



Regent House Preschool

Play in the Curriculum

One of the aims of the Preschool is to create a safe, caring and stimulating environment in which children can develop new skills and also develop emotionally, physically, intellectually and socially. We hope to achieve this by providing an interesting variety of play materials and activities which the children can enjoy by themselves or in the company of other peers or adults.

Our Learning Environment

In Regent House Preschool, we provide the children with opportunities to choose between a wide range of activities and develop skills through repetition. We carefully create a learning environment that is responsive to the children's learning needs and interests. Learning is informal and is intended through play. This encourages the children to learn 'how to learn' and develop a positive attitude to support them with the transition to a more formal learning environment.

At Regent House Preschool we aim to promote the children's learning by:

- Fostering self-esteem and self-confidence to help children feel valued as individuals, develop independence, and reach for the stars;
- Encouraging children to learn more about their feelings/emotions and talk about how they feel;
- Nurturing each child's motivation, natural curiosity, imagination, and creativity;
- Encouraging children to extend thinking and problem-solving skills;
- Encouraging children to form positive relationships, social skills, and respect for others;
- Encouraging each child's love for books, songs, and rhymes; and
- Providing opportunities for children to develop co-ordination, balance, and body awareness.

Most of all we hope each child has fun while learning and developing through play!

Parents/Carers as Partners

It is the policy of Regent House Preschool to encourage Parents/Carers to be partners in their child's education and to draw attention to the importance of their own role in helping

them. Class teachers hold meetings with Parents/Carers twice a year to review curriculum progress and highlight any areas for development. The Preschool will share a monthly newsletter with Parents/Carers outlining the learning taking place, key topic vocabulary and songs & rhymes which can be enjoyed at home to help complement the classroom learning.

The Preschool Curriculum

At Regent House Preschool, we carefully plan and deliver a broad and balanced curriculum, covering each of the six areas of learning to support the acquisition of appropriate skills and knowledge.

Our curriculum is fulfilled through planned play activities (indoors and outdoors), routines such as story, snack and songs & rhymes, visitors to school and monthly topics.

We build upon the learning experiences which the children have already experienced at home.

We follow the Preschool Curriculum designated by Curricular Guidance for Preschool Education, which has six curricular areas.

They are as follows:

Personal, Social & Emotional Development (inc. perseverance, self-help skills, relationships, expressing feelings, confidence, independence etc).

Physical Development & Movement (inc. gross-motor skills e.g. running, jumping, catching / fine-motor skills e.g. using scissors, tweezers, pencils).

Language Development (inc. listening, language skills, self-expression, following instructions, early writing etc).

Early Mathematical Experiences (inc. counting, sorting, matching, basic shapes, patterns, prepositions, making patterns etc).

The Arts (inc. creative activities, colours, musical instruments, using imagination etc).

The World Around Us (inc. talking about experiences, questioning, exploring, investigating, making observations etc).

Play

Briefly outlined are some of the activities the children will have the opportunity to engage in and also some of the learning potential associated with each activity.

CONSTRUCTION TOYS

(This group of toys includes Duplo, Mobilo, Megablocks, Interstars, loose parts etc.)

The learning potential includes:

*the pleasure in creating something new

*improving fine motor skills by handling small components

- *improving hand/eye co-ordination
- *extending the mathematical concepts of shape, size, weight, height, length, number estimation
- *extending technical skills such as joining, balancing and design

PUZZLES AND GAMES

(These include jigsaws of different sizes, picture/symbol card games, snap etc.)

The learning potential includes:

- * the satisfaction of completing a game or puzzle.
- * the recognition and recall of the similarities/differences between a variety of pictures/symbols (an essential pre-reading skill)
- * the ability to recognise/copy a sequence, the matching of symbols/pictures, the early concept of quantity-more/less (early mathematical skills)
- * confidence in problem solving (early scientific, technical and mathematical skills)
- * developing of social skills – co-operation, sharing, taking turns, waiting
- * developing emotional skills – enjoyment of co-operation, coping with disappointment

MALLEABLE

(This includes playdough and clay etc.)

The learning potential includes:

- *developing strength and dexterity in the hands
- *developing social skills – conversation, sharing and taking turns
- *the sheer pleasure of handling soft malleable materials
- *developing the mathematical concepts of volume, quantity, shape, size, weight, conservation
- *solving technical skills such as joining and moulding

WATER PLAY

Water play is usually accompanied by a variety of other items such as jugs, sieves, bottles, boats, water wheels, pumps, sponges etc. The water may be coloured, clear or with bubbles.

The learning potential includes:

- *developing hand-eye co-ordination
- *developing social skills – co-operation, sharing, conversation
- *developing the mathematical concepts of volume, capacity, weight and conservation
- *developing the scientific concepts of floating/sinking, absorption, displacement and reflection

SAND PLAY

Both wet and dry sand are provided together as they have differing properties and provide different experiences. Each sand tray is set up with a variety of different objects such as sieves, jugs, wheels, animals, diggers and dumpers, buckets and spades etc.

The learning potential includes:

- *developing social skills – conversation, sharing objects and ideas
- *imaginative play – creating roadways, tunnels, castles, beaches
- *developing mathematical skills – capacity and weight
- *developing scientific skills – moulding, pouring, filtering, conservation
- *developing creative skills – moulding and drawing into.

CREATIVE/ARTISTIC PLAY

(These activities include painting, pens, paper, scissors, glue and collage work.)

Paint is offered with a variety of tools such as different sizes of brushes, sticks, sponges, hands and fingers. It is also offered with a variety of papers, plain or textured.

The learning potential includes:

- *freedom to make a variety of marks – (Pre-writing skills)
- *developing the very important scientific skills associated with colour – colour names, tones and shades, blending of colours to create new colours
- *developing creativity and enjoyment
- *developing a sense of satisfaction
- *developing language skills – every picture usually has a story to accompany it.

Pens, pencils, chalk, crayons, and papers are provided alongside papers and card with a variety of shapes colours and textures.

The learning potential includes:

- *opportunities for mark making in a variety of ways – (Pre-writing skills)
- *developing of hand – eye co-ordination and fine motor control.

Collage, Scissors and Glue

A variety of two and three-dimensional materials are offered for these activities. These include an assortment of papers, fabric, wood, plastic, wool and natural materials.

The learning potential includes:

- *handling and sorting a variety of materials – (Scientific skills)
- *developing fine motor skills especially with scissors
- *opportunities to make choices

SMALL WORLD

This type of play involves playing with train/road/zoo/farm layouts, dolls houses and small-scale figures.

The learning potential includes:

- *developing fine motor skills when manipulating small objects
- *sorting objects into sets – types of furniture, types of animal (Mathematical skills)
- *acting out 'real-life' scenes – (Language skills)
- *social skills of sharing and co-operating

IMAGINATIVE PLAY

The imaginative play area is organised to represent a home, hospital, shop etc. It is equipped with appropriate furniture, objects, and clothes.

The learning potential includes:

- *developing social and language skills through co-operative play, sharing ideas, planning
- *providing an opportunity to act out fantasies or problems
- *developing mathematical skills – sorting, sharing out, buying/selling

ENERGETIC PLAY

Physical skills are developed during both indoor and outdoor play. There is an outdoor climbing frame as well as a variety of trikes, sit and ride toys and small games equipment. The Preschool also has access to the surrounding playing fields.

The learning potential includes the development of the following skills:

- *hand-eye co-ordination with the use of small games equipment
- *building strength and stamina
- *awareness of spatial relationships
- *building confidence
- *co-operation and sharing
- *listening skills

STORIES AND RHYMES

These activities develop the all-important skill of listening; and essential part of all learning.

The learning potential includes:

- *the social pleasure of sharing a song/story with others
- *understanding that words and print have meaning - (Pre-reading skills)
- *understanding the relationship between the spoken and the written word
- *fostering a love and a respect for books
- *understanding that books provide information
- *an awareness of historical and cultural differences
- *an opportunity to reason and predict

MUSICAL ACTIVITIES

These activities include saying and singing rhymes, using musical instruments and listening to pre-recorded music.

The learning potential includes:

- *developing listening skills
- *being aware of a variety of sounds – high/low, loud/quiet (scientific skills)
- *enjoying a variety of types of music from different times and cultures

INFORMATION TECHNOLOGY

The children will have the use of iPads and be monitored while using them. Age-appropriate apps to support topic work will be used only.

The learning potential includes:

- *developing fine motor skills
- *developing hand/eye co-ordination
- *re-enforcement of mathematical skills
- *learning to co-operate and share with others
- *developing listening skills

NATURE/SCIENCE ACTIVITIES

Awareness of the natural world and the changes therein is an important part of the curriculum. This will be achieved by providing the children with the opportunity to observe nature and science through a series of organised play activities.

The learning potential includes:

- *developing observational skills
- *developing hand/eye co-ordination
- *using simple scientific instruments ie magnets, magnifiers, balances etc.
- *learning to co-operate and share with others
- *an awareness of the world around them, seasonal changes, weather, animals etc.

Monitoring and evaluation

This policy will be reviewed and monitored in line with the Preschool's policy review schedule.

Reviewed:

14/05/23

Approved by BOG:

21/09/23