



## 11 Learning & Development Policy

### Introduction

Rushmore House Montessori Pre-school accepts children of age from 24 months onwards and is committed to each child's emerging needs, interest and different ways of learning. The policies of the pre-school are aimed to give well planned learning experiences to the children, which will meet several learning goals and spark the children's interest and enthusiasm for learning, support well-being and sense of belonging.

### Communication and language development

#### Listening and attention

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- listen attentively in a range of situations
- listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions and actions
- give their attention to what others say and respond appropriately, while engaged in another activity

The pre-school

- provides the children with daily access to listening to, enjoying and participating in nursery rhymes, songs and stories and musical instruments
- provides the children opportunities to go on a nature walk to listen to outside sounds, (chirping of different birds, rustling sounds from the trees, noise from cars and aeroplanes etc.)
- encourages the children to join in and contribute when they are ready
- encourages children to participate in silence games and listening games which encourages focused listening
- encourages the children to participate in two way conversation
- encourages the children to focus on presentation of new activities
- provides the children with a book corner consisting of various types of books and also a CD player for listening to stories and music

#### Understanding

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- follow instructions involving several ideas or actions



- answer 'how' and 'why' questions about their experiences and in response to stories and events

## The pre-school

- provides the children with opportunities to demonstrate their understanding by following short conversations and non verbal interactions
- provides the children with opportunities to listen to instructions from adults and follow them to settle into the rhythm of daily routines
- provides the children with opportunities to respond to questions from adults and friends,
- provides the children with opportunities to follow complex instructions and respond to them appropriately

## Speaking

The pre-school's policies are designed to guide the children in working towards the following EYFS early learning goals.

The children should be able to

- express themselves effectively, showing awareness of listeners' needs
- use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- develop their own narratives and explanations by connecting ideas or events

## The pre-school

- provides the children with opportunities to listen attentively and demonstrate understanding of spoken and non-verbal language and routines responding verbally as language unfolds and develops
- supports the development of spoken language in the children by
  - modelling spoken language
  - appropriate use of language
  - extension of vocabulary in all areas of learning- using conversations, books and stories as well as the three period lessons
  - acknowledging the importance of the children's home language
  - encouraging conversation
  - encouraging the children to tell their own stories at every opportunities, particularly during play, creative activities and when exploring activities in knowledge and understanding of the world
  - encouraging questions
- encourages children to express their thoughts, ideas and feelings through appropriate use of language during circle time



## Physical Development

### Moving and handling

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- show good control and co-ordination in large and small movements
- move confidently in a range of ways, safely negotiating space
- handle equipment and tools effectively, including pencils for writing

The pre-school

- provides the children opportunities to move freely inside and outside the classroom using their whole body with growing control and effectiveness through activities such as walking on a line heel to toe holding flags and bells
- supports the development and refinement of children's gross and fine motor skills, balance and spatial awareness through activities of everyday living and the use of sensorial materials, e.g. carrying materials from shelf to table/ mat
- provides activities for refinement of children's manipulative skills, eye hand co-ordination, flexibility of wrist, lightness of touch and careful handling of objects and materials, which prepares the children for daily life as well as for writing, e.g. pouring, transferring, sorting, cutting, threading, sewing, opening and closing, pegging, plaiting

### Health and self-care

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- know the importance of exercise and healthy diet for good health
- talk about ways to keep healthy and safe
- manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

The pre-school

- gives opportunities to the children to learn about food and healthy eating during snack/ meal times
- has activities which focus on the importance of healthy eating, exercise and being safe
- provides opportunities to the children to be aware of personal hygiene through
  - when and why to wash hands
  - how to blow their nose
- provides opportunities to the children to learn how to take care of themselves when
  - taking off and putting on their shoes
  - taking off and putting on their coats
  - knowing what to do when wanting to play outside
  - knowing what to do when coming back from the outside
  - putting their coat and bag on their pegs



- storing their own work
- using a range of nursery equipment

## Personal, Social and Emotional Development

### Self-confidence and self-awareness

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- confidently try new activities and say why they like some activities more than others
- confidently speak in a familiar group, talk about their ideas and choose the resources they need for their chosen activities
- say when they do or do not need help

The pre-school

- encourages the children to
  - separate from their main carers independently
  - settle well at the start of the session
  - select work independently, carrying a tray/ basket/ mat/ equipment
  - put away the tray/ basket/ mat/ equipment when the work is completed
  - work in all areas with different patterns of interaction:
    - independently
    - one to one
    - in a pair
    - in a small group
    - as a whole group
  - discuss and grow awareness of others (cultures, similarities, differences) through projects and during play such as: small world and role play
  - take part in discussions and negotiations
  - express their needs, views and feelings
- provides activities for everyday living, which support independence
  - transferring
  - pouring
  - spooning
  - threading
  - opening and closing
  - cleaning/ washing/ pegging
  - polishing
- provides activities, which care for the environment
  - sweep floor using a broom
  - mop floor
  - sweep floor using a dust-pan
  - clean table
  - wash up own cup



- dry own cup
- water the plants
- rake leaves
- provides activities, which care for self: learning to use
  - large buttons
  - small buttons
  - velcro
  - zips
  - buckles
  - hook and eye fastenings
  - bows
  - lacing
  - polish shoes
  - fold clothes
  - pair socks
  - put on own coat
  - take off and put on outside shoes and wellington boots
- provides the children with opportunities to take care of their personal hygiene
  - wash hands
  - use toilet independently

## Managing Feelings and Behaviour

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable
- work as part of a group or class, and understand and follow rules
- adjust their behaviour to different situations, and take changes of routine in their stride

The pre-school

- provides opportunities to the children to understand the ground-rules and etiquette:
  - walking in the class
  - use of a mat
  - individual activities
  - shared activities
- provides opportunities to the children to follow expected code of behaviour, listening to and following simple and more complex instructions
- provides opportunities to the children to express why the expected code of behaviour is important, giving simple and detailed explanations as required
- provides opportunities to the children to learn about the consequences of their behaviour as events occur, describing a personal event and its effect



- encourages the children to show their own needs, views and feelings, knowing the most appropriate places to demonstrate them, for example:
  - running- outside
  - quiet time- book corner
  - seeking comfort from friend/ teacher
- provides opportunities to the children to take part in discussions during group/ book time with a focus on how characters help and support each other by
  - sitting and listening
  - joining in with support of an adult
  - starting to participate
  - making spontaneous contributions
- provides opportune to the children to take part in projects on festivals, people and animals around the world
  - Chinese New Year
  - Diwali
  - Nativity Play
- encourages the children to show empathy and kindness to others
  - teachers: supporting with the environment
  - peers: care for their work, sharing an activity with another child
- encourages the children to get involved and take turns when working in a group
- encourages the children to participate in the silence game
- encourages the children to listen to stories and explanations

## Making relationships

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- play cooperatively, taking turns with others
- take account of one another's ideas about how to organise their activity
- show sensitivity to others' needs and feelings
- form positive relationships with adults and other children

The pre-school

- provides opportunities to the children to respond to the key-person and other adults
- provides opportunities to the children to play:
  - alone
  - alongside others
  - in pairs
  - in a small group
- provides opportunities to the children to participate in:
  - individual lessons with an adult
  - shared role play



- a planned small group activity
- provides opportunities to the children to share:
  - ideas
  - food during birthday celebrations
  - toys and materials
- encourages the children to show consideration, respect and understanding of behaviour for:
  - themselves
  - friends
  - peers
  - adults
  - the environment
- provides opportunities to the children to understand the ground-rules of the environment
  - cycle of activity
  - play/ work mat
  - individual activity
  - shared activity
  - washing hands
  - access to free-flow to the outside

## Literacy Development

### Reading

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately
- read some common irregular words
- demonstrate an understanding when talking with others about what they have read

The pre-school

- makes the children aware of phonetic sounds using games such as Odd Man Out and I spy
- prepares the children for listening to the phonetic sounds by using the sound boxes and playing the silence game
- introduces the children to phonetic sounds using the sand paper letters
- introduces the children to reading with the three letter CVC (consonant-vowel-consonant) words using the pink level materials, which are usually presented in the following progression:
  - pink box 3 and 4
  - mystery box
  - word lists
  - sight words



- phrase, sentences and books
- then moves the children on to blue boxes which introduce double and triple blends, double letters, digraphs, schwa vowel and compound words in the same progression as the pink boxes
- introduces the children to early grammar which builds on the children's growing reading skills and introduces colour-coded parts of speech in relation to their functions in a sentence through activities such as:
  - noun cards and singular and plural box
  - noun and adjective game
  - verb cards
  - preposition box
  - theme/ farm box

## Writing

The pre-school's policies are designed to guide the children in working towards the following EYFS early learning goals.

The children should be able to

- use their phonic knowledge to write words in ways which match their spoken sounds
- write some irregular common words
- write sentences which can be read by themselves and others; some words are spelt correctly and others are phonetically plausible

The pre-school

- prepares the children for writing in a wide variety of ways in Montessori settings: the activities of everyday living and sensorial materials all contribute to this preparation
- provides opportunities to the children for mark making in the creative area where they have access to a variety of mark making implements and materials
- provides access to the following activities which give targeted opportunities for writing:
  - insets for design
  - sandpaper letters
  - large movable alphabet
- provides opportunities to
  - the children to make connections between writing and reading when word building with large moveable alphabet
  - use objects and pictures to support
- provides opportunities to the children to work with
  - pink box 1 and 2
  - blue box 1 and 2
- provides opportunities to the children to transcribe words built with large moveable alphabet and during use of pink and blue reading materials
- encourages the children to recognise and write their own names on their work
- provides opportunities to the children to annotate their work and tell stories which, with the help of the teachers, are recorded



- provides opportunities to the children to draw various patterns to facilitate formal writings in the future

## Mathematics development

### Numbers

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number
- add and subtract two single-digit numbers and count on or back to find the answer, using quantities and objects
- solve problems, including doubling, halving and sharing

### The pre-school

- prepares the children for numbers indirectly by daily use of mathematical language such as working out
  - how many children are present
  - how many children will need a place setting for lunch
  - how many children are outside
  - which is the larger or smaller piece of fruit on the snack table
  - if they need a bigger or smaller piece of paper for their art work/ writing
- prepares the children for early mathematics by the use of activities of everyday living and sensorial materials
  - When estimating how much water to pour or, for example, which is bigger/ smaller, wider/ thinner, taller/ shorter cylinder or flat shape
- provides opportunities to the children to develop skills which are a foundation to later mathematical learning such as
  - one to one correspondence
  - matching and pairing
  - grading
  - sorting
  - making patterns
  - exploring fractions
- introduces the children to specific Montessori materials which teach them about quantities, as well as written symbols and is offered opportunities to combine and sequence numbers to 10, such as
  - number rods
  - sandpaper numerals
  - number rods and cards/ spindle box/ cards and counters
  - other activities based on the above concepts, particularly in the outdoor classroom
- introduces the children to specific Montessori materials which teach them quantities, written symbols of 10- 19 and 10- 99 using the
  - Seguin board A and beads



- Seguin board B and beads
- Provides opportunities to the children to be introduced to the concept of addition and subtraction using the golden beads and large numbers
- introduces the children to addition and subtraction of small quantities up to 19 using the
  - Snake game
  - Small number rods
  - Short bead stair
  - Addition strip boards
  - Subtraction strip board

## Shape, space and measures

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- recognise, create and describe patterns
- explore characteristics of everyday objects and shapes and use mathematical language to describe them

The pre-school

- introduces the children to variety of shapes in their daily life and learn their names, e.g. an ice cream cone, a ball
- introduces the children to everyday shapes when exploring puzzles and posting games
- provides the opportunities to the children to explore and learn about shapes systematically using the sensorial materials, starting with:
  - the pink tower, broad stair, knobbed and coloured cylinders and the long rods
  - solid shapes such as cube, prism, cylinder, pyramid, sphere
  - flat shapes such as circle, triangle and square in the presentation tray
  - further flat shapes in the geometric cabinet
  - combining both solid and flat shapes and growing in awareness of their relationships and properties
- provides opportunities to the children to further explore shapes and their similarities as well as making patterns with a variety of activities such as
  - constructive triangles
  - fraction figures
  - stereognostic boxes
  - binomial and trinomial cube
- provides access to the children to unit and other blocks and use these to express their own ideas about shape, form and pattern, which builds on their learning from the sensorial materials



- encourages the children to use their knowledge in the expressive arts area to enhance their understanding of shape and shape
- introduces the children to measuring lengths with the red rods and other implements
- introduces the children to measurement of time by daily use of sand timer, calendars and references to the classroom clock
- introduces the children to money in the role play areas of the classroom

## Understanding of the World

### People and communities

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- talk about past and present events in their own lives and in the lives of family members
- know that other children do not always enjoy the same things, and are sensitive to this
- know about similarities and differences between themselves and others, and among families, communities and traditions

### The pre-school

- introduces the children to people of the world when learning about the planet and its continents by exploring
  - pictures of families from the different continents
  - artefact boxes including objects which represent diverse lifestyles on the continents
  - celebration and festivals of people from various faiths and communities
  - food, music and dancing as well as clothes from the continents
- encourages the children to respect diversity of cultures whilst recognising similarities and acknowledging shared needs by being encouraged to think of themselves as 'Citizens of the World'
- provides access to the children to explore pictorial time-line of their own life from birth to present while playing birthday game
- provides opportunities to the older children to explore stories of the animal and plant kingdom by using pre-historic time-line

### The world

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- know about similarities and differences in relation to places, objects, materials and living things
- talk about the features of their own immediate environment and how environments might vary from one another



- make observations of animals and plants and explain why some things occur, and talk about changes

## The pre-school

- provides opportunities to the children to learn about the physical features of the world by exploring:
  - the solar system
  - the structure of the Earth
  - volcanoes
  - the Earth and its physical features: land, water, air, mountains, rivers, deserts, rainforests, islands, lakes etc.
- provides opportunities to the children to become familiar with the natural features of their immediate environment by exploring the pre-school's garden, local park and their neighbourhood, where they learn to identify seasons, familiar trees and animals
- provides opportunities to the children to observe natural features of their environment by observing, investigating and looking after flowers, fruits and vegetables they have planted in the pre-school's garden, as well as the pets which come to visit
- provides opportunities to the children to bring the experiences from the outdoor classroom inside and explore them further with the use of specific materials such as:
  - life cycle models
  - pairing objects with pictures of plants, fruits and vegetables, and animals
  - classification cards such as herbivores/ carnivores, vertebrates/ invertebrates, and land/ sea animals
  - food chain models
  - animals of the world/ continent/ country
- encourages the children to take responsibilities for their immediate environment and participate in recycling projects

## Technology

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- recognise that a range of technology is used in places such as homes and schools
- select and use technology for particular purposes

## The pre-school

- introduces and encourages the children to use appropriate technology such as CD players, cameras, microscopes etc.
- shows the children how to safely use a range of relevant utensils when cooking, gardening etc.
- introduces the children to ICT equipment once they have a good grasp of their environment and have had extensive opportunities to explore, investigate and learn about their environment from real experiences



## Expressive Arts and Design

### Exploring and using media and materials

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- sing songs, make music and dance, and experiment with ways of changing them
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

The pre-school

- encourages the children to express ideas spontaneously using a variety of media and through words, music, movement and dance as well as stories
- provides to the children high quality resources which help develop the skills essential for spontaneous creative activities, such as learning to
  - use scissors, glue and tape
  - use different types of paint with large and small brushes
  - print
  - make collage using a variety of materials such as paper, textiles, natural materials
  - use stencils
  - create with play dough
  - make models with clay
  - use other modelling materials
  - make three dimensional constructions from a variety of materials- paper, cardboard, wood, plastic
  - sing and use musical instruments

### Being imaginative

The pre-school's policies are designed to guide the children in working towards the following **EYFS** early learning goals.

The children should be able to

- use what they have learnt about media and materials in original ways, thinking about uses and purposes
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

The pre-school

- encourages the children to express their ideas spontaneously using a variety of media and through words, music, movement and dances as well as stories
- provides opportunities to the children to express their ideas through spontaneous role play and encourages them to explore possibilities regarding resources for role play and its focus, with the teachers supporting and nurturing the creative process, not leading it.



# Rushmore House Montessori



This policy was adopted at a staff meeting of Rushmore House Montessori Preschool in March 2020.

Agreed on behalf of Rushmore House Montessori – Cima Shahroudi

Role – Group Manager

Date of Review: March 2021 or earlier if required.