**Care, Learning and Play**

Observation, Recording and assessment policy

* Members of staff will be responsible for keeping records of their key children.
* There is a file for each child for storing observations.
* Records and observations are used to assist planning in terms of how to facilitate the next steps in a child’s learning.
* A child’s record are kept locked away and are confidential.
* Records are available to parents at all times.

Curriculum and Play Activities Policy

Long Term Planning

* The aim of our long term planning is to have an overview of the curriculum and to ensure that it has breadth and has been planned with reference to Birth to Three Matters and the Early Years Foundation, covering all area of learning over the year.

We have developed the curriculum using the manual ‘Curriculum Guidance for the Foundation Stage’ as issued by the DfES

Medium Term Planning

* There is a new theme/topic planned every 4 weeks which is followed by all ages but differentiated according to the needs and abilities of the children
* Each half term a letter is sent to all parents with details of current topic/theme

Short term planning

* The short term plan is done on a weekly basis by qualified staff. The planning takes into account the individual needs of the children.
* The Pre-School is set out in areas of activity. The short term shows what is planned in each area throughout the week and enables staff to check for balance in the activities.
* Outdoor play is planned daily (weather permitting)

**Range of Activities to be offered**

The activities provided are planned with reference to the six areas of learning covered by the Early Years Learning Goals, which are set out below. Planning takes in the opportunities provided both in and outdoors.

There are many activities which can be used in the six areas of learning, below are a few examples for each area.

Communication, Language and Literacy

* Role play in a variety of settings
* Varieties of small world imaginative play
* Group time/singing/rhymes/story time
* Quiet reading area with a good range of books
* Letter activities
* Games and activities that support language and literacy

Creative Development

* Painting/printing/collage/messy play
* Model making (with a variety of materials)
* Sand/small world
* Baking
* Music making
* Singing
* Construction
* Role play (dressing up and small world)

Personal, Social and Emotional

* Group time
* Snack time
* Opportunities to concentrate and take part in extended activities
* Opportunities to find out about other cultures and beliefs and to celebrate their similarities and differences
* Opportunities to gain personal independence, taking off coats, finding own pegs, putting dressing up clothes on
* Outdoor play, sharing and taking turns
* Animal care
* Gardening and caring for plants

Mathematical Development

* Role play, money/measuring/weighing/counting
* Sand/water, colour/capacity/shape
* Baking, weighing/estimating/sharing
* Rhymes and songs
* Numbers, sorting/matching/sequencing/shape and pattern games and activities
* Counting and number recognition

Physical Development

* Music and movement sessions
* Activities with equipment to develop running/skipping/jumping/throwing/catching/kicking/blancing/pedalling/climbing
* Painting/drawing/writing
* Cutting
* Threading
* Small construction

Knowledge and Understanding of the World

* Interest table to develop curiosity (magnifiers)
* Growing and caring for plants
* Looking at and using maps and globes
* Invited guests
* Use of local area
* Construction toys
* Sand/water/clay/salt dough/cornflour etc
* Photos of locality and of ages gone by
* Variety of construction toys with and without instruction

Outdoor Play

Activities taking place are planned within the weekly plans and they are evaluated in the same way as indoor activities. We provide free play and structured activities. Examples of free play are with balls/quoits/hoops/bikes, or the activities may be structured to develop a particular skill.