

# **TE AWA STEINER PLAYGROUP**

## **CURRICULUM**

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We base our curriculum on the fundamental principals of Rudolf Steiner Education

### **PHILOSOPHY STATEMENT:**

#### **FOUNDATION**

The children are received with warmth, kindness, and interest, with reverence for each child's unfolding life, and respect for every child's family, whanau and cultural stream. Caring human relationships are fostered as a foundation for all learning, growing and living. Imitation is recognised as the primary mode of learning in the early childhood years and teachers strive to be role models worthy of such imitation.

#### **PHILOSOPHY**

The pedagogy is based on the understanding of humanity and education given by Rudolf Steiner (Austrian philosopher 1861-1925). This involves seeing the child as not just body and brain, but as a complex interweaving of physical, emotional, social, intellectual and spiritual aspects. The curriculum pays attention to human evolution as reflected in the child's development, and our approach to the children responds to each particular stage of development. Steiner emphasised that self-consciousness awakens through distinct phases and must be fully nourished and not rushed at each stage

#### **ENVIRONMENT**

Our environment surrounds the children with beauty, goodness and truth. We strive to use natural materials that provide a diverse sensory stimulation and require care and repair. Both spontaneous movement and free imagination are highly valued as foundations for healthy body and brain development and ultimately for the free-thinking creative adult. All equipment, toys and activities support this open-ended approach.

#### **METHODS**

We work with head, heart and hands in all activities, striving to gently awaken the senses, build strong, healthy bodies, learn sound social skills and find balance through the teachers' awareness of the "whole". A rhythm is woven that gives the children time and space to fully take in and digest their experiences. Activities include free play (indoor and outdoor), songs, puppet stories, drawing, painting, crafts, games, preparation and sharing of fresh, organic food, and the celebration of the seasons and festivals. The children come to know this rhythm and within it they can relax, feel safe and flourish.

## **OUR EARLY CHILDHOOD CURRICULUM**

### **Te Awa Steiner Playgroup**

We provide a Playgroup arising from the educational principles of Rudolf Steiner.

- To nurture our children's senses and protect the wonder of childhood
- To foster the child's imagination
- To provide places where parents and children feel welcome and can meet on a regular basis to get to know each other
- To support parents to network and gain information about children's development and learning in the early years.

The Structure of the Morning:

Parents and caregivers come with their children, and are actively involved in the playgroups. We begin the session by making organic buns together, which we bake and have with fruit for morning tea.

There is plenty of scope for the children to play to play inside and outside. We use natural materials for construction of the toys: wood, shells, cotton cloths and wool. We believe in nurturing children's senses. Toys are as unformed as possible to allow scope for imaginative play. There are sandpits and wonderful outdoor areas in both locations. We occasionally have a seasonal art or craft activity.

The morning has a rhythm of coming together during group activities, making buns, morning tea, singing circle and story telling time, interspersed with times of free play. There is a balance between structured times and unstructured times in the morning rhythm which provides children with a sense of familiarity, safety and security.

### **CURRICULUM PLANNING AND ASSESSMENT**

The curriculum will be planned around the four seasons of the year.

At the beginning of each term a planning session will be undertaken by parents and staff to outline the learning activities for the term. This will ensure that adequate time will be given to obtain any resources that may be required. Consideration will be given to the outcomes of the assessment sessions. This will ensure that the children are presented with a rich and beneficial curriculum of activities to enhance their learning.\*

At the end of the term an assessment session will be undertaken by parents and staff to identify the learning outcomes of the children and any changes that may need to be made to ensure we are following the principles contained in our curriculum.\*

\* Refer to attached Curriculum planning sheets.

<b>Curriculum Planning Sheet for period from:</b>		<b>to:</b>
<p><b>Daily Routines:</b>            To be included in every session ensuring children's health and wellbeing is promoted and nurtured, they feel a sense of belonging, know they have a place and feel comfortable with routines, customs and regular events.            eg group and kai times, hand washing, tidy up time etc</p>		
<p><b>Basic Activity Areas:</b>            To be included every session ensuring children discover and develop different ways to be creative and expressive, learn alongside others and have equitable opportunities for learning.            eg family play, art, blocks, books, puzzles, dough, physically active play.</p>		
<p><b>Additional Curriculum Areas:</b>            To be included over the period of the plan ensuring children learn strategies for active exploration, thinking and reasoning and develop communication skills for a range of purposes.            eg music, puppets, science activities, clay, carpentry.</p>		
<p><b>Children's Interest Areas:</b>            To be included over the period of the plan ensuring children's play is valued as meaningful learning and the importance of spontaneous play is recognized and they develop theories for making sense of the world.            i.e. ideas, topics an activities that arise from individual children, the group or the community</p>		
<p><b>Planned Visits or Visitors:</b>            Ensuring children experience the stories and symbols of their own and other cultures, and have connections with the family and the wider world extended and affirmed.            Eg excursions, visits from the library lady or the fire service</p>		

<b>Curriculum Assessment Sheet for period from:</b>		<b>to :</b>
<b>Daily Routines</b>		
<b>Basic Activity areas</b>		
<b>Additional curriculum areas</b>		
<b>Children's Interest Areas</b>		
<b>Planned visits or visitors</b>		