



## Wistow Preschool Long-Term Planning

At Wistow we use the four guiding principles within the Early Years Framework to shape our practice, these are:

- **A Unique Child:** Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships.
- **Enabling environments & Adult Support:** Children learn well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents/or carers.
- **Learning & Development:** Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The early years is a crucial time for developing children's enjoyment of learning, their engagement and motivation. The framework places equal priority on supporting children's social and emotional development, and their learning. It's also an important time for children to develop their ability to persist and show determination. At Wistow we ensure children have an abundance of opportunities to develop these skills.

The role models of Wistow pre-school guide and shape our young children; they create a friendly co-operation. They also set clear rules and limits. This shows how they value each child as an individual and help each child to live and learn alongside others. They play and have conversations with children, this is how they help our children learn to manage and enjoy being part of a group, share and take turns. Our children learn new vocabulary and knowledge across different areas of learning. They learn to decide what they want to do, how to solve different problems along the way. These experiences help them to develop skills which will benefit them throughout their education and the rest of their lives.

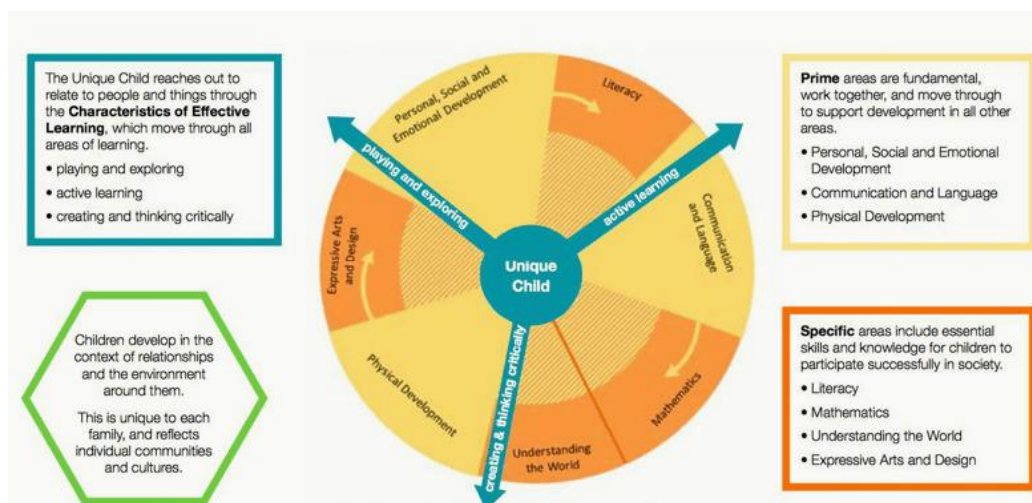
Our parents/carers are essential partners in our children's early learning, we know that both the home and setting can be a great support for children. We achieve even more when we work cooperatively together in a respectful partnership.

We use the seven key features of effective practice to structure our training, on going effective professional development to enable us to support our children as they grow up happy, healthy, curious and ready for the next stage of their education.

Quality matters to all children, but we know at Wistow this is especially important for disadvantaged children. We are always ambitious to become better, improving our professional development to improve quality. Our curriculum is ambitious, challenges stereotypical beliefs, it starts with a child's experiences, their family and their environment – but most importantly it is suitable for every child. We value each child, and believe each child can make progress, using our knowledge of child development.

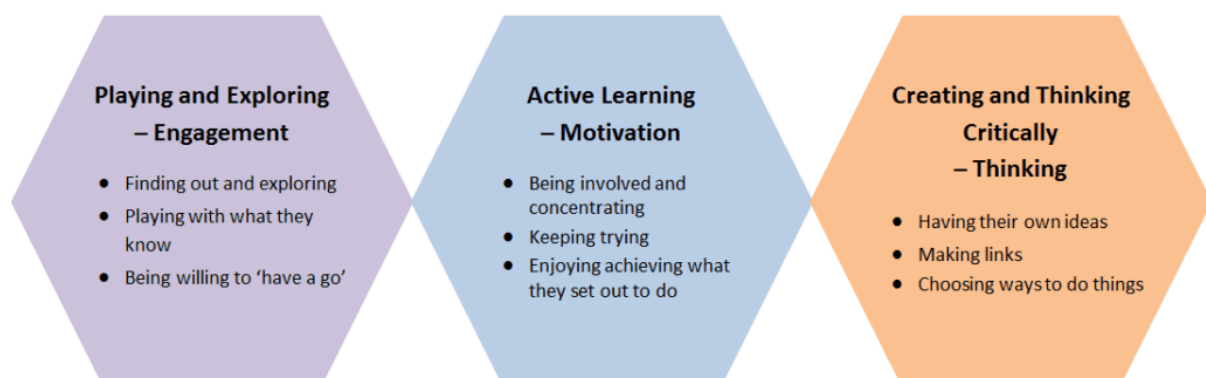
We know that free play is a crucial to children's development, it's enjoyable and helps children to develop their social skills and their self-regulation. Playing freely helps children become more imaginative, more creative and become better prepared to tackle difficult problems and solve them. We support this with a well organised environment which responds to children's interests, and which widens those interests by introducing new materials, experiences, activities and artistic expressions.

### The New Early Years Framework 2021:



All of these areas of learning are connected together. The characteristics of effective learning and teaching weave through them all. Children are becoming more powerful learners and thinkers; these characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators.

### Characteristics of effective learning



## 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 rich-language 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.

We also talk to parents about which language they speak at home, where we learn key words and celebrate multilingualism in our setting.

Throughout the setting communication and language is developed through high quality interactions, daily group discussions, sharing circles, stories, singing, speech and language interventions, weekly interventions and our daily story time.

### Listening skills taught throughout the year:

- Responding to questions and instructions directed to them.
- Following two-part instructions.
- Taking part in short exchanges with others- listening and responding to adults and peers.
- Joining in with repeated refrains in rhymes and stories/ re-tell, recite some familiar songs /rhymes/stories.
- Taking turns in conversations.

### Speaking skills taught throughout the year:

- Articulating and speaking clearly.
- Speaking in four-to-six-word sentences.
- Explaining feelings in simple terms i.e., I am sad because...
- Expressing wants and needs.
- Using simple conjunctions to connect ideas such as 'and' or 'because'.
- Using positional language.
- Retelling a story/event (not always in the correct order)
- Joining in with repeated refrains in stories/rhymes.

