

Jack and Jill's Curriculum

INTENT

Jack and Jill's offers Child-Centred Learning; where staff observe, assess, plan and teach 'in the moment'. Children's well-being is placed at the heart of everything we do. We understand that play based learning is the key to successful, happy, confident and resilient learners of the future.

IMPLEMENTATION

Child-centred Involvement: Children are given as much freedom as possible to really get involved and engaged with their learning.

Timetables are kept simple to prevent children's play from being interrupted. Children are separated into their 2 classes (Jack's 2 years, and Jill's 3-4 yrs) first thing, for Registration, Recognition or writing of names, counting and Jolly phonics. They come back to their classes for snack-time; creating an opportunity to have a healthy snack, reflect on their play with staff and each other and move on. We also encourage children to participate in quiet time, where we relax and listen to music, we meditate and do yoga.

The surroundings, inside and out, create a fun and safe, enabling environment where the children can make their own choices and extend

their learning in various areas and with a wide selection of open-ended resources.

Well-being: We understand for a child to engage in their learning, they must feel safe, secure and happy in their environment and with staff. Staff build strong relationships with all of the children. Staff use their understanding of the children's interests, their individual needs, their different learning styles and knowledge of the children as a whole - to create a secure bond. Children engage in yoga and mediation at the end of the morning and afternoon session, providing time to unwind and reflect on the day. Children learn to relax and breath.

Self-Regulation: Staff agree firm and consistent rules based on the understanding of the children...

- To be kind and gentle to others
- To play safely
- To put resources back after you play with them.

Inside and outside, resources are not mirrored but fit for purpose (pencil and paper inside, chalkboards and painting walls outside). Children relax knowing and understanding the importance of our rules. Children are rewarded by their own achievements, physical re-enforcements such as stickers are not used. Staff praise the process instead of the outcome to encourage perseverance. Staff refrain from saying No. Children do not have to say sorry, but staff talk to them about their actions and how those actions affect other people's well-being. If children do not play safely or are not gentle, they will not be able to use that resources for a set time. Breathing techniques taught in yoga are used to support children to self-regulate their emotions. If children need a cuddle to calm down from built up emotions - this is always offered. Staff understand the importance of giving children time to calm down and breathe, so they are ready to reflect on the situation at hand, and find a solution to the problem. Children's individual needs are also considered very carefully at a time of overwhelming emotions.

Focus Children and Parent Relationships:

All children are given the opportunity to be a focus child for a week, every half term. It is at this time that parents and carers are asked to share information on their child's interests and achievements at home, any special events coming up and information they would like to discuss with their child's key worker at Preschool. We also ask for photos from home, giving us the opportunity to discuss the children's home life and what is important to them. During this week staff will record interactions with the focus children. Adults observe closely, and play alongside children -waiting patiently for a 'teachable moment' where they can support the child in their learning, and develop their learning further. Staff play with the children and let them know that they are available and approachable, staff do not pull children away from play to create teaching moments. Interactions note how the key Worker has supported the child to enhance their learning. This enables staff to reflect on their practice and understand how valued they are in teaching new skills. Tracking is

completed each term, so staff can gain a clear idea of the levels that children are working at and where they may need to be supported further, to meet the needs of the individual. Tracking is completed based on staff knowledge of the children, wow moments, parent input and focused interactions that have taken place.

All staff at Jack and Jill's have an amazing love for children and we absolutely love what we do. Staff have an amazing bond together and provide a heart-warming environment, filled with love and care. We are a big happy family!

IMPACT:

Before leaving Jack and Jill's to embark on the next step of their educational journey, children will have developed their confidence, knowledge and skills..

- In developing independence
- In extending their creativity and ideas
- In taking risks and persevering when they face difficulties
- In learning about themselves and their interests, learning to love themselves and know they are loved
- In communicating and socialising with others, and develop trusting friendships
- To make their own choices, to ask questions and drive their own learning

- To recognise dangers, risk assess and manage their own safety- knowing when to say 'No' and when to ask for help from a trusting other.
- Enabling them to know and feel comfortable in their surroundings, the great outdoors and their local community
- To acknowledge and celebrate their similarities and differences; in understanding and accepting different cultures, faiths and languages
- To self-regulate; by taking the time to breathe and self-reflect, to relax their mind and body and to develop empathy for others
- To maintain good health; by ensuring children know they are loved and not alone, by developing skills to ensure the building of positive relationships, through meditation and yoga, positive role models, healthy foods, keeping active and learning about people that can help us - like doctors, dentists, opticians, police and the fire brigade for example.