



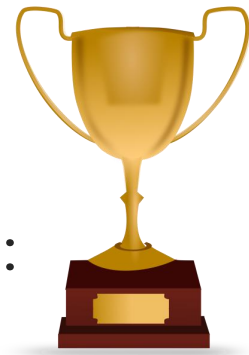
TADPOLE'S BESPOKE CURRICULUM

In this power point we are going to cover the following:

- Our Tadpoles Champions/ Different staff members have a different role within the early years foundation stage curriculum that they specialise in.
- Our Curriculum and what we want for our children at Tadpoles to achieve by the time they go to school.
- All about our Key person system
- Our new stop sign
- Sand Timers
- Messy play



CHAMPIONS:



- Each member of our team at Tadpoles is dedicated to ensuring that every child experiences a comprehensive range of learning opportunities throughout their time with us. To achieve this, we've implemented a system of champions for different areas of the Early Years Foundation Stage.
- These champions focus on specific areas of learning during each session at Tadpoles. So, whether your child attends one session per week or more, they will have the chance to engage in all areas of learning through play. This ensures that every child receives a well-rounded and enriching experience, regardless of their attendance frequency.
- We're committed to providing diverse learning opportunities that cater to the individual needs and interests of each child, fostering their development in all areas of the Early Years Foundation Stage.



SCIENCE AND MATHS EXPLORERS:

MISS KELLY SCIENCE/MATHS CHAMPION

Nature Nook!

- In this session, we dive into the fascinating world of biology, exploring topics like life cycles and growing plants and vegetables.
- Nature Nook will now be a regular part of every session, paired with a hands-on science activity prepared by either Miss Kelly or Miss Emily.

MISS EMILY SCIENCE/MATHS CHAMPION

- Introducing Child-Led Science Activities!
- Miss Emily will be curating these engaging activities on a sessional basis, designed to ignite children's curiosity and fascination with science. Each activity will be carefully selected to capture the interests of our young learners and encourage their exploration.
- It's Miss Emily will ensure that the setup remains enticing and captivating throughout the day, encouraging children to continuously engage with the activity.



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UP AND ACTIVE SESSIONS:



MISS CARMEN

MISS MARIA

- Introducing our 'Up and Active' sessions:
- Miss Carmen will be leading sessions on Monday, Wednesday afternoon, Thursday afternoon, and Friday. These sessions will offer a mix of indoor and outdoor activities such as parachute games, yoga, and sports like kicking a ball into the goal. Management will ensure a diverse range of options are available. Additionally, parents will have the opportunity to enrol their children in Playball sessions enhancing physical development further.
- On the other hand, Miss Maria will be leading sessions on Tuesday, Wednesday morning, and Thursday morning. These sessions will occur during every session and will focus on teaching important physical skills that may not be covered through everyday tasks alone. These sessions will seamlessly integrate with our free-flow play approach.





EXPRESSIVE ART AND DESIGN CHAMPION



MISS NIKKI

HELPER MISS MARIA

- Introducing Miss Nikki's and Miss Maria's Responsibilities for our expressive art and design areas!
- Miss Nikki will be taking charge of Monday, Tuesday, and Friday sessions. Her role includes ensuring that the home corner, art area, and dressing-up area are set up indoors each morning. Additionally, she will organise an outdoor art activity such as chalk drawings or powder paint brush painting, tailored to suit the weather. Management will provide examples to inspire creativity and ideas.
- On the other hand, Miss Maria will be assisting with Wednesday and Thursday sessions. While she specialises as an "up and active" champion, she'll also lend support to other champions on days when they're absent, ensuring that the home corner, art area, and dressing-up area are attended to during every session.
- Together, Miss Nikki and Miss Maria will ensure that our learning environments are dynamic and engaging for all our young learners!





MUSIC AND MOVEMENT

LISTENING, ATTENTION, LETTERS AND SOUNDS

MISS ZARA IS OUR MUSIC,
MOVEMENT CHAMPION

HELPER MISS MARIA

- Introducing Miss Zara's Music and Movement Role!
- Miss Zara will be responsible for delivering a special music event during every session. This event will be integrated into our routine, with specific times outlined on our rota. We believe that while music is always accessible, children may not have been utilising it to its full potential. By offering this event regularly, we aim to encourage greater engagement with music. Miss Maria will also assist in delivering this event.
- It's important to note that free-flow play will continue during the music event. Children are welcome to participate if they choose to, but it's absolutely fine if they prefer to engage in other activities. Let's embrace the joy of music together!

SO TO CLARIFY OUR CHAMPIONS ARE:

EXPRESSIVE ART AND
DESIGN CHAMPION:



UP AND ACTIVE CHAMPIONS:



CHAMPIONS:

MUSIC AND MOVEMENT
LISTENING, ATTENTION,
LETTERS AND SOUNDS CHAMPION



SCIENCE AND MATHS
EXPLORERS CHAMPIONS:



ACTIVITIES:



LOLLIPOP STICKS:

- Introducing Lollipop Stick Activities!
- To add a fun and dynamic element to our daily activities while ensuring variety, we're implementing Lollipop Stick Activities. Each stick will feature a different activity idea, making it easier for us to choose what to do each day and avoid repetition.
- We'll start things off by creating a range of lollipop sticks with various ideas. We will continue to add to these lollipop stick activities to ensure we are always providing fun new activities for the children to take part in!

ACTIVITIES AND PEDAGOGY:

- When we craft activities for our children here at Tadpoles, we understand the importance of pedagogy—the guiding principles behind what we teach, how we teach it, and how we measure progress. In the early years, pedagogy encompasses our approach, style, theories, feedback mechanisms, assessments, and the interactions that shape our curriculum delivery.
- Therefore, our activity planning goes beyond mere entertainment. We aim to tailor activities to align with the children's interests while ensuring they are actively learning. To achieve this balance, we utilise tools like Tapestry to capture photos that demonstrate the impact of our activities, promote communication among our team, and leverage our interest tree.
- Ultimately, our objective is to create activities that not only captivate and entertain but also foster meaningful learning experiences. We remain committed to upholding the broader pedagogical principles and objectives of early childhood education in all that we do.



KEY PEOPLE AND SECOND KEY PEOPLE:

At Tadpoles, each child is assigned a key person who plays a special role in their care and development journey. While every staff member looks after all the children, the key person forms a closer bond with your child and serves as your primary contact for any questions regarding their learning and development. They also assist with your child's settling-in process and conduct termly parent telephone consultations. Additionally, if your child hasn't had a two-year developmental check, the key person will handle this, and they are knowledgeable about each child's next steps.

To ensure continuity of care, we have designated second key persons who step in when the primary key person is unavailable. With six key people in total, we maintain close collaboration to ensure seamless communication about each child's learning and development, as well as any specific care needs such as toileting. At Tadpoles, we prioritize teamwork and coordination to provide the best possible care for your child.

INTEREST TREE

- Introducing Our Interest Tree!
- We're excited to introduce our Interest Tree—a dynamic tool that captures the ever-changing interests of our young learners. It's a working document where anyone can add interests they've noticed among the children, reflecting the vibrant curiosity of our little ones.
- As a living document, interests are regularly added, updated, and even erased to keep pace with the evolving interests of our children. When planning activities, referring to the Interest Tree becomes invaluable. It helps us tailor our activities to match the current interests of our cohort, igniting curiosity and enthusiasm in the activities we offer.
- By staying connected to the children's interests and adapting our approach accordingly, we ensure that each learning experience is meaningful and enjoyable for all.





TADPOLES VISION:

- Establishing a sanctuary of learning, we cultivate an environment where children unearth the wonders of discovery. Here, they are nurtured to become self-reliant, inquisitive, and innovative thinkers, poised for their educational journey and beyond.

TADPOLES ASPIRATIONS:

- *Our Aspirations will be displayed at Tadpoles and on our website.*
- *We have come up with four holistic goals that we would like our children to learn by the time they go to school.*
 - *To be able to dress and undress independently.*
 - *To be able to hold and use mark making tools with control*
 - *To follow a set of instructions to create play dough*
 - *To recognise and label how they are feeling and to communicate their needs*

(Aspiration – One) To be able to dress and undress independently

- First Milestone: Children can find their own belongings. With the guidance of a practitioner/key person, they can take off their coat and will attempt to hang it on a peg. They are increasingly able to remove their wellington boots and will now begin to undo Velcro straps. Children can then successfully locate their own belongings. They begin to access and pick up 'suits and boots or coats independently – only, requiring adult support to put them on.
- Second Milestone: With increasing confidence, children will be able to take their own coats off, unaided, and will also be able to have a go at putting them on – by putting the coat on the floor using the coat flip method. (Children will be able to undo zippers and will independently take down and pull up leggings/trousers as well as when they are using the toilet etc. Children will now pull 'suits and boots' on. They will also be able to manage Velcro straps to slip shoes on by themselves.
- Third Milestone: Children will now competently remove their coat on arrival, finding and placing them onto the pegs by their picture. They will be able to independently, undo tricky fastenings including; zippers, buttons and Velcro to undress themselves and will confidently take t-shirts and jumpers off by pulling them up over their heads. Children are now able to put their own socks, pants, leggings and tops on, unaided – managing to put legs/arms through the correct holes etc. Children can find and put on their own shoes, with an increasing ability to observe shoe orientation. There is increased confidence in doing up a range of fastenings, when they are first started by an adult e.g. a zipper is put together, in preparation to be pulled up by the child.

ASPIRATION 2: TO BE ABLE TO HOLD AND USE MARK MAKING TOOLS WITH CONTROL

- **First Milestone:** Children will become interested in the mark making opportunities provided e.g. patterns in the sand, chalks in the garden, use of spray bottles/paint brushes. They may imitate large horizontal, vertical and circular lines and will hold crayons using a palmer grasp. Children may begin to show a hand preference, although they may still swap between hands for tasks. Children will now begin to show more strength in using a pincer motion and will be increasingly successful in their hand/eye coordination when picking up and manipulating items e.g. building block towers, threading large items (colander and pipe cleaners/reels/large buttons). There is developing upper arm/shoulder strength, demonstrated when throwing balls, moving heavier objects in the garden, working the pulley system etc. Children may begin snipping at paper using the shears or supported scissors e.g. full hand scissors.
- **Second Milestone:** As children's mark making develops, they make smaller more controlled movements, holding crayons in a tripod grip. They can now confidently draw lines and circles which sometimes form a recognisable design. They will distinguish between the marks they make e.g. 'That's mummy.' Children will find their own name card and will attempt to 'copy' from it. Children continue to show increasing core body strength, and this is demonstrated by them now being able to pull themselves up when climbing on the climbing frame. They will be able to screw lids onto containers/nuts onto bolts etc. showing greater wrist strength and will display developing hand/finger strength when using resources e.g. opening and closing clothes pegs, holding and manipulating tweezers. Children may begin using the spring-loaded scissors to cut paper.
- **Third Milestone:** Children will show increasing confidence in their mark making and will now draw a recognisable person with several features e.g. eyes, mouth, arms, legs, hair. They will actively seek out their name card to label pictures, sometimes successfully copying letters from it. They will now hold a pencil in a comfortable grip, moving increasingly towards the use of a tripod grip. Children will now be able to confidently mark make in both clockwise and anti-clockwise motions. They will be able to demonstrate a sustained sitting position for a short period of time and will now confidently throw and catch a large ball and climb a ladder using alternate feet. Children will thread, peg and weave using small resources showing increased dexterity and precision. Children will explore the mark making resources freely and with independence. They will now use scissors to cut, using a continual motion.

ASPIRATION 3: TO FOLLOW A SET OF INSTRUCTIONS TO CREATE PLAY DOUGH

First Milestone: Children will begin to explore the sand, mud kitchen and messy play resources either indoors or outdoors, using the different substances to create simple mixtures. They will use wooden spoons, sieves, colanders, scoops, rolling pins and pans. As children experiment and play, they will become more precise in using the spoons and scoops – filling scoops to the top and filling differing sized containers with increasing accuracy. Children will become more able to pour using the jugs during snack time. With support, children will access the dough area, helping to stir the mixture and tip the ingredients into the bowl.

Second Milestone: In a small group, children will begin to follow the steps to make dough. A supporting adult will draw the children's attention to the recipe book in the play kitchen, referring to it to create dough. With adult help, the children will use the scoops and spoons to measure out the ingredients and pour in the water. Adults will model mathematical language associated to counting, size, shape and measure. Children will begin to reflect on the process with guidance.

Third Milestone: Children will now access the dough recipe book unaided and will begin to follow the instructions with minimal adult support. They will begin to recognise and label the ingredients and will also talk about 'how many' of each ingredient is required, sometimes successfully identifying and matching the numeral in the book to the corresponding amount. Children will become more accurate in their measurements and their ability to pour, spoon and stir, to complete the process. There will be an increasing ability to recognise and reflect when things may not have gone to plan, and children will begin to 'have a go' at solving a problem.

ASPIRATION 4) TO RECOGNISE AND LABEL HOW THEY ARE FEELING AND TO COMMUNICATE THEIR NEEDS

- First Milestone: Children separate confidently from their parent/guardian at the start of the session and become involved in play. Children will form a strong relationship with their key person/ second key person and will look to them as a secure base during sessions. Adults will model the use of the sand timer for turn taking and will support children to manage their 'big' feelings by labelling emotions, by narrating ways to express emotions and resolve 'problems' as they arise and by providing coping strategies to self soothe and calm. Adults will show the children our calm areas we have both indoors and outdoors where we have many different tools the children can choose for themselves such as fidget toys. They can use these toys as tools to calm themselves down. Children will grow in self-confidence.
- Second Milestone: Children will begin to access the sand timer and visual prompts such as our visual timetable independently, using them to assist with turn taking and sharing. Children will begin to use the calm areas and coping strategies with adult guidance. Children will now be able to verbalise when they are feeling; happy, sad or cross. They will also be able to ask an adult when they require help. With adult support, children will be able to negotiate an issue by working together to find a solution. Children are more willing to 'have a go.'
- Third Milestone: Children will now use the sand timer as necessary and will also verbalise a request. Children will recognise when another child is feeling upset and will be able to provide support e.g. by giving a tissue or telling an adult. Children will begin to use words to reflect how they are feeling. They will become more aware of other's feelings and will attempt to resolve some issues independently. On occasions, children will begin to compromise - when guided by an adult. Children will be able to wait for a short period of time if their need cannot be met immediately. They have a growing ability to persevere with tricky tasks and they show increasing resilience when things do not go to plan. Children begin to use coping strategies independently.

STOP SIGN:

- One of our aspirations is based on being able to communicate their needs or wants. We are aware that some children are either too shy or have a speech and language delay or have English as a second language within our current cohort of children and so we have come up with a laminated red hand that means no thank you. We feel that out of all the communication children need to learn that being able to communicate that they don't want something, or want something to stop, or to be able to say no thank you is really important.
- These will be up and around the areas to be easily accessible for the children.

SAND TIMERS:

- To enhance turn-taking skills, we're introducing additional sand timers. Recognising the importance of embedding children's understanding of turn-taking, we've realised the necessity for readily available sand timers in such situations. Therefore, we're implementing designated sand timer stations.
- Each sand timer will have its own designated spot. When needed, children can easily select a sand timer from its station. After use, they'll be responsible for returning it, ensuring it's ready for the next turn-taking opportunity. This approach aims to facilitate seamless turn-taking experiences while promoting independence and responsibility among the children.

MESSY PLAY

- At Tadpoles we always encourage the use of an apron whilst taking part in messy activities and the use of an all-in-one wet suit for playing in the mud or water tray.
- However sometimes the children get a little bit too excited and forget to put their aprons or wet suits on before going into the messy stations.
- Please always wear clothes that you don't mind getting dirty at Tadpoles as they will be doing lots of messy play as this is part of their learning development.

