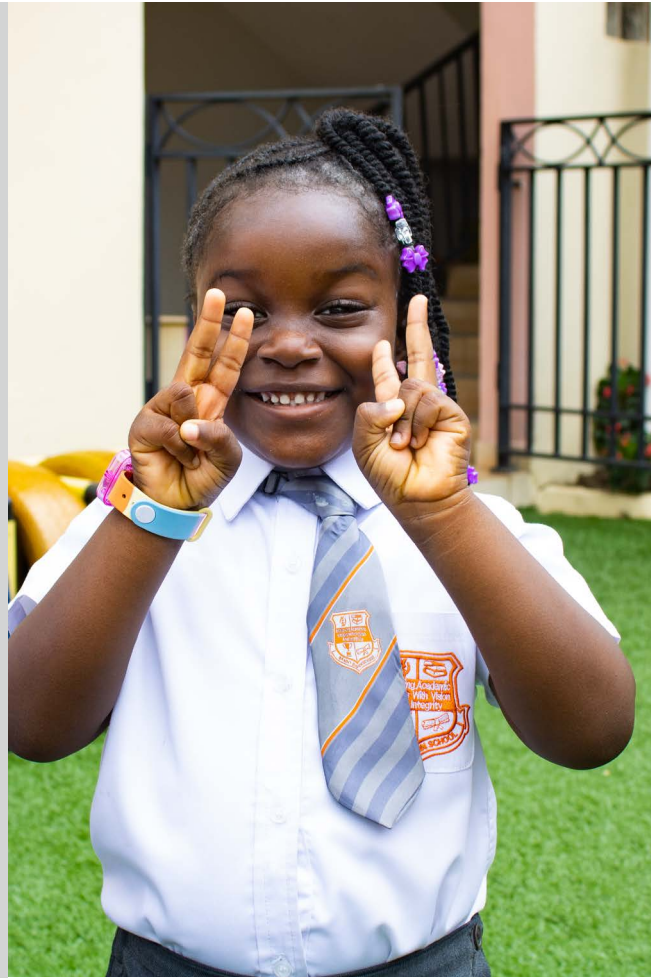
Learning Environment

The preschool outside area is as an extension of the classroom and the above opportunities will be available outside as well as inside. In teaching all of our strands, we aim to develop the children as they Play and Explore, be Active Learners and to have Creative and Critical Thinking.

Following the Characteristics of Effective Learning, children will be;

Playing and Exploring

- ▶ Provided engaging learning environments that suit the individual child's interests and sensory play experiences that stimulate their curiosity, leading them to meaningful play and exploring.
- ▶ Help to develop children's confidence and willingness to try.
- ▶ Offer children activities and toys of interest to them. Using familiar resources to develop children's skills will help children to feel more comfortable and at ease. This will enable them to build their sense of self and, in time, increase their confidence to try more.
- ▶ Model that things could go wrong, but it is alright when things go wrong because by that experience we learn.
- ▶ Model and show the children how to play, discover and use the resources provided.



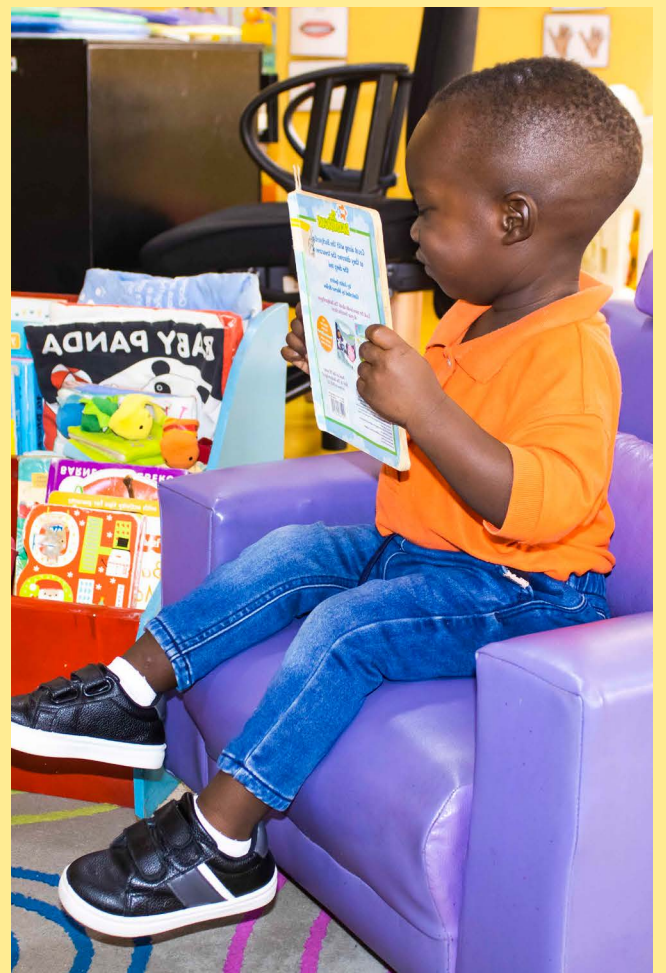
WE ARE ALL THESE AND MORE





Active Learning

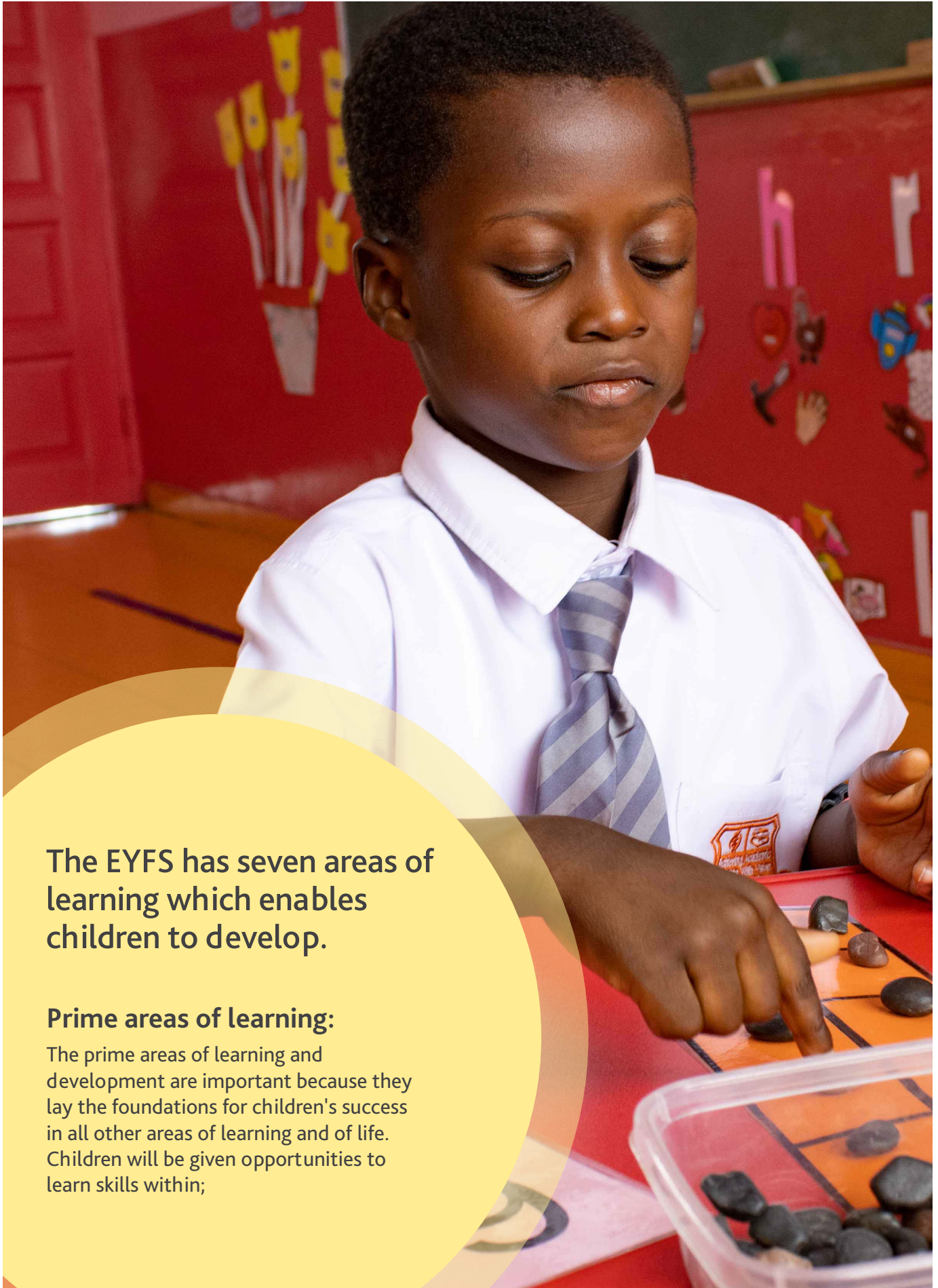
- › Provide learning opportunities in an exciting and enabling environment.
- › Provide opportunities for new or unusual play; a range of open-ended, problem-solving resources that challenge and evoke questions.
- › Make learning enjoyable and engaging, instilling a sense of the unknown and wonder.
- › Plan opportunities for collaborative play and learning, encouraging talk and sharing ideas.
- › Model, support and scaffold motivation, in order to develop self-motivation, concentration and perseverance.
- › Identify and achieve goals and celebrate them, no matter how big or small.
- › Allow children to leave their creations for others to see rather than tidying them away as this will motivate them to keep on trying the next time.



Creating and Thinking Critically

- › Make careful observations of children to provide us with opportunities to guide individuals to the next step in their learning.
- › Support children with their ideas to make links and connections and to help their understanding of new concepts.
- › Provide an environment with many opportunities for different ways to express themselves, such as role-play, construction and art.
- › Provide children with positive opportunities to play with adults and to have access to open-ended activities and begin to seek alternative possibilities to play situations.
- › Support a child over time, using and modelling language skills effectively to show a child thought processes and how theirs may look.
- › Give children time to experiment, think and talk, to ask questions, leading to a deeper and different understanding of the world.





The EYFS has seven areas of learning which enables children to develop.

Prime areas of learning:

The prime areas of learning and development are important because they lay the foundations for children's success in all other areas of learning and of life. Children will be given opportunities to learn skills within;



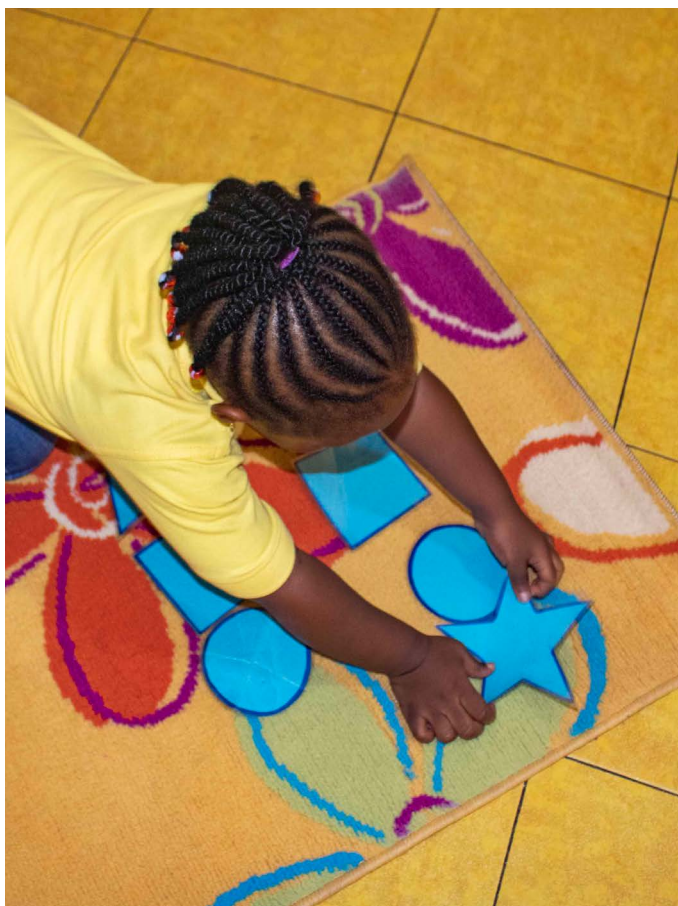
Communication and Language (Listening, attention and understanding; and Speaking)

- ▶ **Listening:** Children will listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately while engaged in another activity.
- ▶ **Understanding** - Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- ▶ **Speaking** - Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



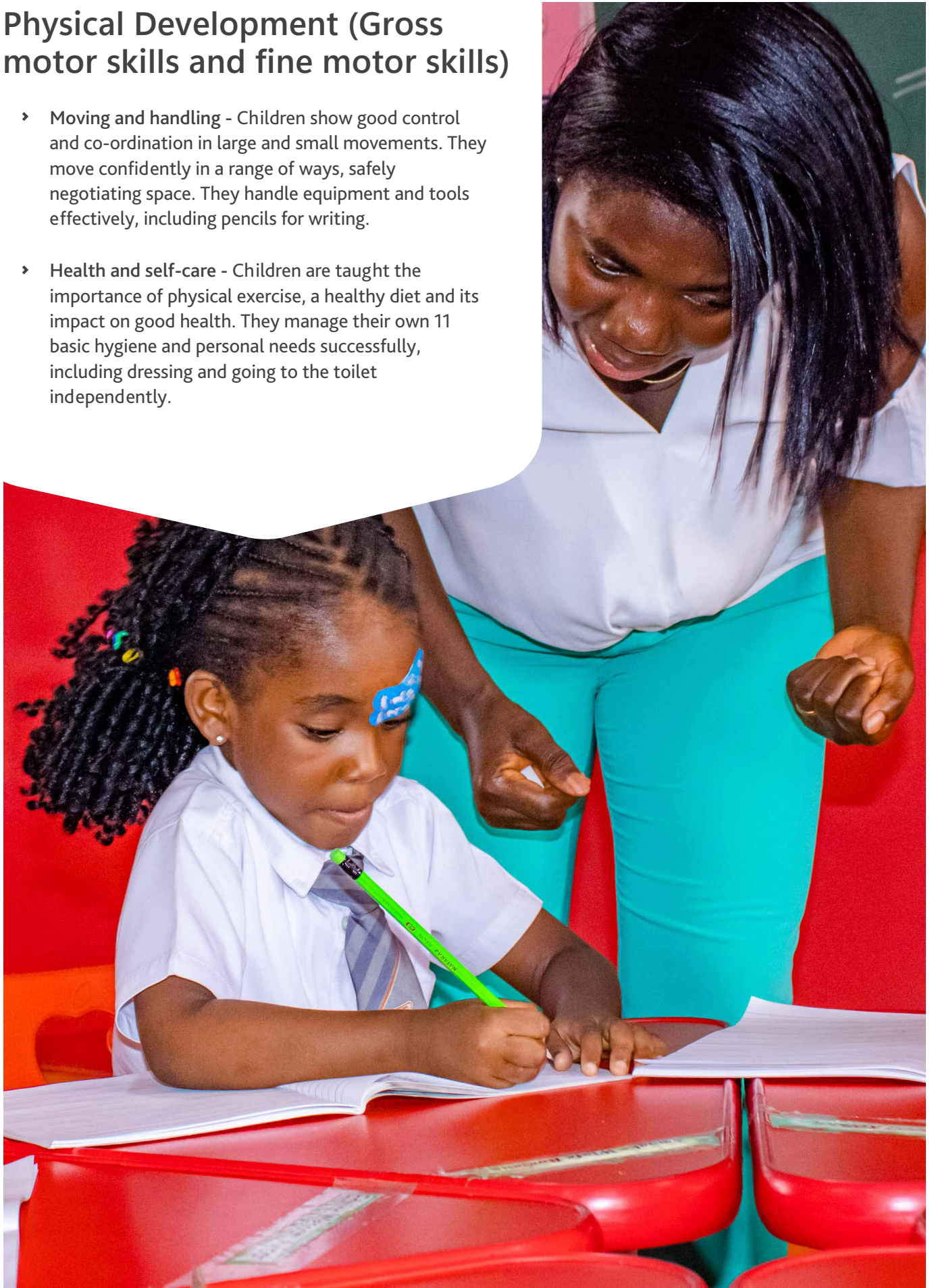
Personal, Social and Emotional Development (Self-regulation, Managing Self and Building Relationships)

- › **Self-confidence and self-awareness** - We teach children to be confident to try new activities, and say why they like some activities more than others. We encourage children to speak in a familiar group, talk about their ideas and choose the resources they need for their chosen activities. Through this, we teach children to say when they do or do not need help.
- › **Managing feelings and behaviour**- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
- › **Making relationships**- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.



Physical Development (Gross motor skills and fine motor skills)

- › Moving and handling - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- › Health and self-care - Children are taught the importance of physical exercise, a healthy diet and its impact on good health. They manage their own 11 basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



EYFS Specific areas of learning comprises;

- ▶ **Literacy (Comprehension, Word reading and Writing)**
Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.
- ▶ **Mathematics (Number and Numerical patterns)**
This involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.
- ▶ **Understanding of the World (Past and present; People, culture and communities; The Natural world)**

This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- ▶ **Expressive Arts and Design (Creating with materials, being imaginative and expressive)**
Expressive arts and design is aimed at supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



Assessment

Our dedicated educators are constantly assessing children in their everyday activities, play and through more focused adult-led interactions and sessions. We use observations of the children, the work that they do, feedback from parents and comments made by the children to assess where the pupils are and to make a proper assessment of our children. Evidence is discussed during Parents Day and also documented in termly reports.

Children will learn their phonics using the JOLLY PHONICS Scheme. This is a proven synthetic phonics program that ensures early success in reading, writing and spelling.

Children will follow a creative project-based approach in order to provide coverage within the areas of Understanding the World and Expressive Art and Design.





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