**GRANGE TINY HANDS PRE-SCHOOL**

Celebrating50

Years

 Grange

##  Tiny Hands

 Pre-school

Grange Community Centre,

Middlefields, Letchworth, Herts, SG6 4NG

 Tel: 01462 627333 e-mail- tiny.hands@aol.co.uk

www.tinyhandspreschool.org.uk

PRE-SCHOOL CURRICULUM

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| **AREAS OF LEARNING AND DEVELOPMENT** | **PLAY ACTIVITIES** | **OUTCOMES** |
| Personal, Social and Emotional Development | Snack time, games, dressing up and role play, books and stories, themes, turn taking games, play games with their peers, play cooperatively with other children and adults, play dough, messy play, easels, junk modelling, physical play, small and large group times, outside area, garden, participate in group projects such as creating display boards etc. | Children will gain confidence and learn to establish relationships with other children and adults within the setting. They learn to work as part of a group, respecting others, sharing and taking turns. They develop a sense of what is right and wrong and learn to treat others properly with care and concern. They learn to recognise their emotions and explore and express their feelings in an appropriate manner. They will learn to enjoy meeting challenges, show satisfaction in meeting their own goals, and be proud of how they accomplish something. |
| Physical Development | Climbing frame, bikes, races, obstacle course, snack time, bean bags, balls, tunnels, trampoline, balance beams, music and movement, games, painting and messy play, mark-making, malleable play, play with equipment to help develop fine manipulative/gross motor skills. | Children learn to control their movements gaining confidence and co-ordination. Their balance improves and they climb with increasing skill. They learn to handle small tools and objects with increasing control. |

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| Communication and Language | Singing, books and stories, games, role play, rhymes, board games, themes and interest tables, displays reminding children of what they have experienced using objects/photos, visual aids, adults will engage in conversations using open ended questions, use sign language, learn phonic sounds. | Children learn to enjoy books and understand words carry meaning. They learn to listen and talk about their own experiences and widen their vocabulary and become more fluent. They learn to join in with songs, nursery rhymes and stories. |
| Literacy | Mark-making opportunities throughout the setting with various tools and equipment, book corner where children can read and enjoy books by themselves or with an adult, children can use puppets/soft toys in the book corner, picture books, books and stories, adults use puppets and props at group time to interact with children for the story/rhyme, posters, labels, snack cards at snack time, CD’s of rhymes and stories, photo books of relevant Nursery and Reception schools to aid the process of transition. | Children learn to recognise their own names and begin to recognise letters of the alphabet, children will put names or titles to marks they make, they will interact with stories and rhymes, recount main areas of stories they have listened to, fill in the missing word or phrase from well-known rhymes or stories, join in with repeated refrains, learn phonics and signing. |
| Mathematics | Sorting and matching, sand/water play, board games, games, threading, puzzles, number books, number resources, number lines, counting activities, finger rhymes, number cards, easy access to various mathematical equipment and toys. | Children learn to recognise simple mathematical shapes such as circle and square. They learn how to describe size, shape, capacity, position and quantity. They recognise and count numbers using everyday objects. They learn to compare, sort, sequence and begin to understand the concepts of addition and subtraction, and use number language through play such as sand/water. |
| Understanding the World | Themes and interest tables, visitors to the setting, mini beast hunts, visitors, planting and growing, junk modelling, water, sand, construction, magnets, magnifying lenses, living creatures, natural objects, role play, small world, spring and autumn walks around the local environment, ICT equipment and toys. | Children learn about their environment, recognise similarities/differences between themselves and others, and observe and discuss change. They will show curiosity and ask questions about why things happen and how things work. They gain skills in cutting, building and learn to use a range of tools safely. They will have the opportunity to access a range of ICT equipment including a computer, with age appropriate software. |
| Expressive Arts and Design | Messy play, chalks, cutting, junk modelling, mark-making, musical instruments, music and movement, CD’s, use different resources to construct, role play with props. | Children learn to explore shape, texture and colour. They learn to use a range of materials, media and tools to express their ideas in two or three dimensions. They respond to rhythm in music and use imagination in stories and role play. |

### Part of the Grange Fellowship Community Association

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