



Margaret Cribb Child Care Centre

Curriculum

Playrooms 1 & 2



*The curriculum that children encounter and learn from is an environment
A planned arrangement of space, time, resources, people and ideas.*

EdL HALLWELL (1987)

MISSION STATEMENT

The Margaret Cribb Child Care Centre endeavours to provide care and education in a friendly, safe and stimulating environment, recognising the diversity of the children and ensuring that each child is considered as an individual. Accordingly, the program aims to develop self-confidence, initiative and responsibility whilst allowing for personal autonomy and self-direction.

Our documentation is guided by the Early Years Curriculum Guidelines (QSA, 2006) using the key learning areas as follows:

Social and Personal Learning

- Sustaining relationships
- Understanding diversity
- Personal learning

Health and physical learning

- Making healthy choices
- Gross motor skills
- Fine motor skills

Language Learning and Communication:

- Oral language
- Reading and viewing
- Writing and shaping

Early Mathematical Understanding

- Early Numeracy

Active Learning Processes

- Thinking
- Investigating the Natural World
- Investigating Technology
- Investigating Environments
- Imagining and Responding

IMPLEMENTATION OF OUR PHILOSOPHY

Our aims, beliefs and the way we view children's learning make a foundation from which we draw our goals and objectives.

The curriculum is specific to the needs, interests and abilities of the children within the centre. It is based on the individual needs of the children and is generated through qualitative documentation. The programs can be viewed in the respective playrooms.

The evaluation of these programs not only forms a basis for the continuation of planning but also is used by the staff to formulate the children's ongoing experiences.

Staff, parents and children create journals that document each child's journey through their learning at our centre. These journals are then in turn used to help create a daily program. They also provide an opportunity for open communication between families and our centre community.

References

Queensland Studies Authority. (2006). *Early Years Curriculum Guidelines*.

Reviewed: June 2008

Next review: 2010

HOW CHILDREN LEARN

Experiences in the first years of life significantly influence children's learning and development. The primary care giving agency, usually the family, provides the emotional setting and the climate for developing interpersonal relationships. The family nurtures the child physically and stimulates the child intellectually, particularly encouraging language and motor development. It provides the cultural setting in which the child acquires attitudes, values, beliefs, traditions and behaviours.

We believe that:

- Children learn in different ways, bringing their own view of the world into the learning/caring environment.
- Children learn best in an environment where they feel safe and secure.
- Children learn best through play and hands on, integrated programs and incidental life experiences.
- Children learn best when empowered as learners and as independent decision makers therefore we need to trust children to choose where, when and how they learn best.
- Children learn from enjoyable, engaging tasks that are appropriately challenging.
- Children learn best with curiosity and a sense of wonder.
- Children's learning is holistic - involving the development of intellectual, physical, social, emotional and creative skills.

CURRICULUM**Rationale**

The Nursery curriculum strives to provide experiences which will nurture and develop the whole child:
Physically Socially Emotionally Cognitively and Creatively

We aim to provide a caring environment in which the children feel safe to explore and gain independence.

Each child and their family brings with them a unique set of values and past experiences. We support and encourage the inclusion of these values and experiences in our program.

SOCIAL AND PERSONAL LEARNING**Objectives**

For children to gain the skills needed to interact and communicate with their peers and others.

For children to realise that others have rights and feelings and respond by sharing, turn taking, cooperating and showing consideration for others.

Independence and Self Help Skills

Throughout the year we aim to assist each child to develop independence and self help skills. We do this at meal times by providing the children with spoons to feed themselves. Carers sit with the children and give assistance when necessary. Before and after meals the children are encouraged to wipe their own hands and faces themselves. All this helps to develop the children's confidence as they learn to do things for themselves.

Dress-ups

By providing these we hope to:

Promote children's curiosity

Extend children's sensor motor experiences

Extend children's communication skills

To achieve this we will provide:

Different objects to explore eg scarves, dresses, shirts, shoes, blankets etc

Blocks

By providing these we hope to:

- Promote children's physical development
- Provide opportunities for children's language development
- Promote development of children's senses

To achieve these objectives we will:

- Provide blocks of different sizes and shapes
- Provide children with the names of blocks and colours etc
- Allow children to manipulate blocks in any way that is safe (pushing, poking, sorting)
- To introduce problem solving techniques.
- To enhance manipulation techniques.

Maths

For children to develop the concepts of:

- Size, shape, weight
- Volume, measurement
- Distance, spatial relationships
- Money, days of week
- Today, yesterday, tomorrow etc
- To promote children's language development.
- To provide opportunities for children to investigate and explore the surroundings.
- To introduce problem solving techniques.
- To enhance manipulation techniques.

Music

For children to be able to express thoughts and feelings through music and movement.

For children to develop an understanding of the different sounds in the environment.

For children to participate in creative movement and singing experiences:

Enhance children's feelings of self-esteem and self-worth.

Promote children's fine and gross motor development.

Promote and extend children's language abilities

Develop respect for others and develop effective group participation.

To achieve these we will provide:

- Songs about people, feelings
- Many different size/shaped musical instruments
- Songs, finger plays, that have a variety of sounds (voice, body, instruments)
- Model behaviour children are expected to follow.

Objectives

- For children to feel secure and happy at the Centre and feel loved and accepted for who they are.
- For children to be able to separate from parents without anxiety.
- For children to trust and respect others.
- For children to develop independence.
- For children to be able to adjust to new situations.

HEALTH AND PHYSICAL LEARNING

Objectives

- For children to foster a feeling of physical competence.
- For children to develop gross motor skills needed to interact with the environment:

- For children to strengthen and promote their ability to walk, run, skip, balance, jump, crawl, kick, throw, catch, etc.
- For children to develop an awareness of their body and its parts and ways it moves in relation to their environment.
- For children to improve their coordination skills through expressive movement.

To achieve this we will:

Provide experiences that involve use of their large muscles eg obstacle course etc.

For children to develop fine motor skills needed to interact with their environment:

For children to strengthen and promote their skills through threading, grasping, twisting, tearing.

For children to develop hand/eye coordination.

For children to develop fine muscle control.

ACTIVE LEARNING PROCESSES

Language

For children to develop a wide vocabulary.

For children to develop both receptive and expressive language skills.

For children to feel confident with spontaneous verbal expression.

For children to enjoy talking and experimenting with words and language.

To achieve this we will:

Provide books for children to read

Provide pictures of children

Constantly converse with the children during the day.

Perceptual Skills

Auditory

For children to react appropriately to verbal cues from peers and adults.

To achieve this we will:

Constantly talk to children and explain every action taken during the day.

Social Studies

For children to acknowledge the different languages, families, houses, food and people of the world.

To achieve this we will:

Involve all parents in the program.

Celebrate special days.

Visual

For children to:

Be able to notice changes.

Be able to recognise objects and their details.

Be able to judge space.

To achieve this we will:

- Provide visual stimulation in the form of books, posters, etc
- Nursery rhymes containing number references
- Experiences involving shape, colour, size, weight, matching, counting, sequencing
- Simple puzzles, sorting and matching games
- Small objects to feel, smell, taste, blocks, weights

Science

For children to become aware of the world and its environment. To allow opportunities for sensory stimulation.

To devise simple experiments for children to do.

To promote in children an interest/appreciation in aspects of environment. To promote language/vocabulary.

These objectives can be achieved by:

- Providing different flora/fauna for children to see/touch.
- Going outside to explore sand, dirt, grass, rain, wood.
- Providing books, pictures of different scenes (ocean, weather, etc)
- Providing opportunities for children to touch objects while explaining/describing them.

Outdoor

- By providing babies with outdoor experiences we aim to:
- Broaden the already existing environment
- Introduce new language associated with the outdoor environment
- Expose children to nature and animals and develop knowledge of and respect for the environment
- Provide challenging experiences to further develop all skill areas in an alternative learning environment

These objectives can be achieved by:

- Exploring the outdoors with the children and discussing new and interesting finds.
- Giving everything a name, birds, plants, sand, sky and pieces of equipment
- Demonstrate responsible behaviour in relation to the natural environment and the equipment which also makes up the physical surrounds.
- Providing experiences which utilise existing skills and knowledge to aid in the development of new skills.

Water

By providing this activity we hope to:

Allow children to express their emotions
Promote children's sensory motor powers
Enhance children's language

To achieve this we will provide:

Different activities involving water (baths, bubbles, trough, sprinkler)
Allowing children to express happiness, sadness, anger etc
Colour, scent, texture incorporated with water for children to explore.
Running commentary about, colour, temperature of water, utensils used

Smell

For children to distinguish different smells.

Taste

For children to be able to tell the difference between an assortment of foods (sweet, savoury, bitter)

Tactile

For children to become aware of an assortment of textures and be able to tell the difference in textures by touch.

Creative

For children to feel free to express their creativity and be accepted and valued without disapproval. For children to use their imagination. For children to express themselves freely through any medium ie music, art, drama, movement.

To achieve this we will:

Provide a wide range of activities eg art, music, movement.

Art

For children to develop an appreciation and to experiment with different art experiences.

For children to experience primary and secondary colours, shades - light and dark texture.

To achieve this we will:

Provide many different art experiences eg drawing, playdoh, painting etc

Sand

By exposing babies to sand we aim to:

Increase tactile awareness

Further develop fine and gross motor skills

Introduce new language associated with the medium

Provide an emotional release

These objectives can be achieved by:

- Providing both dry and wet sand for babies to feel with their feet, hands and whole body.
- Offering appropriate resources such as spades, buckets, funnels and trucks where necessary for extension of existing skills
- Communicating with the children using associated language such as sand, wet, dry, pour, dig, sand castle, bucket, spade etc
- Encouraging children to release sadness, anger, frustration in an acceptable way.