

Cullompton Pre-school Plan

Focus: What, Why and How!

Summer Term 1st Half 2025

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 Use resources and strategies to achieve a goal set by themselves Participate in routines		Creating and thinking critically Control attention and ignore distractions Sort materials - know where things live and help to tidy away	
Theme	Science and Tech = what why and how				
Role play	Pirates				
Continuous Provision - see separate rota on the whiteboard			BOOK theme - 5 books a week - Pirates		

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>Use sentences of 4 - 6 words Answer why questions Use future and past tense Sing lots of different songs Investigate different concepts and "things" - living/hobbies/sports/tech</p> <p>SUN/MOON</p> <p>Learn new vocabulary Bring objects in from home to explore Teach "how" and "why" - note who needs support to extend their thinking Explore rhyming through books and songs Use non fiction books.</p>	<p>Make observations in circles for who can't 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>Teach new ideas/concepts - use the curriculum board for ideas. Use the theme of the week, adding in Maths/Literacy Use cue cards to explore the object - what colour is it, what shape is it, what does it smell like? (I will make some for us to use) 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>Display quality books.</p>
<p>PSED</p> <p>Emotions</p> <p>Sense of Self</p> <p>Relationships</p>	<p>STAR</p> <p>Provide consistent and warm and nurturing care at all times. Explore emotions Play together Develop independence at snack time - small jugs to pour. Pack plates away. Set up an activity with an "end" - can all children settle to it and complete it. Develop perseverance</p>	<p>Be aware of quiet children/children who don't like the spotlight - make a note for nurture work. Use circle time to see who can play with other children and who is still playing alongside. Make observations - some children may need more help to play and manage conflicts.</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. Andrea's tree - show parents and use the leaves.</p> <p>Teach the rules and teach tidying up</p>

<p>You can cover all areas during your activity</p>	<p>SUN/MOON</p> <p>Show resilience and perseverance - complete a task. Work together. A craft task or building task or pattern task or counting task or a game. Support all children to recognise the rules and when they break them. Emotion work and language</p> <p>Support more tidying up in the setting</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.</p> <p>Talk about staying calm, feeling frustrated, excited, fizzy, frazzled - find out what makes the children feel like that?</p>	<p>Support more tidying up in the setting - be specific. "please pick up the..and put it in the..."</p> <p>Keep an eye out for play getting tricky/sharing being difficult and friendships and kindness. Praise all positive interactions and support problematic friendships and play. Ensure all children are able to talk about their feelings and praise them for doing so. 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>Action games - musical statues, duck duck goose, promote movement and music. Yoga, gym, soft play. Exercise. Patterns of movement, rhythm. Use tools safely - scissors, hammers etc</p> <p>Good pen grip</p> <p>Independence - find shoes/coats/bags from a pile and put coats on. Learn about being healthy.</p> <p>SUN/MOON</p> <p>Develop overall body strength, co-ordination, balance and agility. Finger gym in circle time</p> <p>Pen grip</p> <p>Use forks/knives/hammers/tools</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>Dance routines, yoga, gym, exercise - Go Noodle. Lie down outside, look up at the sky, watch the clouds move. Sit in the willow dome - experience stillness and quiet.</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>Recognise names and initial letters Sound out initial letters Play literacy games Use letters and sounds Develop listening skills using games</p> <p>SUN/MOON</p> <p>Alliteration and Rhyme Clap syllables Use Letters and Sounds for circle plans Form letters/write name Promote writing and drawing at circle time - Recognise letters</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>Robot Reg Phonics work 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>Check all pen grip and support to write their name.</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>Lots of counting, inside and outside - count everything! Add more/take away. Notice patterns Compare length, size, weight and capacity Talk about journeys. Talk about positional language.</p> <p>SUN/MOON</p> <p>Compare length, size, weight and capacity Focus on timetable of the day - at home and preschool Play card games - match playing cards. Use dice and collect the right amount of items. Use numicon</p>	<p>Develop key skills for counting - saying the number name in order and matching one number name to each item.</p> <p>Model estimating - I think there are 6 - then count. Count plates, cups, children, fruit 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>Look at size around the garden, leaves, flowers, trees, clouds, stones, balloons, jugs - anything you can see.</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</p> <p>Explore collections of natural items, shells, pebbles, bark, leaves, seeds, compost etc. Talk about what they see - vocab. Understand family Plant seeds and look after them.</p> <p>SUN/MOON</p> <p>Know that there are different countries in the world Talk about family and community Learn about Cullompton Show photos of what is used to look like - what has changed. What will change Go out and take photos Send letters - go and post them.</p>	<p>Use magnifying glasses to explore items Use the transient art items, go and collect items from the gardens. Use special books to look at together.</p> <p>Plant cress which grows quickly, make faces on plant pots to make cress heads!</p> <p>Talk about holidays, I will email parents to ask for photos and places they have been for a display in Moon. May not be many given lockdown!</p> <p>Who is important to us, where do we like to go with our family, who do we love, what pets do we have,</p> <p>Make postcards and send them home - learn our address.</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>Provide sound matching games Play and share a wide variety of music from around the world, on the radio, rock/pop/classical etc - historical and modern music and interesting instruments. Learn to draw faces, shapes, to music, for feelings.</p> <p>SUN/MOON</p> <p>Learn about artists and recreate their patterns or colour or style of painting. Talk about what each child likes about a painting. It is realistic? Learn about dance styles - ballet, hop hop, Irish dancing, tap dancing - watch and practice - do we like that style? Play musical instruments together Sing together Use film and TV experiences too.</p>	<p>Using instruments and our body percussion (letters and sounds) and environmental sounds</p> <p>What films have the Stars watched - ask the parents at pick up and write a list to share. Teach drawing at circle time and look for pen grip</p> <p>Use the art books I have brought in, I will print some more resources as well.</p> <p>Look up and experience all kinds of dance, movement and music.</p> <p>We have guitars as well and lots of instruments and I will order a metronome for us for keeping rhythm and time.</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 - learning dances and routines.</p>
--	---	--	--