



Marden Pre-school

Shooting Star's Curriculum

Our Vision

Is to provide the best start for each individual child, providing inclusive early years education where children are able to reach their full potential.

Our aim

- Is to provide a stimulating, relaxed, safe and secure environment where children are encouraged to learn through play, exploring, experimenting, investigating, problem solving and taking risks tailored to their individual needs.
- For children to feel cared for safe, and secure, allowing them to build relationships, make friends and develop their social skills.
- To enable children to be curious, confident and capable.
- Children are given equal opportunities, support and education tailored to their individual needs.
- Provide experiences that will develop skills for life, focusing on the children becoming independent and self-assured individuals.
- Promote school readiness and create a safe and smooth transition between pre-school, the school, children and their families.
- Provided a balance of child led and adult led activities, supported by the children's interests and our theme.
- Providing parents with affordable, flexible Early Years provision.

- Our setting will always go above and beyond to support our children and families.
- To provide support to children's development through observing and making assessments so practitioners can provide support as early as possible to be able to fill in any gaps in a child's learning and prevent the gap from widening.

Effective Curriculum – we ensure that our curriculum is able to support all children, including children with additional needs, those who are disadvantaged or in minority groups ensuring inclusion for all.

The educational programme

For Personal, Social & 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, pg. 9, 2025

What is important?

We commit to

- Providing opportunities for children to engage with others, developing their self-confidence and social interactions.
- Providing a warm, friendly, and welcoming environment where children can develop strong attachments and relationships with others.
- Allowing children opportunities to take risks with supervision and guidance and support them to develop their resilience and can-do attitude.
- Support children to learn and understand about their emotions, providing quiet spaces, emotional support and helping children to understand their emotions through activities and providing ways to relax and be calm.
- Model and promote healthy eating. Encourage children to try new foods, make choices and express likes and dislikes.
- Support children to become active and social members of the community, demonstrating kindness towards others and encouraging self-belief and acknowledging their own achievements.

Why is this important?

- For children to build strong relationships/attachments to feel safe and secure within their learning environment.
- For children to feel more confident to share feelings, wants and needs through verbal and non-verbal communication as they feel comfortable and secure.
- The impact of covid-19 on families, who may socialise less than in the past, meaning some children experience fewer social interactions with others and may have attachment issues. Positive interactions with children and adults can help them understand how to build good positive relationships with others.
- Children need a can-do attitude to feel confident bouncing back after difficulty. This will help to support children's mental health and wellbeing later in life.
- For the children to experience a variety of different healthy foods and develop a healthy lifestyle.
- Children need to develop self-confidence in order to recognise and acknowledge their own achievements. This will allow them to recognise the achievements of others and celebrate together

Our community's needs-

- EAL- children and families from other countries, speaking multiple languages. It is important to make them feel welcome, taking time to ask questions and gather information about their culture and beliefs so they feel valued and included.
- SEND – children with additional needs. We focus on providing the children with additional needs with the appropriate support and care to ensure they will thrive whilst in our care.
- Manager has made connections between the setting and local groups to support new parents, also introducing 'information sharing Monday's' to support parents and carers with children that attend the setting.

Our pedagogy

- Provide a safe and secure environment and build positive relationships - Bowlby's attachment theory
- Ainsworth's theory regarding separation anxiety
- Key person approach
- Collaborative play through free flow play
- Small group activities: circle time, craft activities and focus time
- Promote independence and self-help skills, encouraging confidence and self-esteem to complete tasks independently- Maslow's hierarchy of needs
- Role play where children can talk about similarities and differences between each other and families, supporting individuality
- Books supporting emotions, different cultures and communities
- Learning through play
- Promoting risky play so children can build confidence and resilience.
- EYFS – The education programme we follow to ensure children are meeting their age and stage goals.
- Vygotsky Zone of proximal development and scaffolding
- Equal opportunities- bridging the gap for our cultural capital

*By the time children in Shooting Stars are ready to move to Reception
most children should...*

<p>Know:</p> <ul style="list-style-type: none"> • How to follow routine and golden rules. • How to recognise their own feelings and emotions and those of others. • How to settle themselves through distraction and quiet reflective activities. 	<p>Understand</p> <ul style="list-style-type: none"> • Which things belong to them and identify them correctly. • The feelings of others and how to empathise and make them feel better. • Their words and actions impact the feelings of others.
<p>Be able to do:</p> <p>Play with others, share resources and join in group activities.</p> <ul style="list-style-type: none"> • Select resources independently • Show resilience and confidence when trying new experiences. 	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none"> • Have a sense of belonging. • Have appropriate table manners at mealtimes. • Kind behaviour and actions towards others.

*The educational programme
For Communication & 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, story-telling 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, pg. 9, 2025.

What is important?

We commit to

- Reading frequently to children and actively engaging them in a wide variety of books, songs, rhymes and poems supported with the use of props, puppets and other visual aids to enhance their reading experience.
- Provide quiet spaces both indoors and outdoors for children to explore books independently, with peers and with adults.
- Modelling appropriate ways of handling books, demonstrating care and respect for the resources.
- Staff to use the correct terminology and spoken English when communicating.
- Modelling language in conversation, storytelling and role play.
- Promote language using sign along, Elklan, ensuring every child is given the opportunity to take time to reflect and communicate, verbally and non-verbally.
- Introducing five new words a day and promoting our keywords of the week.
- Staff to use Elklan and open-ended questions, remembering the hand rule and one question to every comment, explanation, repetition and expansion of the child's language. Staff should also remember to allow up to ten seconds for children to think and respond.

Why is this important?

- As children gain knowledge and value of books within their learning that they can share with others to help with their understanding and acquiring new vocabulary.
- Children to experience good modelling of language so that they can become clear and coherent communicator.
- Communicating their wants, needs and interests clearly so they do not become frustrated or misunderstood. This in turn will support their personal, social and emotional development.
- For children to feel heard and valued and their interests and ideas supported and understood.
- To be able to access resources freely and ask for help and guidance so that they can continue their learning and development journey.
- Learn how to express feelings to others verbally and non-verbally.

Our community's needs

- EAL- Lots of children and families in the local area speaking multiple languages. Some staff have completed EAL training to support children within the setting.
- EAL – We provide the child's language and English on displays and labels to support children's language development.
- It is important to use the correct terminology and proper English when talking to EAL children and families to avoid confusion when communicating. Emails and observations are now sent in dual language to ensure parents understand.
- Speech and Language needs- Staff completed Elklan training to support children's language and communication. Preschool has previously been awarded with Elklan's Communication Friendly Setting which we are going to re-do to ensure we are providing the best support for our children and families.
- We provide children who need additional support with now and next boards, a photo display of the timeline of the day and use sign to support them with communicating their wants and needs.
- Providing information through our social media and tapestry feeds to signpost families to online activities and information to support their child's speech and language, for example dummies.

Our pedagogy

- Elkhan- promoting new and extended language development, developing communication skills, listening and understanding
- Monthly key word board to ensure new words are introduced daily
- Communication friendly spaces
- Visual timetables to support understanding of the daily routine
- Quiet area to encourage communication away from busy or noisier areas
- ECAT (every child a talker) pinpoints the areas of speech and language and helps staff recognise where to bridge the gap.
- POPAT – early speech and language, hearing and saying initial sounds in words
- EYFS – The education programme we follow to ensure children are meeting their age and stage goals.
- Play and say- lays the foundations for focusing and attention skills
- B.F Skinner theory of language acquisition
- Learning through play
- Vygotsky Zone of proximal development and scaffolding
- Equal opportunities- bridging the gap for our cultural capital

By the time children in Shooting Stars are ready to move to Reception most children should...

<p>Know:</p> <ul style="list-style-type: none"> • How to express their wants, needs and interests through a range of verbal and non-verbal communication. • A wide variety of words and phrases and are able to use them in everyday conversation 	<p>Understand</p> <ul style="list-style-type: none"> • How to express themselves clearly and coherently • How to follow a simple two information carrying words instruction.
<p>Be able to do:</p> <ul style="list-style-type: none"> • Focus attention when listening to stories and joining in with group activities. • Listen to others in a small group, sharing thoughts, ideas and feelings together. 	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none"> • Their ability to listen to and follow instructions. • A wide variety of words used daily including, (weekly words that are introduced).

The educational programmes

For Physical Development

"Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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, pg. 10, 2025

What is important?

We commit to

- Promoting physical development, allowing children plenty of opportunities to explore and move freely, supporting them to challenge themselves as they begin to assess their own risks and become confident to move with purpose and control.
- Support children to make healthy choices by providing a variety of healthy snacks and modelling our own healthy choices.
- Encourage sitting at the table during snack and lunchtimes.
- Promote and encourage independence skills with eating and drinking, washing hands, and dressing/undressing.
- Supporting healthy oral hygiene by providing a range of books, resources and visual aids, along with healthy snack options and discussions about how to keep our teeth clean and healthy.
- Providing opportunities for children to explore different ways of movement through rhythm and dance activities, obstacle courses, risky play, running and chasing games.
- Providing a range of mark making resources and sensory exploration through a variety of textures and materials where children can develop gross and fine motor skills.
- Developing fine motor strength through finger gym, malleable materials and various size resources, including pegs to paper -

encouraging pincer grip and encouraging skills ready for mark making and writing.

- Opportunities for scooping and pouring through water play, allowing children to develop control when pouring.
- Providing opportunities for Risky Play to support confidence in all children, regardless of their abilities, as well as supporting their gross motor skills and balance.

Why is this important?

- Building strong gross and fine motor skills which is important for strong muscle development so they can actively participate in daily activities independently.
- Develop understanding of active and healthy lifestyle to prevent health problems later on in life, such as diabetes and obesity.
- Having good oral hygiene, strong and healthy teeth and gums will help prevent issues such as tooth decay and gum disease later in life.
- Encouraging sitting at the table during mealtimes will minimise the risk of hazards such as choking and promoting good table manners also supports our cultural capital and provides an opportunity for children to develop social skills for communication and language.
- The importance of good hand washing to help minimise the spread of infection.
- To support the children's independence in dressing/undressing will help the children to be independent when going to the toilet, getting ready to go outside and to be able to regulate their own temperature.
- Encouraging independence skills will support the children in becoming confident, independent and self-assured individuals.

Our community's needs

- Mental health and wellbeing- use of physical exercise, such as yoga, to help regulate emotions.
- Importance of promoting good hand washing and good personal hygiene to help minimise the spread of infection.

Our pedagogy

Promote children's health and wellbeing through -

- Vygotsky Zone of proximal development and scaffolding
- Equal opportunities- bridging the gap for our cultural capital
- Promoting Risky Play through climbing frame, large loose parts, real life tools
- Forest School – enhanced physical and mental health, improved social skills and confidence, and a deeper connection to nature
- EYFS – The education programme we follow to ensure children are meeting their age and stage goals
- Promoting healthy eating choices through snack times and cooking activities
- Exercise through a range of physical activities including obstacle courses, ride on toys, circle games, yoga, music and movement
- Providing a safe, secure and engaging environment

By the time children in Shooting Stars are ready to move to Reception most children should...

<p>Know:</p> <ul style="list-style-type: none"> • The importance of good handwashing. • How to ask for help. • How to handle tools and equipment safely • How to assess their own risks and make appropriate decisions regarding their own safety and the safety of others. 	<p>Understand</p> <ul style="list-style-type: none"> • How to use and manipulate tools and materials with control to achieve a desired outcome. • Understand how to access and use their water bottle and feed themselves.
<p>Be able to do:</p> <ul style="list-style-type: none"> • Get dressed and undressed more independently. • Recognise own clothing • Go to the toilet and wash hands independently. • Use a spoon, fork, and cup independently. 	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none"> • Trying a variety of healthy foods. • Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. • Learn how to assess their own risks within their play. • Willingness to take a risk and show resilience.

The educational programme

For 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, pg. 10, 2025.

What is important?

We commit to-

- Promote listening skills through games, listening walks, stories, songs, rhymes and poems.
- Promote exploring sounds and rhythm with instruments, objects and actions.
- Promoting a love of reading by frequently reading to children and actively engaging them in a wide variety of books, songs, rhymes and poems supported with the use of props and puppets for visual aids. Encourage the children to interact using actions, sounds, words and phrases.
- Provide quiet spaces both indoors and outdoors for children to explore books independently and with adults.
- Modelling appropriate ways of handling books, demonstrating care and respect for the resources, how to hold them the correct way and turn pages carefully.
- Modelling storytelling through meaningful engagement with children's play and through adult led games and activities such as crocodile creek.
- Providing a range of mark making resources, allowing exploration through a variety of textures and materials where children can develop fine and gross motor skills and support early writing development.
- Developing strength for writing through gross motor activities including Yoga, climbing, sweeping, large and small action songs and rhymes and also fine motor skills through finger gym,

malleable materials and various size resources as well as pegs to paper.

- Developing support for early phonics through Phase 1 Letter and Sounds phonics and introducing a sound of the week each week through a Jolly Phonics song.

Why is this important?

- Developing a love of books so they can become active readers in the future.
- Being exposed to a variety of text and media means children will realise there are different ways to access new information, opening their minds to new opportunities for learning.
- Laying a good foundation for the children's listening skills which will help later as they progress through the shooting stars room and ready for school.
- Developing strength of gross and fine motor skills will help with co-ordination and pencil grip.
- Providing a range of mark making resources will develop gross and fine motor skills which in turn will support their writing development.

Our community's needs

- EAL- Books provided in different languages to promote more diversity and inclusion and to support children and families who speak multiple languages.
- EAL- Labels around the room displayed in other languages, tailored to the needs of the children in the setting.
- Book bags provided to allow all children access to a variety of text which they can share at home with their family.

Our pedagogy

- Storytelling using story sacks, props, puppets and visuals
- Providing a variety of books to promote Culture Capital.
- Providing book bags to ensure all children have opportunities to read and share books at home
- Using ECAT (every child a talker) to pinpoint the areas of speech and language and helps staff recognise where to bridge the gap.
- Promoting Communication friendly spaces to encourage language development through play
- Rhyming activities, circle time songs, rhymes and games
- Mark making opportunities- using a variety of resources such as pens, pencils, brushes, tools and multi-sensory approach
- Name cards to support children to recognise their own name.
- Role play- resources to create lists, labels, messages.
- Vygotsky Zone of proximal development and scaffolding
- Equal opportunities- bridging the gap for our cultural capital
- EYFS – The education programme we follow to ensure children are meeting their age and stage goals

By the time children in Shooting Stars are ready to move to Reception most children should...

<p>Know:</p> <ul style="list-style-type: none">• How to handle books carefully.• Print carries a meaning• They can access information through different medias of print.	<p>Understand</p> <ul style="list-style-type: none">• That the marks they make have value and meaning.• Some familiar pictures and symbols beginning to know what they stand for.
<p>Be able to do:</p> <ul style="list-style-type: none">• Recognise their own name.• Hear and say the initial sounds to some words.• Listen to and engage with storytelling.• Participate and recognise letters and sounds, rhyming and alliteration.	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none">• A wide variety of different books, stories, rhymes and poems.• Actively join in with books, stories, rhymes, poems, music and rhythm.• Phonics, letters and sounds

The educational programme

For 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, pg. 10, 2025.

What is important?

We commit to

- Providing a secure daily routine for children to familiarise themselves with time and structure.
- Exposing children to numerals within their everyday environment by highlighting them in the setting, on walks and in books- developing a curiosity for numbers.
- Modelling mathematical language during appropriate interaction with their play, demonstrating the language of size, shape, time and quantity, adding and subsidising
- Using physical activities, such as building, yoga/stretching, boxes, music and movement, obstacle course, ring games, puzzles and filling and emptying containers as opportunities for children to learn about size, shape, number, weight, space, capacity and positional language.
- Experience patterns and numbers through daily focus, songs and rhymes, everyday tasks and their play.
- Expanding their curiosity of shapes through exploration, interactions and modelling language about the world around them.
- Allowing children opportunities to explore shape and pattern through our theme

Why is this important?

- To understand routine and sequencing now and next, which will help settle children and help them feel safe and secure.
- For children to develop logical thinking and problem-solving skills.
- Understanding time will help with time management in later life.
- Having a good foundation will give children the best start in being school ready and be able to follow numerical instructions.

Our community's needs

- Supporting new children and families who may be new to the setting and may not have been to a setting before, by helping the children with the routine using now and next picture cards.
- Providing videos on tapestry for parents and carers to interact with their children at home, especially if they are not confident with maths themselves.

Our pedagogy

- Introducing mathematical language and the concept of maths based around the narrative of a story- boo zoo. Activities also require the children to be actively involved which helps give meaning to what they are learning.
- Supporting schemas by providing loose parts (Piaget)
- Circle time- number and shape of the week, songs and rhymes, counting children and matching numerals
- Circle games and physical activities such as what's the time Mr wolf, ring a roses
- Displaying numerals within the environment, highlighting numerals observed during walks around the community
- Shop role play- introducing the concept of money, also supported through trips to the local shop
- Numbers of the week in every area to promote recognition of numerals, adult led maths activity each day.
- Physical activities, including racing games where children can experience ordinal numbers by recognising who is first, second and third.
- Vygotsky Zone of proximal development and scaffolding
- Equal opportunities- bridging the gap for our cultural capital
- EYFS – The education programme we follow to ensure children are meeting their age and stage goals

By the time children in Shooting Stars are ready to move to Reception most children should...

<p>Know:</p> <ul style="list-style-type: none">• Numbers carry a significant meaning and can be used to represent the quantity of a group of objects• How to separate and organise a group of objects into different quantities, but understand the total remains the same• That if something is taken away, the number changes.	<p>Understand</p> <ul style="list-style-type: none">• The daily routine, sequencing and order and anticipating what might happen next• Objects can be described using shape
<p>Be able to do:</p> <ul style="list-style-type: none">• Build simple constructions.• Anticipate times of the day such as mealtimes and home time.• Explore and recognise a repeated pattern of two or three items.	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none">• Counting a group of objects in sequence.• Complete a simple puzzle.• Use of spatial and positional language.• Recognise numerals in the environment.

The educational programme

For 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, pg. 11, 2025.

What is important?

We commit to

- Giving children the opportunities to explore the wider world through small world and role play, representing their own experiences and extending their wider understanding of the world.
- Using Tapestry, photos and books about family and friends and talking about their family relations and pets, giving the child a sense of belonging within the setting.
- Exploring the community by going on walks and participating in Forest School, talking about the things we observe in the natural environment, people, animals and vehicles developing an enriched wonder and curiosity of the world around them.
- Supporting their understanding of the wider community by providing stories, video clips and trips to the wider area as well as opportunities to observe people, children working, playing and engaging in leisure activities. Technology can also be used to explore the world virtually through short, child friendly, meaningful videoclips.
- Providing books and resources that support and include a range of cultures for children to explore and engage with their peers and adults.
- Providing exciting and stimulating activities where children can experiment and explore using different approaches learning about cause and effect and be able to anticipate sounds\ actions.

- Providing opportunities for children to explore mechanical and friction toys and technology, allowing them to access child friendly I pad/computer games.

Why is this important?

- Give the children have confidence and a sense of belonging.
- Develop an inquisitive attitude about the world around them and show curiosity towards how and why things work as they explore cause and effect.
- To set the foundations in understanding of how to take care and respecting animals and nature. Which will encourage them to become active in preserving the planet as they get older.
- For children to be exposed to basic technology so they can grow with an understanding of how to access this as it is continually progressing and developing.
- For children to experience different people and cultures.

Our community's needs

- Providing books, labels and resources that are multi-lingual and represent different culture and diversity.
- As a small rural community, it is important to remember some children may not have been exposed to other cultures.

Our pedagogy

- Office role play using 'real' old phones, computer screens and keyboards.
- Small world and role play for children to explore different cultures, occupations and other parts of the world such as under the sea.
- Circle time and small group discussions about family and significant events.
- Nature walks and walks through the community.
- Gardening- exploring the plants and wildlife, taking care of nature and growth and how things change over time.
- Using technology to enhance knowledge of the wider world.
- To promote curiosity of different cultures through exploration of real life objects – for example chopsticks for Chinese New Year.
- Vygotsky Zone of proximal development and scaffolding
- Equal opportunities- bridging the gap for our cultural capital
- EYFS – The education programme we follow to ensure children are meeting their age and stage goals

By the time children Shooting Stars are ready to move to Reception most children should...

<p>Know:</p> <ul style="list-style-type: none">• How to be resourceful with materials to create sustainability.• How to take care of the environment and living things.	<p>Understand</p> <ul style="list-style-type: none">• That living things need to be treated with care and consideration.• That things can be used in different ways.• Everyone has similarities and differences and we should all be treated with kindness and respect
<p>Be able to do:</p> <ul style="list-style-type: none">• Operate simple technology resources.• Identify the similarities and differences between themselves and others	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none">• A curiosity about the natural world around them.• An awareness of different cultures and celebrations.• Respect for all people animals and living things

**The educational programme
For 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, pg. 11, 2025.

What is important?

We commit to

- Supporting children's imagination and artistic development by providing a range of media and materials, for them to explore, experiment and create with which will be enhanced by promoting a different artist of the month to explore different styles.
- Providing an exciting and stimulating role play environment, following the children's interests, where they represent their own experiences and start to make believe.
- Engaging children in songs and rhymes, musical instruments and music and movement encouraging them to explore, listen, vocalise move and create sounds.
- Providing children different styles of music and movement through opportunities to listen and move to different rhythmic and cultural music, which will be enhanced by promoting a music genre of the month.
- Provides the opportunity for the children to express themselves through actions and sounds such as artwork, singing, musical instruments, dancing and different media.
- Incorporating our Artist theme throughout all the areas, allowing children the opportunities to develop creativity across the curriculum.

Why is this important?

- Learning how to use objects, tools and materials to create new and exciting things.
- Finding ways to express themselves and their interests through different medias.
- Developing curiosity and extending their language through multi-sensory exploration.
- To lay good foundations to continue the development for imagination for storytelling and creative thinking.

Our community's needs?

- Provide parents/carers information with local groups including parent/toddler groups where they can meet other parents in the community and engage in music, dance and art and craft activities with their children. This would be especially helpful for the families moving into the area from different countries.
- Providing videos of songs, rhymes, dancing and yoga on tapestry and Facebook so children and families can access them at home.
- Providing links through our weekly home learning, sharing ideas and promoting different topics.

Our pedagogy

- Using tuff tray activities to explore different textures.
- Providing both free flow and adult led art and craft activities along with a craft station to promote independent creativity.
- Using music and movement to promote moving our bodies in different ways (sticky kids, large action rhymes, yoga)
- Providing opportunities to explore instruments and music can be created through different methods.
- Pablo Picasso Every child is an artist, supported by our theme and artist of the month
- Vygotsky Zone of proximal development and scaffolding
- Equal opportunities- bridging the gap for our cultural capital
- EYFS – The education programme we follow to ensure children are meeting their age and stage goals

By the time children in Shooting Stars are ready to move to Reception most children should...

<p>Know:</p> <ul style="list-style-type: none"> • How to move their bodies in different ways, expressively and creatively in response to music and rhythm. • How to use media and materials in different ways to create things from their imagination 	<p>Understand</p> <ul style="list-style-type: none"> • Tools are to be used safely and carefully to achieve their desired outcome. • Simple rhythms • How to manipulate musical instruments to create different sounds, speed and volume control.
<p>Be able to do:</p> <ul style="list-style-type: none"> • Join in with songs and rhymes, dancing and ring activities. • Use a variety of construction materials in their own way. 	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none"> • Responding to different rhythms and tempos through movement and playing instruments. • Different textures, colours and sounds.