

Curriculum Prospectus

March 2024

Vision

Our vision is based on our ambition for all the children to develop their full potential and how we believe this is best facilitated. We are influenced by the pedagogy of Froebel and Steiner- children are capable learners, giving them autonomy to explore and develop their interests and knowledge with supportive staff as curious role models. We place emphasis on consolidation of skills, giving children the opportunity to put skills into practice and embed learning through real life experiences.

We believe the key to happy, confident children lies in highly responsive interactions and developing relationships that support children to manage their emotions through co-regulation.



We have highly invested in developing the communication and language skills of all children and believe this is a key skill that unlocks the potential for learning in all areas.

We believe that the children should be aware and care for the world around them ensuring they have a happy and healthy future.



We believe that outdoor fun, exercise and fresh air are key to physical and mental wellbeing!



We believe that learning is most potent when it is play based, follows the interest of the children and encourages them to explore their own ideas, with insightful adults who can scaffold their learning.

We believe in the value of consolidating learning and embedding skills.



We aim for strong relationships with families to help support the care we provide.

We work closely with a range of professionals and pride ourselves on our working relationships.

We believe that all children regardless of their background, race, culture, gender and/or disability should have a range of opportunities that will enhance their learning and well being in life.

Our Intention for children's learning

Our curriculum is devised with our values in mind and our ambitions for all children. We provide opportunities for children to develop a positive sense of self whilst preparing them for the next stage of their learning journey. Our curriculum goals for all our children are:

- Independence
- Community
- Rhyming
- Story teller
- Master of 5
- Lifecycles
- Favourite artist



Early Years Foundation Stage (EYFS)

Our curriculum has regard for the seven Educational Programmes provided by the Early Years Foundations Stage framework (2021). Each of our curriculum goals are based on each developmental area of the EYFS but in reality each goal has multiple areas of development threading through as this is most typical of children's learning. This is particularly prevalent for Communication and Language. For example, 'Being part of the Tiny Tots Community' requires children to develop their sense of self (PSED) and how they contribute to the relationships around them. They need to be able to appreciate the similarities and differences of our community (UW) and have the language skills to understand and express this (C&L).

Below each of our curriculum goals are explored in more detail with reference to the Early Years Foundation Stage Developmental areas which are, Personal, Social and Emotional Development (PSED); Communication and Language (C&L); Physical Development (PD); Literacy (Lit); Mathematics (Math); Understanding the World (UW); and Expressive Arts and Design (EAD). For more information regarding the Educational Programmes of the EYFS please see the Appendix at the end of this document. We will also refer to the Characteristics of Effective Learning (COEL) which outlines how our children learn through 'playing and exploring', 'active learning' and 'critical thinking'.

Independence

When leaving Tiny Tots children will be able to navigate their own needs independently. This may look different for each child but in general the expectation would be that they can

- Meet their toileting needs including washing hands (PSED)
- Know the Catch it, Bin it, Kill it slogan and know about good hygiene practices.
- Change their clothes independently, only requiring support when needed. This includes dressing and undressing for forest school and outdoor play. (PD)
- Being able to make informed decisions on what type of clothing is needed and why e.g. coats to keep us warm and dry, sun hats to protect us from the sun. (PSED, PD, UW, critical thinking)
- Accessing toys and resources independently but knowing when they need to ask for help e.g. when something is too high (PSED, C&L, playing and exploring, critical thinking)
- Engage in independent play for a length of time (C&L, Active learning)
- Begin to be able to respectfully negotiate conflict in play (PSED, C&L)



Community



Children thrive when part of something, bringing a sense of belonging and self. Tiny Tots is a long standing preschool who values everybody in their community. We consider ourselves a family where relationships can flourish. We promote these values through modelling, collective rewards, stay and play as well as a wholehost more. We hope this promotes children's opportunities to be an active member of their community through life. When children leave Tiny Tots they will be able to

- Talk positively about their peers, knowing that we have similarities and differences (UW, PSED, C&L, critical thinking)
- Work collaboratively with their peers (C&L, PSED, active learning, play and explore.).
- Identify their own and others emotions and how to respond appropriately (PSED, critical thinking).
- Know what makes a good friend (PSED).

Rhymes

Research shows that children who know at least 8 nursery rhymes by the age of 4 are usually in the top readers at age 8. Learning nursery rhymes is a fun way to engage with sounds and construction of words. They include the concept of rhythm and rhyme which makes them easier and fun to remember. Learning nursery rhymes introduces children to a wide range of vocabulary to help support their understanding of language in all areas. It also supports social interactions and group cohesiveness when sung together. This in turn supports PSED.

- Children will be able to sing the words to 8 songs alongside the group (C&L, EAD)
- Children will follow the actions to the songs (C&L, PD, EAD)
- Children talk confidently and have a wide vocabulary (C&L, critical thinking).
- Children will be able to finish a rhyming string (C&L, Lit, active learning).



Storyteller



At Tiny Tots we foster a love of books and stories. Through our focus books and topics children have the opportunity to explore different styles of stories and activities to support their understanding. This in turn supports their language skills. Each week a book is identified as a focus and repeated throughout the week at cabin and carpet times. This gives children the opportunity to become familiar with the story, the repeated refrains, the plot line and characters.

- Children will role play a familiar story (C&L, Lit, EAD, play and explore).
- Children can sequence familiar routines (UW, Math, C&L, active learning).
- Children can retell a story, using the language first, then, next (C&L, Lit, critical thinking).

Master of five

At Tiny Tots we put a big emphasis on having a deep understanding of numbers, starting with numbers to five. To become a master at maths and numbers children need to understand different concepts associated with the number five to have a true grasp of what the number means. This understanding can in turn be generalised to higher numbers and practical solutions. This is done through fun activities and embedding numbers into routines such as snack time and carpet times.

- Children can count up to at least 5 (C&L, Maths, active learning).
- Children can say the total of a given group (cardinality) (C&L, Maths, active learning).
- Children can subitise to 5 (Maths).
- Children recognise, match and order numbers to 5 (Maths).
- Children can solve practical problems using their knowledge of 5 (Maths, critical thinking).



Lifecycles

Through lots of hands-on experiences with life cycles children will learn and care about the world around them. Being able to show understanding of life cycles helps children develop their communication and language skills, building on vocabulary and being able to sequence ideas. Life cycles are also an opportunity to explore concepts of measure.

- Children can compare how they have changed and grown (UW, PSED, C&L, Maths, critical thinking).
- Children show awe and wonder in the changing cycles of ducks, caterpillars, tadpoles and plants (PSED, UW, active learning) .
- Children use the language of size and opposites to compare (C&L, Maths).



Artist



At Tiny Tots children will have the opportunity to explore different artists and techniques throughout the year. Each half term an artist is introduced. Exciting and accessible activities are planned to help children explore their own artwork in the artist's style. This allows children to have a range of techniques developing their physical skills such as painting, sculpting, printing and collage. Children will be able to explore concepts of shape, texture and colours. Again this is another way to expose children to a wide vocabulary and build on their communication and language skills.

- Children are confident at using different media and tools.
- Children can name their favourite artist/art project and why.
- Children use a wide vocabulary related to concepts such as pattern, colour, texture and verbs

Forest School- Templegate Forresters

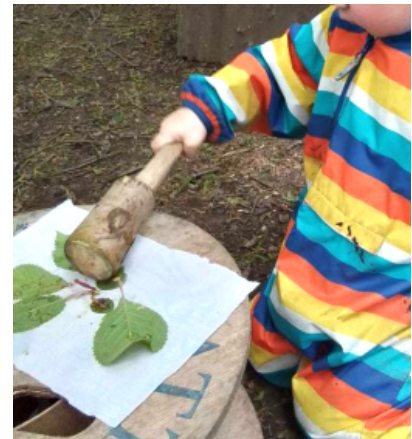
Our Forest School Leaders foster the 6 principles that apply to Forest school sessions. These principles focus on a child centred approach that fosters holistic development and supported risks. For more

information on the 6 principles please refer to Appendix 2 at the end of the document.

As part of our Forest School sessions, curriculum goals are set for each child as follows

- Use tools safely
- How to be safe by the fire
- Prepare food to cook by the fire
- Identify local flora and fauna and how to look after it
- Identify the seasons
- Climb a tree
- Develop social cooperation

We believe focussing on these goals will allow the children to further develop learning opportunities and embed knowledge and skills in other areas. For example, a child who can climb a tree will be able to have strong upper body strength needed to support later writing skills.



How we Implement our Curriculum

Imbedded into our practice are the four core principles of the EYFS

- Every child is **Unique Child**, who is constantly learning and can be resilient, capable, confident and self assured.
- Children learn to be strong and independent through **Positive relationships**
- Children learn and develop well in **Enabling environments** with teaching and support from adults, who respond to their individual interest and needs and help them to build their learning over time.
- (Recognise the) importance of **Learning and Development**. Children learn and develop at different times. (EYFS 2021).

Unique Child

All children are unique and all deserve to have the very best experience when at Tiny Tots. We acknowledge and plan for children's cultural and family backgrounds to help validate children's sense of self and belonging. This ethos is part and parcel of the Tiny tots community that we promote throughout the year. We do this by sharing key celebrations throughout the year, promoting our 'Tiny Tots Way' and celebrating successes with our collective reward system.



The Tiny Tots way is based on the British values (see Appendix 3 for more information), embedding respect throughout. This helps to support children's expectations and in turn their behaviour as they develop. Consistent expectations and routines help support the children's wellbeing, offering them security and comfort.

Often a childcare setting can be the first time a child has interacted with peers and they may need extra support such as being able to share, build confidence and play. This is a perfectly normal aspect of child development and our responsive staff will be able to support your child where needed.



Some children may need additional help or adaptations to help them fully access the provision on offer. As part of our inclusive ethos we have a strong SEN provision. Our SENCo has many years of experience in supporting children and families, liaising with professionals and training staff. Many of our staff hold SEN training qualifications including but not limited to Intensive Interaction, Makaton, Down syndrome, Attention Autism, Feeding, Epilepsy and Allergies.

Positive Relationships

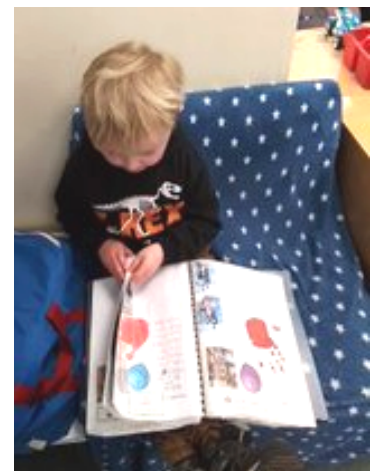
We believe our staff team is our biggest asset and this is why we have a high ratio of staff to children. Working at 1:5 for our 2-4 year olds ensures that not only are the children safe and well cared for but allows staff to sensitively interact with the children throughout the day. Our highly skilled staff team has a wealth of experience. We access networks through training, social media groups and links with settings and children centres in the local area, including Forest school Networks. Staff frequently partake in additional training to extend their breadth of understanding and knowledge and implement new and innovative research into childcare and education as well as developing networks with other professionals. We pride ourselves on our forever learning ethos.

All our children are assigned a key person who has a special bond with that child. These nurturing relationships help children not only to settle but thrive in preschool. Key staff liaise with parents and become the first point of contact to ensure they know each child and their family well. Each group of children have opportunities throughout the week to work together in their small groups, helping them to get to know their peers and give them a sense of belonging. The key person is responsible for the child's learning and development alongside the management team. They ensure that each child is progressing and that their interests are planned for. This progress is reviewed once a half term with the staff team. Updates are shared on the online journal or informal conversations with families. Staff share reports with families throughout the year.



Sometimes a child's key person may not be available due to timetabling, sickness etc. In these instances we operate a buddy system to ensure that each child has someone who is dedicated to their care that day. That said, as we are a small team, the children become familiar with all the staff, promoting the caring community of Tiny Tots.

For some children, preschool may be the first time they have been separated from the parents/primary caregiver. We have a settling in process that starts from the moment the children are on our waiting list. All families are offered an opportunity to have a look around and ask any questions. When offered a place, all children are offered open sessions, teddy bear's picnics and home visits before they start. All children have a special page in our Buddy book, all about them, that includes pictures of themselves, their family and what they like to do. All children have a dedicated member of staff called a key person who will help them settle and feel safe. All children have a hook with their name for their bag and coat and a tray for any of their belongings. We operate a staggered 'start day' system to allow staff to spend larger amounts of time on a child's first day. Despite this, some children may need a little extra help



(and that is absolutely fine!) Not every child is the same and will require different levels of support and strategies to settle in. This is why we do not have a 'one rule for all' when starting preschool. Additional strategies that we may use include social stories, bringing in a special object from home or shorter initial sessions to name a few.

Quality parent partnerships are key to happy and settled children. Parents and primary caregivers are the child's first educator. We consider ourselves an open and considerate staff team and encourage families to share information with us to ensure we have the children's best interests at heart. This process begins at the point of registering and throughout the children's learning journey with us. We use various forms of communication to ensure we are able to liaise with all families. Our main method is the use of an Online Journal and communication tool which aims to share key updates and learning with families. This platform is also used to share vital reports regarding the child's progress.

We organise weekly 'stay and plays' so families can see how children learn through play. These are usually based on a topic or theme to give them more focus. It also gives the opportunity for families to share experiences with each other and build a network of parents and caregivers.

Through our online communication app we are able to pass important messages to families including our half-termly newsletters. We also communicate any information we think families may find useful such as ideas for toilet training, safety messages, how to support emotions and speech and language support.

We aim to support our children in the setting alongside parents and carers but we also offer support for families at home. This may include informal chats or more structured ideas for home. We have strong links with our local Children Centre and often signpost families if needing additional support.

Enabling Environments

We value outdoor play and being in nature. All children are able to access our Forest School sessions once a week, in small groups, supported by Forest School Level 3 leaders. Groups are consistent to help develop their sense of structure and belonging. This time is used to explore the natural world and appreciate the value of each other and themselves. Sessions focus on the child's engagement and learning. We follow their lead to allow them to take ownership of their learning, take on managed risks, be part of a team and challenge themselves.



We have a large indoor space that is separated into specific areas that encourage communication and language but also promote the children's wellbeing and independence. Each area is designed with the children's interests and stages of development in mind with opportunities to develop children's related vocabulary. We encourage the children's independence by ensuring resources are accessible for all, to allow for self selection and taking ownership of their play and learning. The use of visual aids around the room help children remember the stages of self help and care so they can develop these skills alongside the support of the adults.



Our open ended resources and toys offer more play value as they are adaptable and allow children to use them for a purpose. We promote loose part play in many of the areas such as play dough and construction so children can be the inventor of their play, using items in play to represent real objects. This kind of play promotes the child's innovative and critical thinking.

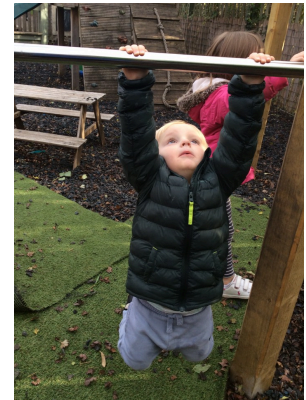


The large carpet area allows children to come together before lunch and at the end of the day, to explore our focus books, sing songs and participate in group games. These opportunities promote key listening skills for the children's future learning journey but also allow the group to share experiences together.

Every opportunity is given for children to have access to the outdoor area throughout the day. We aim for a free flow environment where children can play inside or outside.. As we have a high staff to child ratio, children can float from the indoor and outdoor areas as they please. This helps support different types of learners and play styles.



The outdoor area compliments the indoor environment by extending the play using larger equipment and more room to move around. Large muscle development is promoted through a range of physical challenges in the outdoor space with a large climbing frame and monkey bars to build shoulder strength (needed for early writing skills), bikes and trikes to build on core strength as well as spatial awareness. The large building equipment encourages children to use their critical thinking skills, the mud kitchen helps support role play and sensory play while the sand and water helps promote mathematical thinking. Although each area has a focus in mind, every area has been planned to support all areas of learning ensuring that no matter what children are motivated to engage with, there will be a range of skills and knowledge they can develop.



Our day is organised with consistent routines in place such as snack time, tidy up, carpet time and lunches. This helps children measure the length of the day and what will happen next, supporting their PSED. Where appropriate we support children with the transitions of these routines by ensuring consistency throughout the day. We also use visuals such as timetables so children can self monitor what is happening next. When changes in the day occur we communicate this to the children and help support those children who may find this challenging.

Learning & Development



One of our main visions for Tiny Tots is that all children have opportunities to have their wonder and awe ignited regardless of their background. Our curriculum offers lots of opportunities for children to have a range of experiences from visiting the local farm, posting a letter or having an encounter with a reindeer. We carefully plan our topics to gauge the children's interest and motivate them to want to find out more. It is paramount that the children have as many hands-on experiences as possible, to embed curiosity and wonder. Engaging with real life experiences makes these learning opportunities more meaningful.

Children have the opportunity to partake in regular music and dance sessions to promote a sense of rhythm, rhyming and exploring sound and movement.

We plan for visitors to come to the setting to support our ethos of community and expand on children's learning opportunities. We have a volunteer initiative that supports members of the community volunteering their skills and playing with the children either at Forest school or in the room.

We raise money for local charities and collect donations for local food and baby banks to promote children's awareness of helping others and the value of a supportive community.

During play and planned activities, staff observe children to identify where the children may be developmentally and where a focus for their goals should be, short term and long term. Information is gathered from parents and carers prior and during the children's time at Tiny Tots. We acknowledge that parents/carers know the children best and offer an insight into the child's personality, interests and development.

Each child has next steps to learning identified which are reviewed with the leadership team each half term. This process ensures that next steps are appropriate and achievable whilst still being ambitious. Next steps can focus on developing and embedding skills, following interests and supporting PSED.





Communication and language is at the base of all children's learning which is why this is such a big area of focus. We have a Speech and Language therapist on site every week who helps support staff, observe children, provides advice for parents and plans interventions for children who may need a little help. All our staff have received additional training in Communication and Language and use this knowledge to promote language through highly skilled interactions. We have achieved our 'Communication Friendly Setting' award showing our dedication to provide a communication rich environment for the children. When planning our topics, emphasis is placed on introducing a new and rich vocabulary whilst embedding meaning and understanding.

Characteristics of effective learning identify key attributes that children need to become lifelong learners. Children's curiosity along with their attention to detail and critical thinking help them unlock new learning opportunities throughout their lives. At Tiny Tots we promote these attributes with staff sensitively scaffolding their learning alongside them and providing them with hands-on learning opportunities.



Although attendance at Tiny Tots is not compulsory we consider attendance to be very important. Children's learning and development is magnified by the quantity and quality of opportunities they have. Where regular attendance is not possible, for example, long term illness, we endeavour to continue to have a high level of communication with the family to fill any gaps.

When children are ready to move onto their new school we provide a strong transition process. We have good links with all the schools in the area. As we are in the school grounds for Whitkirk Primary, the children have lots of opportunities in the last half term to experience school life. This includes visits to the classroom, lunches in the main school hall and tours of where the toilets and classrooms are. Even if your child is not coming to Whitkirk Primary, we believe that this is a great opportunity to see what school life is like and prepare your child for the transition.



We invite schools to visit the children in the preschool and have an opportunity to speak to key staff. We fill in transition reports at the end of the year with input from families and the child to then pass onto their new teacher, ready for September.

The impact of our seven curriculum goals



It is our ambition to promote children's love of learning ready for their school journey. For children to be successful in school, they need to have a belief in their abilities and resilience in acquiring skills. When children feel confident and supported they are ready to learn. We embed skills ready for school such as independence so they can focus on learning in September.

Independence

Children become independent learners who take ownership of their self care and learning. They know how to stay safe and how to look after their bodies. They have the ability to explain why they chose to do something. They will be able to get ready for forest school sessions independently, knowing what they need to stay warm or cool. Children will be able to look back on how they have changed whilst at Tiny Tots.



Children are proud of their community with the long term aim that they will contribute to society in a positive way. They are accepting of others, and their beliefs. Children are proud of their accomplishments, actively partake in group activities, use their voice/gestures/or sign to share their ideas and feelings. Children contribute to the collective reward system, motivating them towards a common goal.

Community

Rhymes

Children can sing along to at least 8 nursery rhymes word for word. They have an awareness for rhythm and rhyme, tuning into the words around them. This phonological awareness will go to support their development of reading and writing skills during their next stage of their learning journey.



Storyteller

Children have a love of books and can retell one of our focus books with accuracy. They know how stories are structured and use rich vocabulary to describe what is happening. They can identify key characters and describe them. They can sequence events and use time related words such as 'first', 'then' and 'in the end'. Children become book lovers, actively joining in with repeated refrains during group story times.



Master of five

Children have a solid knowledge of the numberness of 5. They can subitise to 5, know how they can make the number 5, match number to quantity and solve problems regarding the number 5. The skills and knowledge of five can then be generalised to 10 and higher.



Lifecycles

Children are able to describe a life cycle they have experienced at Tiny Tots. They will use the language of time such as 'first' and 'then'. They will be able to make predictions based on previous knowledge. They will be able to use the language associated with the life cycle.



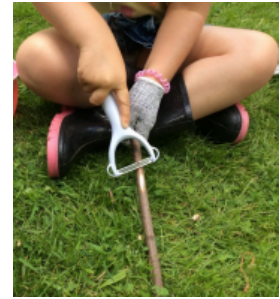
Artist

Children will be able to identify a favourite artist and explain why they enjoyed creating in that style. They will be able to paint, print, sculpt or construct creations based on techniques explored within an artist's style and begin to explore their own style of creativity.



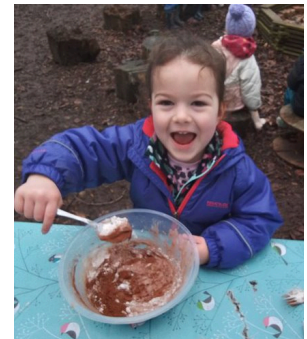
Forest School Goals

Children will know how to safely use a tool to create something whether this is for woodwork, the fire or cooking. Children will know how to transport the tool safely thinking about the space they are in and the people around them.



Children will know how to stay safe from fires predominantly knowing that they need to keep a safe distance from the fire. They will know what type of sticks make a good fire and help in collecting them. They will observe fires being constructed and may know that a fire needs fuel, air and spark. They will know how to put out a fire and why.

Children will know how to prepare food for cooking on the fire, especially basic hygiene procedures such as washing hands. They will help in the preparation under guidance from staff and help to wash and tidy up after use.



Children will know how to look after their local area, firstly being able to sort rubbish from natural objects. They will know at least one type of bird and one flower or tree. They will understand why it is important to look after the world around us.

Children will be aware and observe the changing of the seasons and the impact it has on our forest school area. Children will be able to reflect on the changes using our forest school diary.



Children will be able to climb a low level tree, knowing how to stay safe and evaluating the risks involved. They will be able to hold, balance, push and pull themselves up on trees and equipment provided.

Children will work together for a common goal such as building dams across streams or building dens. They will use language to help promote their goal.



Appendix 1

Seven Educational programmes outlined in the EYFS 2021.

Communication and Language

“The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.” EYFS 2021

Personal, Social and Emotional Development

“Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.” EYFS 2021

Physical Development

“Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence." EYFS 2021

Literacy

"It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)." EYFS 2021

Mathematics

"Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. EYFS 2021

Understanding the World

"Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this

extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension." EYFS 2021

Expressive Arts and Design

"The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe." EYFS 2021

Appendix 2

Forest School Principles

1. **The Long term Principle- Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.**
2. **The Nature Principle- Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.**
3. **The Risk Principle- Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.**
4. **The Holistic Learning Principle- Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.**
5. **The Leadership Principle- Forest School is run by qualified Practitioners who continuously maintain and develop their professional Practice.**
6. **The Community Principle- Forest School uses a range of learner-centred processes to create a community for development and learning.**

(Forest School Association-2011)

<https://forestschoolassociation.org/full-principles-and-criteria-for-good-practice/>

Appendix 3.

The Fundamental British Values

1. Democracy- Children, staff and parents should have the right to have their voices heard and opinion acknowledged.
 2. Rule of Law- The expectations and boundaries of the setting to keep themselves and everyone else safe.
 3. Respect and Tolerance- Acceptance of everyone around us and in our community; and a respect for their beliefs.
 4. Individual Liberty- Individuals have the right to choice and make independent choices whilst prioritising their safety.
- 