

Cullompton Pre-school Plan

Focus: **Health and Nature**

Spring Term 1st Half 2024

Curriculum	Our goals	On track - current children	Nurture - current children
<p>Use our Theme of the week 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>CEL's</p>	<p>Playing and Exploring</p> <p>Bring the children's interest and fascinations into the setting</p> <p>Respond to new experiences</p>	<p>Active Learning</p> <p>Begin to correct mistakes</p> <p>Predict sequences - know that lunch is next</p>	<p>Creating and thinking critically</p> <p>Take part in simple pretend play</p> <p>Confidence to come up with their own ideas.</p>
<p>Theme</p> <p>Role play</p>	<p>Gardens and Nature</p> <p>Doctors - being healthy</p>		
<p>Continuous Provision - see separate rota on the whiteboard</p>		<p>BOOK theme - 5 books a week - GARDEN 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><i>You can cover all areas during your activity</i></p>	<p>STAR</p> <p>Bring their own interests and fascinations into the setting</p> <p>Copy words and gestures Say how they are feeling Develop pretend play</p> <p>SUN/MOON</p> <p>Use a wider range of vocabulary Know many rhymes Talk about familiar books and tell a long story Understand how to listen and to be able to listen carefully.</p>	<p>Cover themes and ideas and experiences in circle times to support focused attention and concentrating.</p> <p>Encourage children to talk - comment x 4 to 1 question</p> <p>Promote and model active listening - engross yourself in listening - tell the child you are really interested in what they are saying. Praise listening.</p> <p>Conversation is key to all other areas.</p>	<p>Make time for conversation - sit at snack time/chat to children at lunchtime. Talk to every child. Who gets missed out? Who avoids talking?</p> <p>See how long you can keep a conversation going with a child and ask a staff member to write it down as an example of sustained shared thinking - use why, how, what, when - no closed questions!</p> <p>See if you can recognise it in others practice.</p> <p>Why, where, how, when, what?</p> <p>Listen and respond, name things when playing, commentate on the play.</p>
<p>PSED</p> <p>Emotions</p> <p>Sense of Self</p> <p>Relationships</p> <p><i>You can cover all areas during your activity</i></p>	<p>STAR</p> <p>Safely explore emotions beyond their normal range through play and stories Notice and ask questions about differences - hair colour eye colour etc</p> <p>SUN/MOON</p> <p>Follows the rules, understanding why they are important. Understand how others feel Talk about feelings</p>	<p>I feel sad when... I feel cross when...</p> <p>Learn about diversity and inclusion and differences - look at different countries and schools</p> <p>Hair colour, types of hair, gender, special needs, height, lunchboxes, drinks bottles etc</p> <p>Use visual reminders for rules - our widgets</p>	<p>Make observations on who can resolve conflict, who can talk about emotions and who is good at turn taking and waiting.</p> <p>Emotion puzzles and emotion balls</p> <p>As the year proceeds we must increase challenge and provide new resources.</p> <p><i>Children need us to interact calmly and sensitively - we must stay calm ourselves. If we become or sound challenging by raising our voice a child may become more aggressive - acting out because they feel sad, they may go on to hit more to make others sad to share the pain.</i></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>Try different foods Enjoy finger foods Clap and stamp to music Learn to use the toilet Collaborate with friends</p> <p>SUN/MOON</p> <p>Uses one handed tools Use a good pencil grip Use a knife and fork Develop small motor skills</p>	<p>Introduce new foods in a circle time Value choices children make and encourage healthy eating</p> <p>Discuss toileting with families. We have sent an email with info to them all.</p> <p>Support scissor use Support tripod grip Games and activities with lots of fine motor work. Arm and shoulder strength.</p>	<p>Core strength is children's ability to keep their position and move from the centre of their body outwards. If core strength is underdeveloped, children will struggle with gross motor skills and fine motor skills, stability and balance. This will affect their ability to coordinate more refined movements.</p> <p>Children should be able to move their hands without moving their arms and be able to move lower arms and wrists independently!</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>Enjoy drawing freely Make marks for their name Have favourite books</p> <p>SUN/MOON</p> <p>Write some letters accurately Write some or all of their name Read individual letters - sound them out</p>	<p>Provide a wide range of stimulating materials. Large scale or small scale.</p> <p>Letters and numbers - the difference. Names are different to drawings.</p> <p>Teach the letter sounds Help the children form letters.</p>	<p>Mark making trolley outside and inside Chalk drawing on the stones, fence.</p> <p>Numbers and letters displayed in the garden</p> <p>When reading - show children some words and long/short, there is always a space, we read left to right, we turn pages one by one, we read every word to help us learn the story and know what is happening.</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</p> <p>Complete inset puzzles Build with a range of resources Show finger numbers to 5 Develop fast number recognition - know there are 3 without counting</p> <p>SUN/MOON</p> <p>Select shapes appropriately Combine shapes Talk about patterns Create patterns Use language of sequence - first, next, last, at the end, before.</p>	<p>Provide blocks and jigsaws at different levels. Add numbers onto pots - how many should be in this pot?</p> <p>Talk about shapes - flat, sides, pointy corner, round Go out and about to look for road signs, Patterns on rugs, wall paper - provide objects and materials for children to play freely with.</p>	<p>Use opportunities in free flow to count, to recite numbers, to add one more or take one away. Count friends by the swing, kitchen, on the frame</p> <p>Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</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</p> <p>Explore different materials Use all senses in exploration of materials Understands indoor/outdoor - different clothes</p> <p>SUN/MOON</p> <p>Talk about differences between materials and changes they notice Understand life cycles Plant seeds and care for plants and learn about growth and change Understands healthy foods and health and illness and exercise and dental hygiene.</p>	<p>Treasure baskets - Transient art Provide exciting and stimulating resources.</p> <p>Attractions and Repulsion - magnets Stretch, snap, bend, water, gravity. Cooking - how it changes the item e.g. pasta hard to soft. Show and explain the concept of growth and change and decay.</p> <p>Care for animals and take part in experiments - rearing chicks and caterpillars.</p>	<p>Children need to be able to form positive relationships, especially with other people who do things differently to themselves and their family.</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>Join in with songs and rhymes Explore sound makers and instruments and play them in different ways. Notice patterns with strong contrasts. Make simple models that share their ideas</p> <p>SUN/MOON</p> <p>Explore different materials freely, in order to develop their own ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Draw with increasing complexity and details</p> <p>Explore colour and colour mixing</p>	<p>Learn new songs, and make new song stones/spoons/props</p> <p>Make instruments and use the claves Use the metronome for rhythm</p> <p>Make simple craft items together - letting the children take their own path</p> <p>Learn about new artists</p> <p>Use collage with many varied and interesting textures and colours</p> <p>Teach colour mixing in different ways and do experiments at circle time.</p> <p>Choose a craft to make from pinterest and then collect what you need, watch the video perhaps and then make it together - allowing interpretation and imagination to develop</p> <p>Teach children how to draw - build confidence, praise, value all work.</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>
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