

# Ladybird Playgroup Thriplow CIO

## Curriculum

The **overall vision** for our setting is for the children to be **confident communicators; independent learners; engaged in shared experiences; be able to form positive relationships; and have inclusive experiences.**

What we believe are the starting points to developing the children's self-confidence and skills they will need in the future.

### Settle in

Becoming confident in their learning environment and daily routines. (CoEL, PSED, UtW)

### Recognise their sense of self

Express thoughts, feelings, actions, identifying similarities and differences and recognise their name. (PSED, C&L, Lit.)

### Strengthen motor control and precision

Building physical coordination within fine and gross motor movements (CoEL, PSED, C&L, PD, Lit., UtW, EA&D)

### Build social skills

Build friendships, confidence to play alongside/with other children and developing turn taking skills. (C&L, PSED, UtW, EA&D)

### Join in with stories and songs

In groups and independently expressing themselves. (EA&D, C&L, PD, Lit., Maths)

### Have resilience

Having a go and keep on trying (CoEL, PSED)

### Develop the ability to take care of their personal needs

Making healthy choices and promoting independence. (CoEL, C&L, PSED, PD)

### Be creative

Unleashing imagination through the art of visual story telling. (CoEL, EA&D, PD, Maths, Lit., UtW, C&L PSED)

### Following simple instructions

During activities and learning and implementing the Ladybird rules (C&L, PSED, Maths, Lit., UtW, EA&D)

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**In the Early Years Foundation Stage children learn best when they experience learning first hand, through meaningful interactions with others, through physical activities and through play.**

Ladybird Key Workers and Buddies focus on on-going observations and assessment of the children and their interests. Activities at Ladybird cover the three Prime Areas of Learning that underpin everything within the Early Years:

- Communication and language
- Physical development
- Personal, social and emotional development.

The four Specific Areas help the children to strengthen and apply the Prime Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and designs.

Our continuous provision offers the opportunity for independent play, creativity, imaginative play, number games and literacy through sharing books. The children are encouraged to take responsibility for their surroundings and resources.

At Ladybird Playgroup, the children will find a wide range of activities to encourage independence and support development. The interests of each child are considered and included in the resources and activities available.

Each Ladybird child is treated as an individual and allowed to develop at their own pace.

#### Characteristics of Effective Learning:

Within the planning and learning opportunities provided for the children, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective learning are:

- Playing and exploring – children investigate and experience things and ‘have a go’.
- Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.



**Over time we offer a range of experiences to support the children's knowledge and skills development.**

**Some of these include:**

-  Planting seeds and watching them grow
-  Meeting people from the local community
-  Raising money for charities
-  Cookery activities

**Throughout the year we celebrate a range of festivals and share special occasions with the children.**

**Some of these include:**

-  Tasting foods
-  Dressing up
-  Dancing and singing to music
-  Sharing books and stories
-  Special visitors
-  Making crafts and decorating cards





**We also provide extra curriculum activities online - free for you to use and share at home.**

**Some of these include:**

 Weekly library books to share at home.

“If you read just one book to your child every day, they will have been read 1825 books by their 5<sup>th</sup> birthday.”

 Other borrowing books can be requested or given out to help children in different situations. For example: family death, illness, moving house, single parents, behaviours, etc.

**Resources and activities can be found on our website**

 [The world around us](#)

 [Little Chefs](#)

 [Get Creative](#)

 [Early Readers](#)

 [Let's get Physical](#)

 [Communication Skills](#)

 [Little mathematicians](#)

 [Story time with staff – Find on your child's Tapestry account under 'Activities'.](#)





## Assessment

Our assessments on the children link their learning to our curriculum.

The formative assessments we carry out at Ladybird help us make quick decisions on how to help and support our children to grow and develop to the best of their ability. We also need to have an overview of each child's progress in the EYFS Prime and Specific areas so we can take further actions if needed. We identify what the individual children can do and what they find tricky, so we can decide when it is helpful to step in and support, and when to be encouraging while observing. It's very important to make sure our children are secure in what they can do and know, before introducing them to new experience and activities.

**We complete and share assessments and observations on children via our online Tapestry Learning Journal with parents and carers, encouraging a two-way communication between Keyworkers/Buddies and parents and carers. These will include:**

- 🐞 Parents views on their child's development stages in all areas – highlighted document completed by parents/carers prior to starting.
- 🐞 Initial assessments after the children have been with us for a few weeks.
- 🐞 2-year checks are done, if they start with us at 2 years old. Parents are encouraged to get and share their child's Health Visitor report.
- 🐞 Termly assessments are done to review where the individual children are in relation to their development and next steps, looking at all areas of development and the Characteristics of Effective Learning (CoEL), child's interests and any other related comments about the child's time at Ladybird.

**Assessment with Help, including outside agencies:**

- 🐞 The early identification of children who need temporary extra support or the children that may have Special Educational Needs.
- 🐞 Checking that each individual child is making progress and taking prompt action where this is not happening.
- 🐞 2-year checks are done, if they start with us at 2 years old. Parents are encouraged to get a 2-year assessment from their child's Health Visitor and share with us, as well as any concerns they may have themselves.
- 🐞 Using our Tapestry online Learning Journals unique to the child, we share and celebrate the children's achievements and WOW moments with Parents/Carers, as well as them being able to share things they have done at home. Making good two-way communication.
- 🐞 Discussions with other professionals who may be involved with a child and their family. Including: Health Visitors and Social Care Workers.
- 🐞 Sharing information with receiving schools in the summer, to provide a smooth transition of the children's Learning Journey through the Early Years Foundation Stage (EYFS).
- 🐞 The children moving on to Thriplow CofE Primary School have opportunities for extra settling in sessions. Including: Story times, play times in their new classroom, tour of the school and a weeks' worth of lunches in the school hall.
- 🐞 Other receiving schools often request a visit to Ladybird and/or deliver their own taster days, which we encourage the parents to take up.

## **Evaluation**



We will check that our curriculum is meeting the needs of our children by:

- 🐞 Gathering feedback from the children, parents and other professionals
- 🐞 In regular staff meetings we review the progress of the children and how they are accessing the learning environment.
- 🐞 As a team we discuss the learning opportunities we offer and if there are any more, we feel will be beneficial, including: trips, visitors, activities.
- 🐞 The Team discusses the curriculum with the settings Manager.

## **Parent involvement**

To further enrich our activities and learning opportunities we welcome parent/carers input, via a termly information sheet.

This information is then incorporated into our planning to support children's interests and enhance their positive learning outcomes. This form can be found on our website. [Parent/carer input](#)

We welcome the parents to stay and play with their children, allowing them to have an insight to their day at Ladybird.

In line with our topics, parent/carers may be asked if they would like to come in to talk about and take part in activities to do with occupations, faiths, religions, or celebrations. This allows the children to have a better understand the world and people in the community.

## **Further Support**

If you have any questions about our Curriculum then please speak to our manager or staff members, alternatively contact us via email. [ladybirdplaygrouphriplow@gmail.com](mailto:ladybirdplaygrouphriplow@gmail.com)