

Cullompton Pre-school Plan

Focus: **Our World**

Spring Term 2nd Half 2025

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| Curriculum | | Our goals | | On track - current children | Nurture - current children |
| Use our Theme of the week to support learning across the new EYFS - using the ideas in the sheets below Ensure we support development in Characteristics of Effective Learning | | Notice all children, talk to all children, be kind, respectful and support, listen and praise. Teach names, use names all the time, teach groups/routine/circle rules/pre-school rules/our values (British Values) Daily story and daily singing | | | |
| CEL's | Playing and Exploring Be more independent Respond to new experiences | Active Learning Keep on trying when things are difficult Know the routines | | Creating and thinking critically Make links between ideas Sort items away at tidy up time | |
| Theme | Animals and | | | | |
| Role play | Explorers and Zoo/days out | | | | |
| Continuous Provision - see separate rota on the whiteboard | | | BOOK theme - 5 books a week - Animals | | |

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| 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 |
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| <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>Understand longer instructions Understand who what and where Develop conversation Use a wider vocabulary Use lots of talk in play - adults to model and play alongside in circle times.</p> <p>SUN/MOON</p> <p>Understands why questions Understand how to listen and why listening is a good skill Describe events in detail Talk about how things work</p> | <p>Allow time for children to talk and share ideas at circle, don't be in a rush to get on with the activity.</p> <p>Play instruction games, kim's game, make up your own, make a dice with instructions on it.</p> <p>Really practice "I wonder...."</p> <p>Give children 7-10 seconds to answer - practice this at circle time and in free flow - don't offer an answer straight away. Open questions and ensure you notice if a child looks really uncomfortable and move on from them.</p> <p>Promote good listening - definitely and area we need to work on!</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> |

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| <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>Play with other children Try new things, express preferences Remember rules Understand feelings in others Make healthy choices about food and drink. Try new foods in circle time</p> <p>SUN/MOON</p> <p>Build good relationships Develop their sense of community and belonging. Consider others and their feelings Be independent Learn about being healthy</p> | <p>Model playing in circle time Allow free access to some toys at circle and teach how to put them away - just one section of the Maths area for example.</p> <p>Offer lots of choices</p> <p>Make sure children are encouraged to listen to each other and to staff Congratulate children for kindness. Nurture friendship groups High expectations for following routines</p> | <p>As the year proceeds we must increase challenge and provide new resources.</p> <p>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.</p> <p>Teach the rules</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>Explore materials and tools Develop gross and fine motor skills Develop independence Develop Physical skills - hoping, skipping, crawling etc. Learn actions to harder songs.</p> <p>SUN/MOON</p> <p>Develop good posture - no leaning on walls at circle time ideally. Develop fine motor skills Develop ball skills - throwing, catching, aiming, batting, kicking and passing</p> | <p>Gross and fine motor work, dough gym and clay in Star group. Yoga, Gym, Soft play. Action games, dice with jump/skip/hop in them.</p> <p>Look up new songs online, send them to me to print and we can learn them.</p> <p>Remind children about good posture. Check feet are on the floor when on a chair. Develop core strength skills at circle times</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> |

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| | | Different range of balls, start small and build up to bigger football size. Teach to bat and pat and pass. | |
| <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>Promote singing more - find and learn new songs to share with Sun and Moons</p> <p>Shares ideas about a story - can they "wonder..."</p> <p>Recognise print - letters for their name</p> <p>SUN/MOON</p> <p>Learn letter sounds</p> <p>Use letters and sounds activities</p> <p>Write and enjoy mark making</p> | <p>Literacy in circle times, read stories, talk about the books, characters, what could they do, can they make up a story, write it together, use props, can they suggest an idea. Recognise names and letters.</p> <p>Silly soup, tray games, matching games, alliteration.</p> <p>Teach children to write and draw.</p> | <p>Mark making trolley outside and inside</p> <p>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>Compare sizes and weights and heights</p> <p>Understand routines</p> <p>Practise counting</p> <p>Look at 2D and 3D shapes</p> <p>SUN/MOON</p> <p>Recognise 3 objects = 3 without counting</p> <p>Show finger numbers to 5 without copying us. Don't show them first!</p> <p>Experiment with mark making for numbers - tally charts</p> <p>Talk about routes to pre-school, how we get outside etc.</p> | <p>Provide circle times with different sized objects - order items in height - teddies/bottles etc.</p> <p>Count everything, blast off and hide and seek - regularly use counting in a game</p> <p>Language of time and routine</p> <p>Go out and about to look for road signs, House numbers and names</p> <p>Shop names - take photos and print them</p> <p>Tally chart games, trips out - routes</p> | <p>Use opportunities in free flow to count, to recite numbers, to add one more or take one away.</p> <p>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> |

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| <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 nature in the garden and on walks Enjoy cause and effect toys and activities Learn about different jobs</p> <p>SUN/MOON</p> <p>Learn about each others life story - where born, siblings, house etc Around the World Learn about jobs people do Learn how things work Learn about respecting the environment and animals in it.</p> | <p>.</p> <p>Use mirrors outside, big and small, mirror tray. Look for mini beasts, use umbrellas in the rain, cut the grass, search for spring flowers. Explore occupations Lay out cause and effect toys - they are in the back shed.</p> <p>Talk to key families, revisit special house in Learning journey. Talk about the relatives Explore occupations Explore interesting themes/equipment Animals and Zoo theme - link to circle times.</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> |
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| <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>Explore paint, make own paint, paint with other items instead of brushes. Enjoy pretend play - use role play at circle times.</p> <p>Use clay, dough, sensory items like gloop .</p> <p>Explore colour</p> <p>SUN/MOON</p> <p>Explore small world, tidy the boxes, use it as a learning experience, what can we add to this box - make a list.</p> <p>Listen and distinguish sounds/music/art</p> <p>Learn to draw.</p> <p>Explore colour</p> | <p>Textured paint, let the children add what they like to a chosers colour - links into preferences in PSED.</p> <p>Bring out role play sets from the external store to use. Then pack away - make a list of what we can add to the set.</p> <p>Colour activities, mixing colour in trays/bags/on bubble wrap/ coloured water.</p> <p>Take one box at a time, add books, make a list. "I wonder.....what else do we need"</p> <p>Learn new songs, and make new song stones/spoons/props</p> <p>Learn about new artists</p> <p>Can we copy an artists style - what do we need, what colour, what shapes?</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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