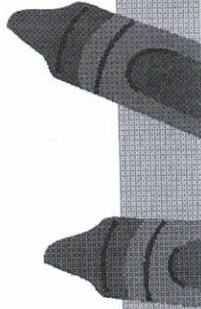


After Schools Education & Support Programme

Curriculum 2022/2023



Context

Introduction

- Overview

Formal

- What do we need to do to create a curriculum?
- Personal Mission, Vision and Goal
- Focus for a curriculum.
- Aim and Learning Goal

Informal

- Personal Mission, Vision and Goal
- Focus for a curriculum.
- Aim and Learning Goal

Overview of Our Curriculum

This curriculum is in place to facilitate the education and development needs of children in the after-school's care. This curriculum was developed by all staff members to promote the children's need no matter what development stage the child is in. The curriculum has two different aspects (formal and informal) which are both theme based across the setting.

Theme based curriculum means that each skill area of the curriculum is connected to a topic which we refer to as a theme. This could be a week-long theme, a month-long theme, or a theme for a semester or even for a year. Sometimes themes are very specific, for example in the preschool a class of three-year old's might be learning about transportation as a four-week theme. All their classroom activities would be tied into the theme during the unit. Sometimes themes are longer and more general like the After-schools/ Kool Kids and Den studying Ancient Egypt for a semester. In this case all the academic areas would touch on the theme throughout the six weeks.

We know that research shows that learning is an integrated process, and that theme-based education is beneficial in several ways. Children of all ages benefit from the connections made across the curriculum. Rather than teaching each skill or topic in isolation children are encouraged to see that at different times of the day or through different subjects we can learn about different aspects of a larger topic. In turn this helps children see connections and start to make their own connections from one experience to another. It also helps children become creative in their thinking.

During difficult times for example Covid 19 the layout of our setting needed to change. We needed to create play pods in following with government guidelines and H.S.E recommendations. Sanitization of each pod must be done every 20 mins and before and after each session takes place. All toys, tables and equipment must be sterilized consistently. Pods will have a total of 6 children and 2-3 staff depending on the number of children in each group. Children and staff should not enter another pod for any reason. Because of these recommendations we have had to work at a reduced schedule to keep the risk of infection low.

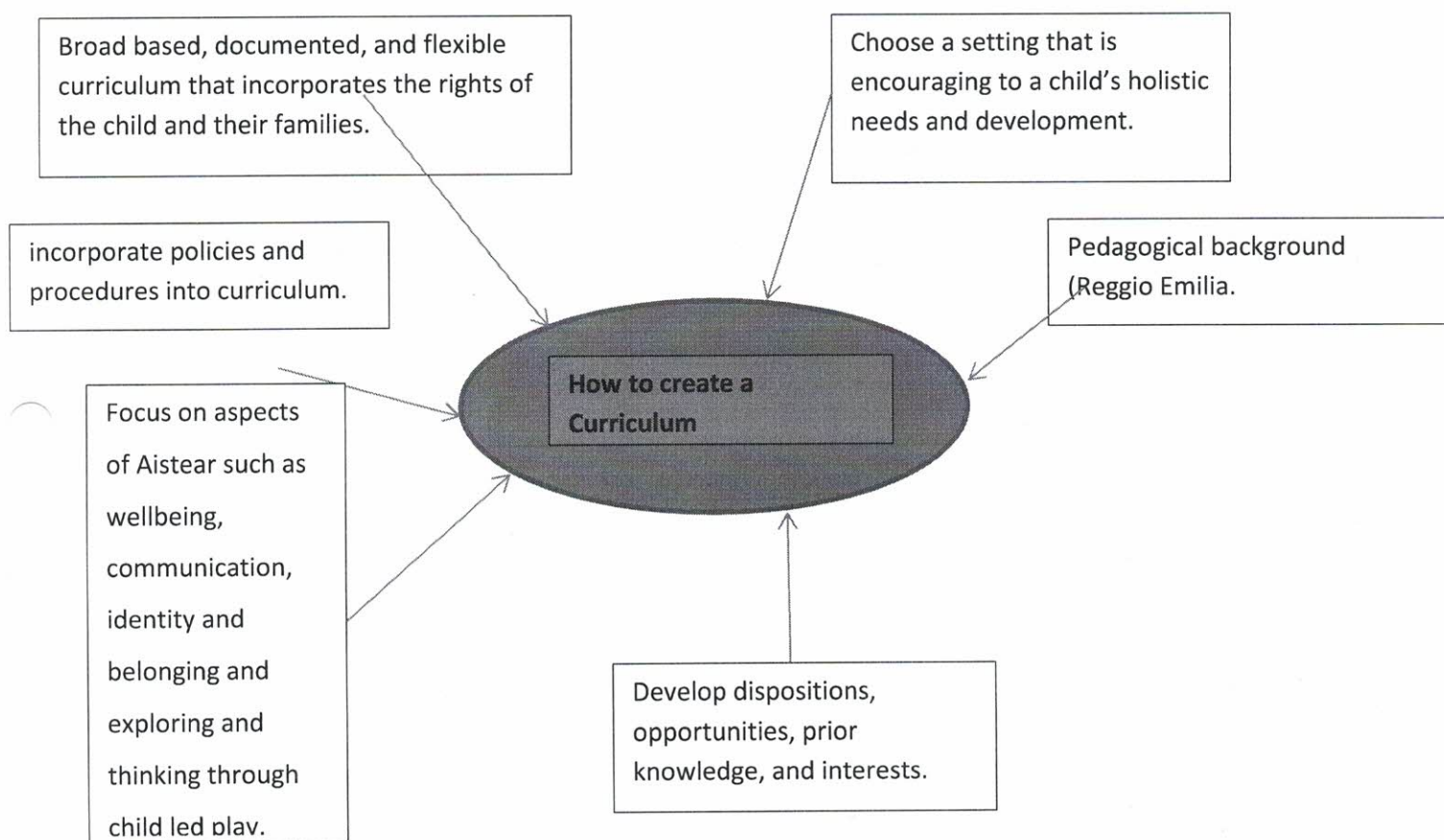
At A.S.E.S.P we also use a theme-based curriculum because it gives the educators the flexibility to follow children's interests and extend or shorten the time spent on a theme based

on the level of child interest. Our educators have the experience and flexibility to build themes based on the interests of the group of children, while teaching age-appropriate skills. Another great reason to use theme-based learning is that different age groups can have a shared theme and then work across age groups. This can then be used to build a greater community.

It is paramount that A.S.E.S.P operate during these difficult times to engage with vulnerable children to help give them a sense of normality and a safe environment to be in. By incorporating and changing our curriculum we changed our working hours from the 5th of January until the 2nd of March. The hours changed from 1.30-6.00 to 9.30-1.30. these hours were changed to facilitate the educational, development and social engagement needs of children in our service.

During these times we engaged with teachers online through remote learning using digital technology. This remote learning allowed us to amalgamate with our feeder schools in coming together to create a learning environment that suited the children, teachers, and staff. From the 15th of March normal opening hours from 1.30-6pm resumed.

In the summer months our program again reverts to the hours of 9.30-1.30 to accommodate all children and their families, keeping in mind that 30 mins before children start and finish that all rooms are thoroughly sanitized for all children's and adult's health and safety.



Keeping in mind

- Meeting the needs of the children in a way that ensures the curriculum is understood, maintained, and applied.
- Seek help and ask for others input for e.g., government bodies, HSE advisors' stakeholders and schools.
- Avoid a pre-packed curriculum.
- It is okay to rewrite and restructure the curriculum to suit a child/setting/social policy/pandemic.
- Work on it by sections
- Plan for feedback and assessment
- Engaging with schools to encourage community interactions to help build sustainable relationships inside and outside the community.

Formal Curriculum (children aged from birth to six)

Personal Mission, Vision and Goal

Thrive to meet the diverse, emotional, social, cognitive, and physical needs of the whole child. Provide a safe loving atmosphere in which a child can explore and discover through hands on interactions with their environment and peers, also to nourish social engagement; social and interpersonal skills enable pre-school children to communicate effectively with their peers.

Focus for Curriculum.

- Aistear – Well Being, Communication, Identity and Belonging, Exploring and Thinking
- Principles
- Better Start
- Aim

Aistear Framework

Well-Being	
Aim	Learning Goal
Children will be strong, physiology and socially	<ul style="list-style-type: none"> • Make strong attachments, supportive relationships, handle transitions, confident and self-reliant
Positive outlooks on learning	<ul style="list-style-type: none"> • Show independence, make choices, believe their own abilities, and take risks
Creative	<ul style="list-style-type: none"> • Express through play
Identity and belonging	
Aim	Learning Goal
Strong self-identity	<ul style="list-style-type: none"> • Build respectful relationships. • Appreciate the features that make a person
Sense of group identity	<ul style="list-style-type: none"> • Equal • Diverse • Culture
Children will see themselves as capable learners	<ul style="list-style-type: none"> • Develop interest. • Their own strengths • Links to community
Communication	
Aim	Learning Goal
Children will use language	<ul style="list-style-type: none"> • Interact with all peers by listening discussing. • Use expanding vocabulary
Use non-verbal	<ul style="list-style-type: none"> • Body language
Communication Skills	<ul style="list-style-type: none"> • Facial expressions

	<ul style="list-style-type: none"> • Understand turn taking. • Eye contact
Exploring and thinking	
Aim	Learning Goal
Children will explore ways to represent ideas, feelings thoughts	<ul style="list-style-type: none"> • Make marks using drawings paintings. • Plan-Do-Review • Use letters, words, sentences, and numbers
Attitudes towards, Confidence, Risk taking and Dispositions	<ul style="list-style-type: none"> • Develop problem solving. • Take risks. • Open to new ideas

Curriculum Activities

Well-Being

Choice 3x activities

Dance, Football, Quiz

Decision Making

Board Games

Physical activities

Outdoor activities

Communication

Emotion Awareness

Eye Contact

Circle Time

Role play

Work in groups.

Listening, Resolve problems

Identity and Belonging

Social and Emotional skills

Story telling

Childs individual needs

Fun experience

Nature Relationships

Greet each child.

Personalise

Encourage voice.

Exploring and Thinking

Investigating games.

Engage, explore, experiment.

Use objects and materials

Community engagement

Creative art, play dough.

Informal Curriculum (children aged 4 to 12 years -school age childcare)

Informal curriculum – This refers to when the child is not in a school setting, but he/she are still learning with the use of a different learning method. Informal education consists of experiences and living in the family or community.

The curriculum has several key principles to achieve development which is:

Providing Structure with Flexibility: Children need a balance between structured activities and unstructured time, they are free to choose their own activities and partners. Most school days are highly structured, and children need some time, particularly in the afterschool hours, to unwind and follow their own inclinations. Time spent in unstructured activities will help them to focus on the structured activities you offer.

Variety of Activities: We try to provide a wide range of opportunities for learning. Include a mix that develops academic, social, physical, and emotional skills, while giving the children the chance to develop hobbies, skills, and interests they might not otherwise be able to explore. The A.S.E.S.P provides time and place to get the children excited about learning to pursue their own interests and help them develop self-confidence as they explore new talents in areas that may not be addressed for many reasons. The activities we offer are fun and engaging, while enhancing new learning.

Give Choices: The A.S.E.S.P structure programs so children have daily choices about how they will spend their time. This encourages children to take responsibility for their own learning and allows the educator to better meet the needs of all the children.

Provide Opportunities for Input: The A.S.E.S.P works with the children to develop curriculum activities, we allow them to develop a sense of ownership of the program, develop responsibility, and select activities that reflect their interests as they help plan and lead activities.

Equality and Diversity: All children are individuals, unique in their abilities. All children have the right to be treated with respect, positive regard, and dignity. Children should be enabling to acknowledge, respect and affirm diversity to promote equality and to challenge unfair discrimination.

Active learning and meaning making: The educator have the responsibility to provide a rich environments where children can explore, touch, manipulate and experiment with a variety of real life and diverse materials and where children can ask questions, make hypothesis, and develop their thinking.

Relationships: The importance of the role of the educator and the establishment of positive relationships between the educator and child are critical in enhancing and enriching the child's learning and development.

This curriculum is concerned with the totality of the policies and practices established in the setting, the relationships between all participants, the experience provided, the resources, the physical environment, the teaching and learning styles and the system of assessment.

Current curriculum plans:

- Summer
- Diversity
- Where I live
- At the car wash
- My Body
- Shape Detectives
- Time & Money
- Keeping my Body clean
- At the Garage
- Construction
- At the Hospital
- On the Road
- Show Time
- Outer Space

Seasonal curriculum plans:

Ramadan
 Father's Day
 Graduation
 Spring
 in the Garden
 Olympics
 Back to School
 Different Cultures
 Winter
 Autumn
 Chinese New Year
 Valentine's Day
 Halloween
 Christmas

- Equality – Who am I (sexual orientation, culture, religion, ethnicity etc) Hibernation
- Mental Health Easter
Mother's Day
St. Patrick's Day

Activities

The A.S.E.S.P provides a broad range of activities daily, weekly, monthly, and even yearly that promote physical, intellectual, linguistic, emotional, and social development which are sensitive to the individual needs of each child in our after-school's care.

List of Daily Activities:

- Tabletop – (Jigsaws, Board Games etc.) which help develop fine motor skills and mathematical thinking?
- Library & Chill Out Corner – Children sometimes need time out to relax and unwind, develop their emotions or intellectual skills.
- Art and Crafts – (Drawing, Painting, Play Dough, Slime, Messy Play, Drama, Music etc.) This curriculum enables children to explore and express ideas, feelings and experiences through music, drama, and the visual arts.
- Construction Area – (Blocks, Lego etc.) Help the child to become more spatially aware, can encourage inventiveness and can help to promote sensitivity to structure in the immediate and wider environments. The child can draw inspiration from a range of sources, which would include everyday household items, and public sculpture.
- Physical movement – (Football, GAA, Rugby, Jiu-jitsu) Contributes to children's overall development by helping them to lead full, active, and healthy lives.
- Homework – Encourage learning while supporting the child, one on one support also provided.
- Healthy Eating – Every child is provided a hot healthy dinner every day.
- Social Personal - Promotes children's self-awareness and understanding by helping them to manage their own feelings, to recognise and appreciate individual abilities, and to cope with change of various kinds.
- Computers – Introduction to computers, Basic computer skills

All children are encouraged to participate in all activities. The A.S.E.S.P provide weekly and monthly plans to give the parents an insight into what type of activities their children will be exposed to and what they will be learning within their time at the programme.

Example Monthly Curriculum 2019 / 2020

September	Setting in period, Introduction to new group, new friends, Social Personal (all about me)
October	Focus on Halloween Themes, Art & Crafts, dress up, Drama, Story Telling, Culture Difference, Numeracy Programme
November	Winter is here, Art & Crafts, Physical Winter Games, Science Projects, Reading Programmes
December	Christmas Arts & Crafts, Trip to Santa in Cavan, Understanding Jesus, and Different Cultures
January	New Year, New Me / Our Bodies Projects, Art Appreciation
February	Valentines Art and Creations, Friendship / Love & Emotions, History Projects, Numeracy Programme
March	St. Patricks Day Creations, Getting Ready for the Parade, Music
April	Easter Project, Learning about Jesus, Maths Education, Poetry
May	Healthy Habits / Eating, Food Testing from different Countries, Cooking, Numeracy Programme,
June	Zoo and Animal Projects, Summer Fun, A variety of Trips Out
July	Summer Project & Over Night Stay in Cavan, GAA camp
August	Summer Project

Planning

Curriculum planning develop well-co-ordinated, quality teaching, learning and assessment programmes which build children's knowledge, skills, and behaviours as well as their interdisciplinary and or physical, personal, and social capacities.

As an Early Years curriculum is an important part of this process. It is everything that children learn. As a framework it provides information and ideas to support practitioners plan and develop a curriculum that supports children's holistic development through play and other experiences.

The reason for a curriculum is the aim of 'what comes next' for the child to learn and you to teach so that the child moves closer to their learning outcomes.

We also plan to uphold a good confidential partnership with parents. As we are aware parents are a child's main caregiver and having a strong partnership with the parents the child's learning becomes more meaningful when practitioners use information from parents about children's interests, skills abilities, and dispositions as a starting point for new experiences. Therefore, parents are a good source of information when planning activities for a child.

Aims and Goals of this Curriculum.

Visual-Spatial – Provide physical space, very aware of their environments. They like to draw, do jigsaw puzzles, read maps and daydream. They can be taught through drawings, verbal, and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modelling, video, television, texts with pictures/charts/graphs.

Bodily-kinaesthetic - use the body effectively, like a dancer or a surgeon. They like movement, making things, touching. They communicate well through body language and are taught through physical activity, hands-on learning, and acting out, role playing. Tools include equipment and real objects.

Musical – The children love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. Tools include musical instruments, music, and radio.

Interpersonal - understanding, interacting with others. Children learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities. Building friendships with others.

Intrapersonal - understanding one's own interests, goals. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy, and time. They are the most independent of the learners.

Linguistic - using words effectively. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, books, and homework.

Logical -Mathematical - reasoning, calculating. Think conceptually, abstractly and can see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, mysteries. They need to learn and form concepts before they can deal with details.

