

Cullompton Pre-school Plan

Focus: Life cycles and school

Summer Term 2nd Half 2023

Curriculum		Our goals	On track - current children	Nurture - current children
<p>Use our Theme to support learning across the new EYFS - using the ideas in the sheets below</p> <p>Ensure we support development in Characteristics of Effective Learning</p>		<p>Notice all children, talk to all children, be kind, respectful and support, listen and praise.</p> <p>Teach names, use names all the time, teach groups/routine/circle rules/pre-school rules/our values (British Values)</p> <p>Daily story and daily singing</p>	<p>Complete at KP meetings and AM briefings each day</p>	<p>List to be completed</p> <p>Groups</p> <ul style="list-style-type: none"> - Star friendships - School friendships - SALT - Wanderers - Feelings/behaviour
<p>CEL's</p>	<p>Playing and Exploring</p> <p>Be able to plan and think ahead</p> <p>Guide own thinking, plan aloud</p>	<p>Active Learning</p> <p>Make independent choices and stay at the activity until completed</p>		<p>Creating and thinking critically</p> <p>Control attention and ignore distractions</p> <p>Use pretend play to imagine</p> <p>Link ideas</p>
<p>Theme</p> <p>Role play</p>	<p>Life Cycles and Nature</p> <p>Jobs week 1</p>			
<p>Book theme - food and nature</p>				

The best for every child	All children deserve an equal chance of success	Reduce disadvantage - close the gap	We believe in inclusion and extra help and nurture
High Quality care	What is it like for a child here?	Do you enjoy being with the children? Do you care for them and notice them all?	We understand that behaviour is communication
Curriculum	We have written a plan of what we want children to learn with us	We have high aspirations for exciting activities, engagement in learning and being engrossed in what the children's interests are	We will plan to inspire, plan to engage, plan for progress and plan for deep level learning and well being while learning. We will nurture
Pedagogy	We will learn about pedagogy and how to plan for our environment and curriculum	We have a mix of free flow, inside and outside, circle times, time to explore with and without support.	Children learn through play, we can guide, we can model, we are all fantastic practitioners and are gentle and kind and supportive and we believe in inclusion.
Assessment	We will notice all children. We will form relationships with all children	We will have regular meetings as key workers to share information and create a learning journey for each child. We believe that is important for us.	We will update our knowledge of child development. We will not write observations in circle times. We will use of learning journeys with the children
Self regulation and executive function	We will help children to focus and concentrate.	We use the Thrive Approach to enable children to understand feelings and manage big feelings and we know these can be overwhelming.	We will help children to ask for help, to plan what to do, to regulate behaviour when we understand the triggers and reasons.
Partnership with parents	We work with the whole family. We enjoy making relationships with our families. We treat everyone equally and with respect and celebrate difference.	We have parent consultations, invite parents in, we email, telephone, hold meetings, share concerns and successes and keep our website and social media up to date.	We share home learning ideas on our blog and on facebook to support the learning at pre-school. We share Chat, play, read resources. We share Tiny Happy People resources We screen all children for Let's Talk More and share areas to support. We hold TAF meetings and safeguarding meetings We promote family support

Area of learning	Key Areas for this half term	Focus Areas for progress for all children Circle time ideas for group leaders	Intention/Impact - free flow - all staff Outstanding practice - our expectations
<p>Communication and Language</p> <p>Interactions</p> <p>Exploring Language</p> <p>Listening and Understanding</p> <p>You can cover all areas during your activity</p>	<p>STAR</p> <p>Listen and talk about stories to build understanding. Listen rhymes and songs and listen for rhyming words Use non fiction books Connect ideas - "why" Why is he wearing a coat - it is cold etc</p> <p>SUN/MOON</p> <p>Describe events in detail - routine, how to get to preschool, what we have done during the day for example. Rhyming Oral Blending - sounds of letters - school really want the children to be able to hear sounds and blend words.</p>	<p>Make observations in circles for those who can't listen to the whole story and write a list for nurture work. Can Stars answer questions about books Add language and add new ideas to children's speech patterns. Model "thinking" - I wonder</p> <p>Provide a language rich circle time.</p> <p>Be careful not to interrupt the flow by nagging - let children talk.</p>	<p>SALT - really focus in on ensuring the groups happen and that the children who need SALT are receiving weekly input and all staff are aware of those children to ensure progress.</p> <p>Ask open questions, let children lead conversation, listen to ideas and help children carry them out.</p> <p>Make mistakes deliberately so that children can correct us and say why we are wrong!</p> <p>Talk out loud about how to work things out, how to make changes, that it doesn't matter if we get things wrong.</p>
<p>PSED</p> <p>Emotions</p> <p>Sense of Self</p> <p>Relationships</p> <p>You can cover all areas during your activity</p>	<p>STAR</p> <p>Select and use activities (with help) - use circle time to develop perseverance and attention. Revisit rules Revisit helping to tidy up Teach the routine for September</p> <p>SUN/MOON</p> <p>Revisit rules and tidy up time. Talk about emotions and how people feel Make sure children listen to each other Solve problems together Turn taking</p>	<p>Lay out three activities - all children to choose and then complete and move around the tables.</p> <p>Encourage the Stars to play together - nurture groups for Star friendships</p> <p>Offer constructive support and recognise achievements and praise a lot. Encourage children to talk about their work and what they made and how and ask why. Help with problem solving. Talk about staying calm, feeling frustrated, excited, fizzy, frazzled - find out what makes the children feel like that?</p>	<p>Show warmth and affection combined with clear and consistent boundaries - develop friendly co-operation between the children and us, encourage, praise and support. Negative responses/facial expressions can be damaging and can cause anxiety in children - we nurture. <i>Andrea's tree - show parents and use the leaves.</i></p> <p>Teach the rules and teach tidying up Support more tidying up in the setting - be specific. "please pick up the..and put it in the..."</p> <p>Understand that all behaviour is communication of a need.</p>

<p>Physical</p> <p>Core Strength and co-ordination</p> <p>Gross motor skills</p> <p>Fine motor skills</p> <p>You can cover all areas during your activity</p>	<p>STAR</p> <p>Develop manipulation and control - gross motor strength in circle times, core strength, good sitting and strong fine motor too. Use tunnels and dens and boxes</p> <p>Explore materials and sensory trays and tools</p> <p>SUN/MOON</p> <p>Gross and fine motor activities to build strength</p> <p>Learn about being healthy Teeth, exercise, food and good behaviours at snack time (children need a reminder about snack rules to support Sarah) and screen time. Being safe on the road, in shops, at the park</p>	<p>Provide regular activities to promote physical skills. Use indoor and outdoor space in circle time. Give them things to carry - tyres, bags, milk bottles to fill with water or sand. Allow less confident children time to watch before having a turn. Support and encourage.</p> <p>Plan activities for circle to build strength</p> <p>Lots of resources are available online or in our "Healthy" box</p> <p>Children do need reminding about snack rules/lunch rules/waiting and lining up. Watch out for who needs the toilet before lunch</p>	<p>Outside play is as important as inside play so we must ensure that the children are our focus.</p> <p>Conversations about children and support they need must take play away from the play and our role is to play and teach and extend in the garden as much as inside the building and during circle times. Get down to child level and join in and lead play.</p> <p>Look out for children who are not joining in the main role play or the activity and observe - what is happening for them? Do they need your help?</p> <p>Inside - can be as active as outside! Bring exercise to your circles, model moving well and being fit and healthy.</p>
<p>Literacy</p> <p>Comprehension</p> <p>Pre - Reading</p> <p>Pre - Writing</p> <p>Incorporate all areas into your activity</p>	<p>STAR</p> <p>Mark make with meaning Recognise name Clap syllables Hear initial sounds Conversations and new vocab</p> <p>SUN/MOON</p> <p>Read individual letters Say the sound for letters Blend the letters h-a-t, c-a-t Rhyming and alliteration</p>	<p>Draw children attention to letters - make a new display in Star with letters one side and numbers on the other. Use the letters for each child's name.</p> <p>Split group to play orchard games or complete harder puzzles to promote vocabulary and language.</p> <p>Focus on a letter at a time in circle to help children, it is hard to help all the children write different letters at the same time</p>	<p>Regular story times are really important so this is an area we do really well as we offer two stories a day and books throughout the setting as well and books that fit with our theme.</p> <p>Books are key to developing vocab, listening skills.</p> <p>Motivate children to write - use the clipboards, ensure any mark making looks inviting, paper is clean and tidy and a variety is available.</p>

<p>Mathematics</p> <p>Numbers</p> <p>Patterns and connections</p> <p>Spatial Reasoning</p> <p>Incorporate both areas into your activity</p>	<p>STAR Link numerals to amounts Construction Shape Counting</p> <p>SUN/MOON 2D and 3D shapes Make shapes with other shapes Talk about patterns/timetables/instructions Cooking, walking to preschool, getting dressed - what order do we get dressed Use numicon Link numerals to amounts</p>	<p>Develop key skills for counting - saying the number name in order and matching one number name to each item.</p> <p>Fold paper - square into triangles etc.</p> <p>Before, morning, afternoon, lunch, later, earlier, first, then, safter, every day we... night time, bed time, tea time, story time, when, yesterday, tomorrow, next week.</p>	<p>Help children match their counting words with numbers for each object. Add counting to every game/activity outside. Draw attention to the numbers outside, the 100 board.</p> <p>Chat about home and preschool timetables</p> <p>Do the children know about watches and clocks and telling the time and the name of the hours/minutes/seconds - measure time.</p>
<p>Understanding the World</p> <p>Personal Experiences</p> <p>Diverse World</p> <p>Widening vocabulary</p> <p>You can cover all areas during your activity</p>	<p>STAR Encourage care and respect for living things - our caterpillars. Explore changes over time Explore changes to materials - cooking, melting, snapping, bending.</p> <p>SUN/MOON Name and describe familiar people and family Comment on historical pictures, old photos, teach that things happened before they were born. Explore the natural world around us. Recognise similarities between our life and that in other countries.</p>	<p>Non fiction books, video's on ipads Use magnifying glasses to explore items Use the transient art items, go and collect items from the gardens. Science experiments</p> <p>Use the special books My House page Baby photos and photos now - change Cullompton old pics - our new photos</p> <p>Has everyone been to a beach? Some children may not.</p>	<p>Children's natural curiosity needs to be nurtured, nourished and extended to include their friends in the setting.</p> <p>During free flow take time to talk and notice and commentate and look and explore and inspire and create curiosity and wonder about what you can see and what you know.</p> <p>Plan and introduce new vocabulary all the time.</p>

<p>Expressive Arts and Design</p> <p>Imagination and Creativity</p> <p>Self expression</p> <p>Communicating through arts</p> <p>Incorporate both areas into your activity</p>	<p>STAR</p> <p>Move and dance to music</p> <p>Use voices to make noise and sing - record ourselves</p> <p>Use the metronome for rhythm</p> <p>Make small worlds</p> <p>Role play at circle times</p> <p>SUN/MOON</p> <p>Explore instruments - record ourselves and play it back</p> <p>Video us singing action songs and play back</p> <p>Explore rhythm</p> <p>Develop role play</p> <p>Junk modelling</p>	<p>Using instruments and our body percussion (letters and sounds) and environmental sounds</p> <p>We have guitars as well and lots of instruments and we have a metronome for us for keeping rhythm and time.</p> <p>Use the ipad for video</p> <p>Use role play sets from the external store for a circle time</p> <p>Work with the junk modelling bits to make creations - let the children lead - help them to learn how to join bits - glue, stapler, string - which is best?</p>	<p>We have a good range of 'open-ended materials' that children can use how they like, constructing, manipulating, and transforming them through self-directed play.</p> <p>This will allow them to explore and inquire in an active and participatory way, expressing their thoughts, actions and ideas in many different ways.</p> <p>We can also learn to appreciate the creative work of others, including art, music, dance and performance.</p> <p>Be imaginative and experimental and have fun with the children - build anything they like - look up ideas with them.</p>
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