



## Curriculum

The Resource Centre is committed to developing a curriculum that creates a child centred, play based environment, which empowers young children to actively pursue their own learning. Adults will provide appropriate, timely, balanced intervention as well as support, continuity and progression to encourage positive attitudes towards learning.

The Resource Centre recognizes that the establishment of daily routines is essential for all young children in our care. We strive to provide a programme of activities which encourage the physical, social, emotional, intellectual, creative and linguistic development of the children who attend our service.

### Procedures:

- ❖ Is based on clearly defined aims and objectives
- ❖ Is flexible and open to new approaches and ideas, on how to promote and meet the development needs of children
- ❖ Recognises that children are learning all the time, and that children learn best when they are actively involved and interested
- ❖ Includes a variety of activities that promotes each area of a child's development. These activities include:
  - Imaginative play / home corner
  - Reading & Musical activities
  - Creative play
  - Constructive & manipulative activities
  - Arts & Crafts
  - Play Dough
  - Jigsaws
  - Sand & water play
- ❖ Children participate in the activities that are appropriate to their stage of development
- ❖ Includes stimulating sensory experiences (touch, taste, sight, sound, and smell) appropriate to the child's stage of development
- ❖ Encourages children to think for themselves, helping them to make their own decisions and find their own answers to questions
- ❖ Provides an atmosphere that offers the children suitable challenges and stimulates problem solving
- ❖ Encourages feelings of safety, trust and emotional security to the children in our care
- ❖ Helps children to develop self-esteem by giving them the opportunity to be actively involved in their own learning
- ❖ Recognises the rights of children by taking into account the needs and interests of each individual child
- ❖ Provides for a range of stimulating and age-appropriate activities that assist children in understanding the needs of others, resolving conflicts and developing their communication skills
- ❖ Encourages at all times: sociability, friendship and co-operation with others through the provision of co-operative play and the opportunity for children to mix with siblings, same-age peers, and younger and older children
- ❖ Aims to match all tasks with each child's level of ability and attention span
- ❖ The staff meet regularly to plan and review activities within each area of the facility and to consider the needs of individual children

*Adopted at a meeting of Corrandulla Community Resource Centre Ltd. / Board of Directors*

Date \_\_\_\_\_

Date \_\_\_\_\_

By \_\_\_\_\_

By \_\_\_\_\_

*Manager*

*Chairperson*



## Curriculum for Playgroup

- ❖ The aim of the Playgroup should be to bridge the gap from home to school and aid the child in that transition.
- ❖ There is no formal teaching but a lot of learning should take place. The emphasis is on learning social skills and to begin to take responsibility for themselves and the wider community.
- ❖ Each child should be encouraged to master new skills in an atmosphere of freedom, warmth, care and happiness.
- ❖ The environment must be set out with everything at the child's level so that children can choose activities that capture their interest
- ❖ The atmosphere must be stimulating and appropriate to their age and the following activities should be available:
  - \* Sand and water play, which encourages the development of eye and hand co-ordination and awareness of early mathematical and scientific concepts such as volume, capacity and mass
  - \* A range of large play equipment (slide, balancing frame, trampoline, and stepping stones) which encourages their physical, motor co-ordination and skills
  - \* Large construction toys which allow the younger children to develop manipulative skills and smaller finer toys for the older children to further develop these skills and concepts of space, size, colour and number. A range of puzzles and smaller construction toys to enhance the linguistic and reasoning powers of the children in addition to the mathematical concepts
  - \* Daily activities which develop the artistic skills and aesthetic senses of the children ranging from play dough, collage work, cutting sticking, fabrics, paper painting with a wide range of materials
  - \* Musical instruments
  - \* A kitchen and shop corner where the child's imagination is encouraged and developed
  - \* A dress-up corner with costumes, handbags, scarves etc.
  - \* Outdoor play area
  - \* A book and story-telling area offering a wide and stimulating range of reading material, picture books and story-telling props to encourage a positive interest in reading.
- ❖ The children should also be encouraged to learn about the Eco-system by taking nature walks in the local area, collecting specimens to examine and learning to respect the animal and plant life with which we share the environment.
- ❖ Children should be encouraged from the start of the year to become involved, at their own level, in the day to day running of the Playgroup. This should include the basic understanding of how to keep the toys tidy and clean and to effect simple repairs. They should also be encouraged to help in the preparation of the mid morning snack and washing-up.
- ❖ Games with rules sessions should be provided to help children begin to understand about social behaviour i.e. to learn to wait their turn, negotiate, co-operate, make concessions, assert themselves, follow rules and understand that there is a chance that they might win or lose.
- ❖ Language development should be encouraged while recognising that each child develops at a different rate and realisation that the Playleader/assistant plays a vital role in fostering language development.



## Curriculum policy (cont'd.)

- ❖ When individual children are ready the Playgroup helps the child to associate each letter, sound and shape. This should be done through sound games to enable one syllable word reading and set the foundation for reading.

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Date \_\_\_\_\_

Date \_\_\_\_\_

By \_\_\_\_\_  
Manager

By \_\_\_\_\_  
Chairperson