

Sharing curriculum updates with parents (Birth-3 years)

Sharing regular updates with parents on their children's interests and experiences in the setting, encourages and helps parents to be actively involved in their children's learning and development. These updates also enable parents to contribute to the curriculum. The *Curriculum Update Template* (page 3), can assist you in sharing information on the curriculum with parents.

Using the template

Having a notice-board outside your room is a great way to share information on the emergent curriculum with parents. You can use this template to create curriculum updates for display on the notice-board along with photos and drawings.

1. Starting point: Use this box to **briefly** note an inquiry or interest that occurred. See the sample on page 2.

2. What we did next: Use this box to jot down quick thoughts on how this interest **might** develop, based on the observation or conversation, your knowledge of the children and other interests that they've had. The update is added to as the interest evolves. Note also the day or date when additions are made to the template.

3. Resources: Use this box to note any requests for materials from home, and as before, note the day or date.

4. Updates on what happened and what we can do next: Use this box to keep parents updated on the 'story' of the inquiry.

5. Parent's Comments: Parents can record their comments in this box.

When complete, the curriculum update can be added, if you wish, to the Group Learning Journal to show how the interest arose and how practitioners responded to that interest and extended children's learning and development. Children's drawings, photographs and practitioners' notes can also be added to the journal. Parents can be encouraged to look at the journal and the update can be linked to *Aistear's* themes.

Group

Toddlers (15 months to 3 years)

Date

DD/MM/YY 20/10/2014

1. Starting point (description/photo of what happened to prompt the interest)

Monday: When we were outside, Matthew (18 months) noticed the birds twittering on the cable overhead. When he pointed and said, *Birdie* the other children noticed and looked too.

2. What we did next

Monday: We took out a book with birds when we came in after playing outside and talked about feeding the birds.

Wednesday: Monika's Dad found a nest in the shed and told us about it. The children were fascinated.

3. Resources

Monday: Anyone have some binoculars? We will see how the children react to them.

Any photos, books with birds in them? Favourite story-books involving birds?

Wednesday: We watched eggs hatching on a website. Any ideas if we could see eggs hatching in real life? This might be the wrong time of year?

4. Updates on what happened and what we can do next

Tuesday: Thanks to Ian, Monika's daddy for bringing in the nest.

Wednesday: We found photos on the internet of different types of nests, after Monika's Dad brought in a nest he found. Matthew, Monika and Daniel loved them. Owl Babies - a big hit at story-time today, thanks Rachel!

Thursday: Rian's mammy told us about an app she heard of so that we could hear different bird songs. We listened to them and the children loved them. We'll find out names of the different birds and get photos of them, and show them to the children.

Friday: Look at the pictures of birds the children made. I love how some used the pink and yellow feathers from the art-box and other children used the chalk.

5. Parents' comments

Rachel talked about *birdy nest* all evening. We got *Owl Babies* in the library yesterday and I think we'll have to buy a copy, she is so into it!

*Daniel drew the bird Matthew saw and called it **Matty bird**.*

Group

Date

DD/MM/YY

1. Starting point (description/photo of what happened to prompt the interest)

2. What we did next

3. Resources

4. Updates on what happened and what we can do next

5. Parents' comments