

The Scheme of Work for a Preparatoria Education

An education for children from 5-7 years.
Enabling the 100 languages of the child.

Live, learn, grow, develop, quantify, create, make, invent, test, hypothesise, question, reflect, laugh, cry, wait, think, run, jump, listen, challenge, review, contrast, change, amend, qualify, muse, refuse, sing, shout, whisper, paint, colour, draw, write, add, share, collaborate, negotiate, compromise, play, imagine, build, stack, destruct, construct, rehearse, practice, strive, struggle, seek, narrate, experience, express, communicate, persevere, understand, gesture, intend, contribute, exchange, dance, hop, skip, crawl, read, pretend, perform, revisit, point, climb, predict, give, spell, devise, refine, select, use, transfer, interpret, check, count, recall, subtract, compare, talk, list, repeat, value, recognise, empathise, respond, clap, discuss, sort, group, sequence, describe, decide, dictate and LOVE.

The Preparatoria Curriculum

Linguistic Development

Mathematical Development

Spiritual, Moral, Social and Cultural Awareness

Scientific and Human Development

I.T.

Physical Development

Aesthetic and Creative



Preparing children for a successful life



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Foreword

This document provides an overview of the way in which we propose to deliver The Preparatoria Education Curriculum to children from Reception to Year 1. This is a two-year programme, allowing children to develop at their own pace and in their own unique ways.

This document does not seek to define exactly how each topic or strand will be taught, that is a decision for the teachers and Early Years practitioners to determine. It is an example or model of what may be the focus for each subject for each teacher. The subject strands may not be taught, at or in, the 'Term' indicated on the charts below, again, this is a matter for the teacher. At this point our pupils are unknown to us, their learning styles, their baseline, their previous experience, or lack of it, is as yet unknown. What is important is that The Preparatoria Curriculum is taught and delivered, over two years, as fully and as faithfully as possible. The teachers will plan lessons, resources and the environment, which we believe is the third teacher of the child, when the children, their interests, skills, knowledge and attitudes are known to them.

The curriculum builds on the work started in The Preparatoria Nursery and Pre-school. It is expected that pupils of The Preparatoria School will begin their journey with us as babies and toddlers before moving on into Pre-school. We believe that in this way we can support their journey of learning and development from as soon as they start. Well qualified team members, from each age group, collaborate to plan exciting, provoking and innovative activities, working together to create activities and opportunities to support the development of each child. We see this preparation as instrumental in ensuring that children develop the necessary skills, knowledge and attitudes at each crucial stage of their development. For example, ensuring that babies spend sufficient time on their tummy and in unsupported sitting positions aids the development of core strength needed for later writing activities.

For those children joining our school from another setting, we have created a robust approach to settling children in and getting to know them and their parents before they start. We will visit children at home and at their settings, gathering information about them in a holistic and meaningful way. This information will be used to begin our baseline assessments of children and will be completed within the first weeks of joining The Preparatoria School. Children will be offered as many settling in sessions as they need, prior to starting with us. The way in which we enable children to feel a sense of belonging is crucial to this group of children. Teaching staff and senior leaders will work creatively in helping new children to integrate fully in to the life of The Preparatoria School smoothly and easily.

Our curriculum recognises, and fully supports the process of learning to self-regulate that each child must go through. We understand that learning to self-regulate requires the child to develop in five key ways, these are:

1. **Biology** - what they are born with, their temperament and characteristics;
2. **Emotional regulation** - learning to override emotions;
3. **Cognition** - effortful control, sustained attention – not easily distracted, attention switching – able to transition between tasks, inhibit impulses, able to deal with frustration, delay, distractions;
4. **Social** - socially appropriate behaviours;
5. **Moral** - development of empathy and value.

Children need adults to support the development of these skills, from the moment of birth and throughout their formative years. We understand that babies and small children will use comfort objects to transition between home and school. Soothers, blankets and toys support the very earliest efforts to self-regulate. We value and recognise the importance of these objects so allow and encourage their use as children begin the settling in process with us. Bit by bit children can leave these objects at home or in their personal bags as we build trusting relationships with children. From this firm foundation of mutual trust and respect we can role-model the language and behaviours required to develop self-regulation. This curriculum is not a, 'race to the goals', but recognises the process, not the product of learning. Indeed, as we seek to redefine the curriculum, education and learning for children so we seek to deliver this learning in a new and innovative way. This includes the way in which the school year will be divided in to terms.

We believe that long school holidays are both unnecessary and detrimental to the learning opportunities for children. Long summer breaks, historically introduced to enable children to leave school to work in the fields, no longer suits family life in the 2000's. These breaks create strain for children and teachers. Learning in consolidated blocks of time with long breaks creates inconsistency of boundaries and structure for children. What they have learnt and achieved at the end of the summer term must be repeated by the next teacher when children return to school. For working parents', the long breaks in the school year are an expensive time when alternative care must be sought and paid for.

Attendance at school, over a longer period than is normal has enormous benefits. Teachers and children can take their time in learning new topics or subjects, this is no 'sprint to achieve' but is a leisurely stroll along a path of learning with time to stop, think, create, make and do. There will be no requirement for children to do homework every day, freeing up precious time for families to be together without the pressure of, 'getting the homework done'

Our proposal is to deliver a curriculum for 48 weeks of the year. Closures will be one week at Christmas, one week at Easter, plus Bank Holidays, and we'll also include three professional development (P.D) days for staff. This, 'over-delivery' of the curriculum means that parents will be able to choose when and if they take their child out of school for a maximum of up to 10 additional weeks. To ensure that children do not miss important subjects, such as Linguistic and Mathematical Development these will be taught every day as protected and discreet topics. Other subjects will be taught fully integrated into a creative curriculum, repeated and re-proposed on a rolling program with different perspectives and slants.

Holiday packs - If a family feels that the long summer break is essential to their family, then the parent may opt to take home a Holiday pack. This will contain materials for families to share together, such as, researching and discovering the holiday destination. Reading and writing materials which are meaningful for the child, perhaps a pack of postcards to design and write to peers at school.

There will be hints and tips for exciting and creative holiday activities that will contribute to the child's portfolio of experiences and can be used for lovely Bring and Share Group time on their return.

Social, moral, spiritual and cultural awareness

- Learning to play alone or near to others.
- Feeling strong, confident and happy.
- Growing in skills and abilities.
- Developing new skills through play and exploration.

This important subject cannot, in our opinion, be taught as individual lessons. It must be fully imbedded in all we do. Children will study strands of this subject through Circle Time activities, group discussions, whole class and school assembly. As well as through planned visits and trips.

This crucial subject is underpinned by our unique approach to education, which begins with our 'Framework around the child':

- A voice, being listened to and learning how to communicate, cultural awareness, being proud of our heritage and respecting others.
- Independence, learning how to care for ourselves and our belongings.
- Risk taking, knowing what is safe or unsafe, having a go and not being afraid of failure.
- Spiritual awareness, appreciation of life in all its form, wonder and awe.

This means learning about ourselves and others. Learning to live together with respect and tolerance. Valuing our cultural heritage and the cultures and religious beliefs of others. Learning, at first, what's right and what's wrong. Beginning to ask what's the difference between what's morally right/wrong and what is legally right/wrong.

Teachers recognise that the strands within this subject will need to be taught sensitively, providing young and fertile minds with an opportunity to discuss and question. Adults will sensitively challenge ideas that present radical, racist or discriminatory views.

A perfect start to this topic will be the opening of our school, where the school code of conduct for the behaviour of all children and adults can be discussed, shared and written together. A ceremony for the inception of the Code of Conduct provides an opportunity to move in to a topic of British Values.

British Values are at the heart of this subject and are interwoven in a creative curriculum. The Monarchy as the Head of the Church of England presents us with an ideal opportunity to present Christianity to children in a sensitive and unbiased way. This is part of a topic of religious study and investigation, examining beliefs, religious practices, the impact of faith and the church on our lives today and in the past.

Enhancements to this subject may include;

- Visits to places of worship.
- Visits to local community buildings of importance.
- Visits to local authority buildings of importance.
- Visits and talks from a variety of people who help us.
- Community service activities to raise money for those less fortunate than ourselves.
- Charitable acts to help others across the world, such as The Shoe Box Appeal.

As with each of our subjects the curriculum is offered to individuals at a pace that they can cope with and in a way, that meets their learning style and understanding.

Social, moral, spiritual and cultural development

TERM 1. AUTUMN 2018

Develop a code of conduct.

Making friends / sharing ideas / working together to achieve aims

Taking responsibility for self and learning to care for plants and animals.

Develop curiosity / become resilient / keep on going.

TERM 6. SUMMER 2020

Develop self-awareness, self-esteem and confidence.

Prepare for transition from school to school. Grow in independence with good organisational skills.

Show respect and tolerance for others, their lives and beliefs.

Develop pride in oneself.

TERM 2. SPRING 2019

Be aware of others / value differences / question what is right and wrong.

Concentrate for longer periods. Become absorbed in a topic of own choosing.

Develop a theme.

Work with others, valuing their contribution.

TERM 5. SPRING 2020

Learn about our country, how it is run, the Monarchy / Parliament and the impact and influences of these in our lives.

Consider those less fortunate. Ask, what can I do?

Contribute to a task to improve community or the lives of others.

TERM 3. SUMMER 2019

Observe the changes in nature.

Understand how animals survive the Winter.

Explore the Christian messages of the Seasons.

Reflect on other significant cultural and religious celebrations.

TERM 4. AUTUMN 2019

Develop an awareness of own learning and consider how to self improve.

Contribute to own wellbeing / develop mindfulness and think of others.

Understand that others have feelings that impact upon their actions.

Linguistic development

We take, as our inspiration, the words of Loris Malaguzzi, who taught us, *The Hundred Languages of the Child*, one hundred ways the child has of communicating. Children use words, actions, hands, marks, feelings, tears, smiles, writing, painting, drawing, running, skipping, silence and much more.

Our role is to value each child's preferred method of communication, whilst aiding and teaching the common ways of communicating effectively with others. We understand that, for some children, reading and writing will come easily, for others it may be confusing and tricky.

Our aim is to foster in each child a pride in who they are, a well of self-esteem and confidence from which they can draw when the going gets tough. We want to foster a love of learning and a resilience, which enables them to persevere in the face of difficulty. Our desire is that children should come to reading, first as a lover of stories, then a listener and a participant in the telling of stories.

Before children can read there are so many steps that must be taken and the foundation of becoming a reader is to be read to. Listening to stories from skillful story telling adults is a gift that fires the imagination, taking the listener to a magical land of make-believe, so for our children each school day will end with the telling of stories.



A time for quiet reading in the garden. Reading begins with a love of books.

Linguistic development. Oracy, reading and writing.

TERM 1.

Experience a language-rich environment that immerses them in the spoken and written word.

Mark-make / write in a range of genres.

Enjoy Funky Fingers and Kinetic Letters as a daily / weekly activity.

TERM 2.

Enjoy Funky Fingers and Kinetic Letters as a daily / weekly activity.

Understand that print conveys messages.

Begin to identify sounds, segment and blend to read simple words.

Copy and write in a range of meaningful contexts.

TERM 3.

Enjoy Funky Fingers and Kinetic Letters as a daily / weekly activity.

Enjoy stories, using pictures for clues.

Label own work and write for own purpose.

Develop phonic knowledge.

TERM 4.

Kinetic Letters daily.

Identify words and pictures that are connected.

Write for pleasure and to communicate.

Decode unknown words.

TERM 6.

Kinetic Letters daily.

Use reading, speaking and writing skills with increasing confidence and pleasure and in active play situations.

Contribute to the end of term assembly by speaking or performing.

Contribute to end of term report.

TERM 5.

Kinetic Letters daily.

Read with increasing confidence.

Write in variety of genres.

Speak confidently to others on a range of topics.

Mathematical Development

At first much of children's use of number and quantity is through play and practical activities, such as, 'we need one more spoon for James, there's not enough.'

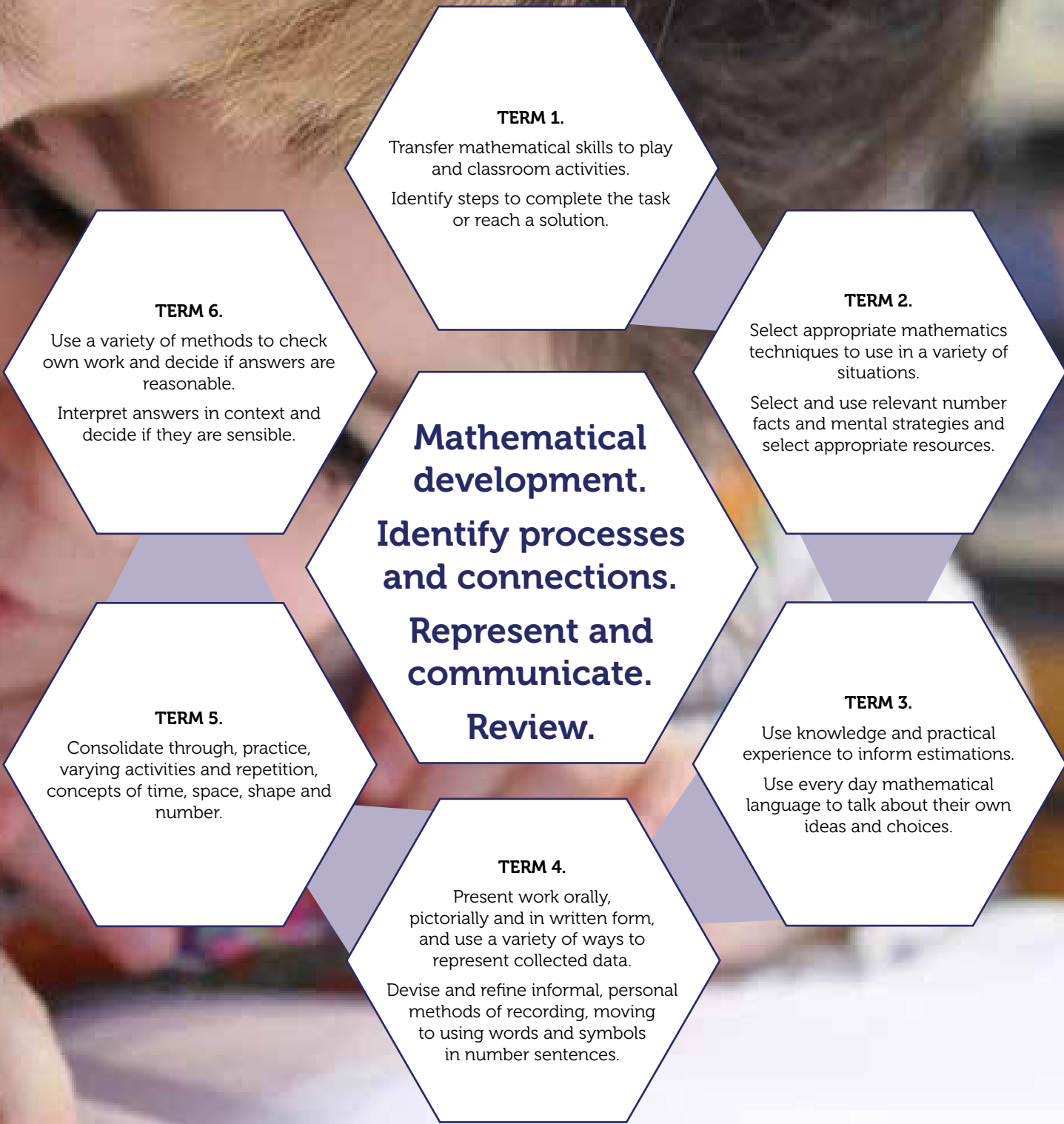
Children need to practice and refine mathematical skills and knowledge through their everyday experience, such as, laying out pens and paper for friends, collecting their wellies and knowing that this makes a pair yet understanding that not two of everything is a pair.

Children need adults who are confident in their understanding of number, shape, volume, quantity and size and who find mathematics exciting whilst understanding for some the concepts are more abstract and difficult to grasp. Adults need to introduce mathematics in practical and innovative ways to engage both boys and girls, the able and the less able.

Children develop their use and understanding of mathematical language in context, through communicating and talking about their work. They ask and respond to questions, and explore alternative ideas.

Children need to experience a mathematically-rich environment that allows them to explore and develop mathematical concepts and language in a safe way, with adults who understand how the assumptions children make, whilst mistaken, are logical. Adults will need to be sensitive in redirecting thought processes so that other possibilities can be explored.

Children will practice, develop and refine their mathematical skills within all aspects of provision, including continuous provision, and through active learning opportunities.



Scientific, technological, human and social development

This subject is crucial to the holistic development of the child. These subjects place the child clearly in the world and of the world, so must be taught as part of an integrated curriculum.

Through active learning and conversations, adults must encourage children to question, reflect, explore and experiment. Children will learn to hypothesise about the physical elements of their world and challenge previously held ideas and thoughts.

Children will explore albeit in a simple way, the journey of their ancestors and how the decisions they made impacted upon our lives today. This topic crosses over with our exploration of moral and cultural development.

Children will explore, through practical investigation, discussion and reflection, the way in which different metals, chemicals and properties interact, react and respond to each other. They will explore the way in which information can be transmitted, relayed, retained and communicated with others.

This generation of children will be more technologically aware than ever before but the skills and knowledge they acquire must be in balance and harmony with the ability to think creatively, act compassionately and communicate and empathise with others.

This subject will have elements of experiential learning. Trips to farms enable children to better understand where food comes from, how and when it is harvested and by whom.

Children will explore the impact of farming on society and families and consider various methods of animal husbandry. There will be opportunities to consider the role of animals and insects and to think about the food chain. Keeping animals and bees feature heavily in this subject.

**Scientific,
technological,
human and social
development**

TERM 1.

Learn about their locality and where it is in relation to the county.

Learn about distance and how to follow directions and routes.

Use and make simple maps, to find where places are and how places relate to other places.

TERM 2.

Identify natural and human features of their own locality and how these have changed over the years.

Identify how the changes occurred through natural change and through man-made decisions.

TERM 3.

Learn to measure time, using simple measuring devices, clocks, watches and calendars.

Learn to recognise the changes caused by time to people and places.

TERM 4.

Investigate and experiment with materials, resources and equipment.

Learn to use simple measuring equipment for a range of purposes.

TERM 6.

Communicate verbally and/or in print evaluating and reflecting on own and others work.

Learn to sort and group information using I.T

TERM 5.

Observe changes and states.

Record findings, compare and contrast results saying how and why things happen.

Physical development

It is in this subject that we are able to be really creative. Our small school has a garden, which allows for children to play, run, jump and climb every day, but we want children to experience so much more.

All children will become members of the local Sports Village and it is here they that will have opportunities to learn specific skills needed to play individual and chosen sports such as tennis or badminton. They will learn the skills needed to participate in team games such as, rugby, football or basketball. They will learn about winning, losing and later appreciate the nature of competition.

The school mini-bus will transport children to the local park where there are greater opportunities to run and climb and discover the outdoor environment.

Our pre-school teacher is a Forest School Leader and leads these activities on site every week. We will use our mini-bus to transport children to other larger sites with greater opportunities for children to explore, build, make and cook out of doors.

Children will learn about the impact of healthy food, water and exercise on their bodies, recognising that the decisions they make now have an impact on their life in the future. Children will learn how to be and stay healthy in diet, rest, sleep and hygiene. Engaging in team games allows children to learn the vital skills of negotiation, compromise and communicating. They learn to congratulate the success of others and how to cope with the disappointment of losing.



The woodland setting at Shrewsbury Preparatoria



Physical development.

TERM 1.

Develop an understanding of how their bodies move.
Be able to move safely with increasing control and coordination.
Become proficient at the basic actions of travelling, including stepping, jumping, crawling and landing.

TERM 2.

Understand, appreciate and enjoy the differences between running, walking, skipping, jumping, climbing, crawling and hopping and use these in a variety of ways.

TERM 6.

Use the skills learnt to participate in end of term Sports Day, team games and individual sports of own choosing.

TERM 5.

Begin to understand how important it is to lift, carry, place and use equipment safely.
Become aware of dangers and safety issues in their environment.

TERM 3.

Understand rules and elements of games and be able to play simple cooperative and competitive games, be able to apply knowledge.

TERM 4.

Describe what happens to their breathing and how they look and feel after exercise.
Begin to understand that regular exercise improves health and fitness and that it helps body parts to work.

Aesthetic and creative development

At the Preparatoria School we have created a beautiful outdoor Art Studio in line with the Reggio Emilia approach which places great emphasis on the creative and aesthetic development of the child. The approach recognises the way in which the environment plays a crucial part in the development of the child.

Resources to provoke and inspire the imagination are a must. As are adults who know how to teach new skills whilst also knowing when to stand back, be quiet and wait. Adults must value the creative and imaginative ways in which children engage with media and materials, their play scenarios, their use of symbolic tools and their rich imaginative use of language as these are, 'The Hundred Languages of the Child' Loris Mallaguzzi (1920-1994).

Children need opportunities to explore, investigate and use the indoor and outdoor learning environments. They need to be involved in different types of play and a range of planned activities, including those that are child initiated. They need to be involved in activities that allow them to work as individuals and in groups.

But most of all they need time. Time to play, explore, learn, develop a theme and time to return, sometimes alone, to chosen projects not yet complete.



Freedom to finish a project in the Art Studio.

Aesthetic and Creative development.

TERM 1.

Reflect on their own and others' work.
Create their own musical ideas and contribute to simple compositions.
Sing, dance and tap out a beat in a simple rhythm.

TERM 2.

Explore and experiment with a variety of techniques and materials.
Make choices when choosing materials and resources.

TERM 3.

Learn to recognise changes.
Develop and use their understanding of colour, line, tone, texture, pattern, shape and form.

TERM 4.

Use a variety of materials and tools for experimentation and problem solving.
Design and make simple products and mechanisms.

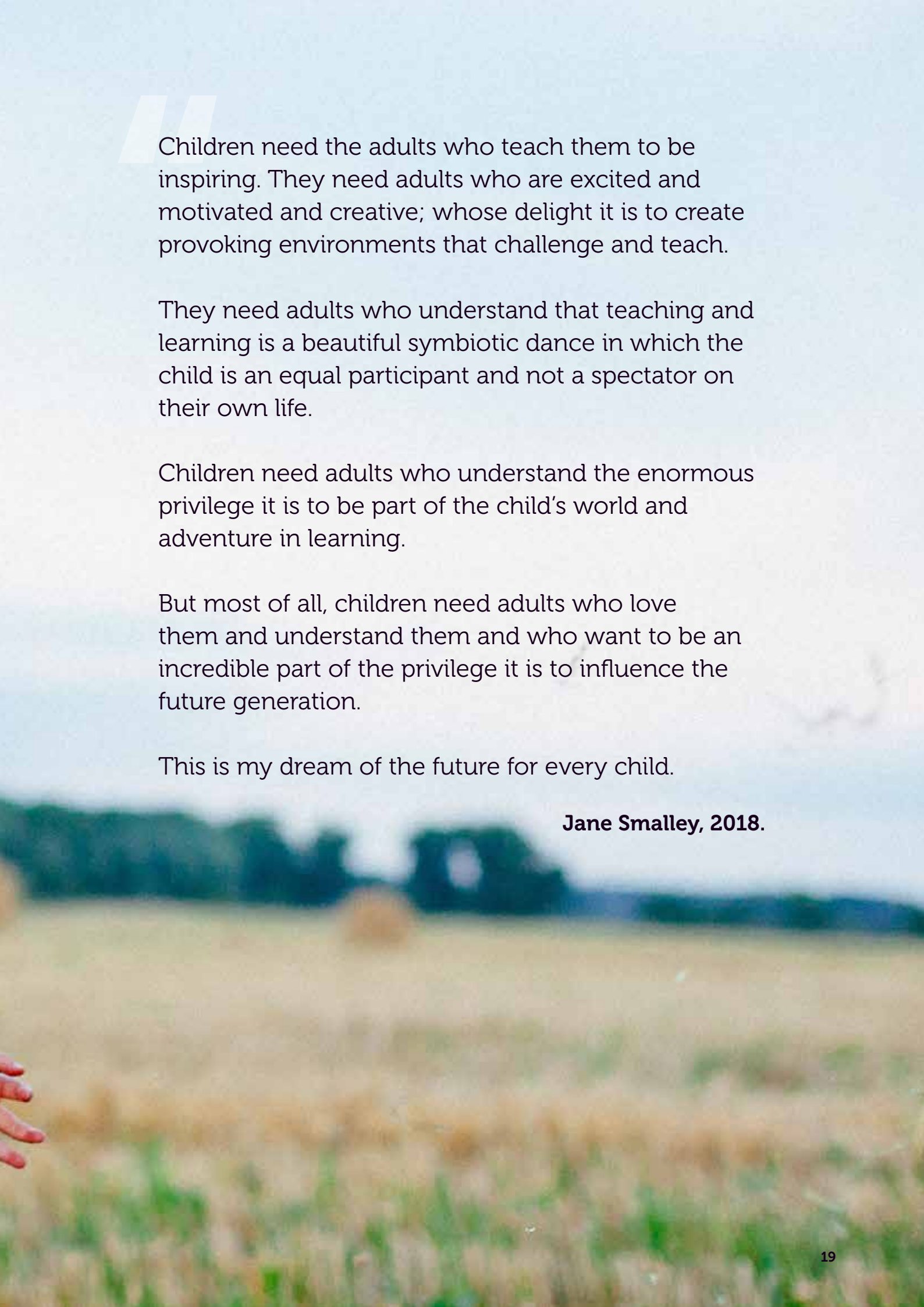
TERM 5.

Work on their own and with others to pretend, improvise and think imaginatively.
Create a simple song, poem, painting or dance to share with others.

TERM 6.

Bring together the skills and knowledge over time to display work attractively for an end of term performance and gallery.
Recognise and value self.





Children need the adults who teach them to be inspiring. They need adults who are excited and motivated and creative; whose delight it is to create provoking environments that challenge and teach.

They need adults who understand that teaching and learning is a beautiful symbiotic dance in which the child is an equal participant and not a spectator on their own life.

Children need adults who understand the enormous privilege it is to be part of the child's world and adventure in learning.

But most of all, children need adults who love them and understand them and who want to be an incredible part of the privilege it is to influence the future generation.

This is my dream of the future for every child.

Jane Smalley, 2018.



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