

## Cullompton Pre-school Plan

Focus: **Settling in - routine and rules and exploring**

**Autumn term - 1st half 2025**

| Curriculum   | Our goals  | On track - current children  | Nurture - current children   |
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| Home life<br>Pre School life<br>Friends and family | <p><b>Notice all children, talk to all children, be kind, respectful and support, listen and praise.</b></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> |  |  |
| CEL's  | <p><b>Playing and Exploring</b></p> <p>Observe children inside and outside</p> <p>Opportunity for free play</p> <p>Provide new materials and experiences</p>   | <p><b>Active Learning</b></p> <p>Learn routines</p> <p>Encourage children to keep trying when things are hard</p> <p>Trial and error</p> | <p><b>Creating and thinking critically</b></p> <p>Less interruptions to play</p> <p>Use learning journeys with children to talk about achievements and memories</p> <p>Make links between ideas - look for connections</p> |
| Theme  | Me - who I am and my home and my community and my pre-school.  |  |  |
| Role play  | Baby role play - free flow   |  |  |

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| The best for every child               | All children deserve an equal chance of success  | Reduce disadvantage - close the gap - follow each child's path.  | We believe in inclusion and extra help and nurture and neurodiversity and the unique child.  |
| 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.<br><br>We share Chat, play, read resources.<br>We share Tiny Happy People resources<br>We screen all children for Let's Talk More and share areas to support.<br>We hold TAF meetings and safeguarding meetings<br>We promote family support |

| Area of learning                             | Key Areas for this half term   | Focus Areas for progress for all children<br>Circle time ideas for group leaders   | Intention/Impact - free flow - all staff<br>Outstanding practice - our expectations   |
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| Communication and Language                   | STAR<br><br>Listens to songs and music<br>Moves to music<br>Can play for short periods<br>Listens to a short story (may not be sitting)  | Support children to join in action rhymes.<br><br>Sing every circle/story time<br><br>Share books, talk about the books/story<br>"I wonder..."   | Make time for conversation - sit at snack time/chat to children at lunchtime. Talk to every child.<br><br>Who gets missed out? Who avoids talking?  |
| Interactions                                 |  |  |   |
| Exploring Language                           | SUN/MOON<br><br>Understands routines<br>Listens to a story<br>Joins in with a familiar story<br>Able to follow directions<br>Develops ideas of concept   | Look at specific areas of interest - vocab - animals, tools, houses, shops - ask questions, write lists, make notes, write list, talk, conversations, plans, what's happened today, what will we do tomorrow?<br><br>Conversation is key to all other areas.   | High quality interactions are vital.<br><br>Why, where, how, when, what?<br><br>Listen and respond, name things when playing, commentate on the play, provide vocab - a child who hears more words will do better at school.  |
| You can cover all areas during your activity |  |  |   |
| PSED   | STAR   |  |   |
| Emotions                                     | Settle in and form relationships.<br>Use Thrive techniques<br>Children are interested in others<br>Make children feel safe and secure.<br>Develop confidence<br>Learn names of staff and friends             | Use photos of family<br>Use mirrors<br>Be attentive  | Separation anxiety is normal<br>Consider lockdown experiences<br><br>Emotion puzzles and emotion balls  |
| Sense of Self                                |  |  |   |
| Relationships                                | SUN/MOON<br><br>Learn names and make friends<br>Play with others<br>Separates from carer<br>Develop sense of belonging at pre-school<br>Able to co-operate <b>when not anxious</b> with rules and boundaries | Research shows that from birth, experiences and adult responses influence how children self-regulate and deal with emotions. Meeting children's emotions is critical, even when some are harder to understand or when they evoke strong feelings in you.<br><br>Support children to learn the routine. | Children will experience a wide range of emotions, some will be overwhelming.<br><br>Behaviour can be an expression of feelings or emotions. To help children make sense of this, and have the best effect, approach them with empathy, supporting and guiding them to identify and deal with their emotions. |
| You can cover all areas during your activity |  |  |   |

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| <p><b>Physical</b></p> <p><b>Core Strength and co-ordination</b></p> <p><b>Gross motor skills</b></p> <p><b>Fine motor skills</b></p> <p><b>You can cover all areas during your activity</b></p> | <p><b>STAR</b></p> <p>Gain control of body/co-ordination<br/>Opportunities to move<br/>Soft play<br/>Use the garden - bikes, scooters.<br/>Teach independence - toilet time, drinks time, snack time. Recognise coats, drinks, bags, shoes - collect them at the end of the day.</p> <p><b>SUN/MOON</b></p> <p>Strength in body to sit properly?<br/>Explore materials and tools - craft at circle times<br/>Teach independence - Recognise coats, drinks, bags, shoes - collect them at the end of the day.<br/>Teach self care - sleep, eating healthily, brushing teeth, washing hands, toilet time.</p> | <p>Dance, skip, crawl, stamp, clap, run, balance, spin, roll, walk, jump, climb, push, pull, drag, carry, lift, skip, hop, riding, ball skills.<br/>Tunnels, dens, obstacle courses.<br/>Drawing under the table, on the fence, painting the fence, draw to music.<br/>Encourage children to be confident movers<br/>Older children engage in weight bearing skills and develop upper arm strength, mobility, control and balance. This could be by hanging from climbing equipment or lifting and manipulating large, heavy and awkward objects.<br/>Forest School</p> | <p>Gross motor work with targeted children. Look for W sitters, children who get tired, children who cannot climb, introduce tummy time activities around a builders tray.</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>Practice Row the Boat -who doesn't move - make a note</p> <p>You should notice what children are doing physically and make sure that what they can use indoors and outdoors is challenging enough. You need to know about each child's physical development.</p> |
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| <p><b>Literacy</b></p> <p><b>Comprehension</b></p> <p><b>Pre - Reading</b></p> <p><b>Pre - Writing</b></p> <p><b>Incorporate all areas into your activity</b></p>              | <p><b>STAR</b></p> <p>Action rhymes and stories and songs<br/>Sound play - outside and inside sounds<br/>Sensory play/mark making<br/>Use transient art kit<br/>Chalk, charcoal, pens, brushes and water</p> <p><b>SUN/MOON</b></p> <p>What print means, how we read, what are letters used for.<br/>Take time over stories, building up from short to longer ones.<br/>Ask questions, talk about every character, use story sacks and props. Make up our own stories and write them out drawing attention to names, words as you write.</p> | <p>Letters and numbers - the difference.<br/>Names are different to drawings.</p> <p>Packaging, birthday cards, wrapping paper, magazines, logo's, menus, comics, books, labels, picture cards, our widgets, names.</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. Children learn language by watching us write. You could write labels in front of them, while you explain what the word is. Use these labels for everyday objects like windows, doors or chairs.</p> | <p>Mark making trolley outside and inside<br/>Chalk drawing on the stones, fence.</p> <p>Numbers and letters displayed in the garden</p> <p>Only natural signs outside</p> <p>Swing rules - draw attention to the posters</p> <p>Read books with children outside as well.</p> <p>Listen to the different sounds outside.<br/>Draw attention to them</p>  |
| <p><b>Mathematics</b></p> <p><b>Numbers</b></p> <p><b>Patterns and connections</b></p> <p><b>Spatial Reasoning</b></p> <p><b>Incorporate both areas into your activity</b></p> | <p><b>STAR</b></p> <p>Number songs and rhymes and games<br/>Compare amounts and sizes - lots, more, same, bigger and smaller.<br/>Complete inset puzzles<br/>Building with lots of items - blocks, junk modelling, boxes.</p> <p><b>SUN/MOON</b></p> <p>Teach counting 1-5<br/>Compare size, weight, length, capacity<br/>Patterns in routines of our day<br/>Patterns in circle time - day/count/activity</p>   | <p>Maths circles - work on recognition, counting and repetition. Write good observations.</p> <p>Construction available in free flow but can be used for circles times as well to freely explore during small group time.</p> <p>Use number lines, lay out numbers, hold numbers up so friends can count out and say who comes next. Developing a strong grounding in number is essential</p> <p>Water, baking, cooking, smoothies, height, measuring, building, sand.</p>   | <p>Use opportunities in free flow to count, to recite numbers, to add one more or take one away.<br/>Count friends by the swing, kitchen, on the frame</p> <p>Water play - filling and emptying, capacity, weight, use vocab - half full, nearly full, empty etc.</p> <p>Puzzles on the carpet. Puzzles out at story time, can listen and do.<br/>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><b>Understanding the World</b></p> <p><b>Personal Experiences</b></p> <p><b>Diverse World</b></p> <p><b>Widening vocabulary</b></p> <p><b>You can cover all areas during your activity</b></p>                | <p><b>STAR</b></p> <p>Explore natural materials - inside and outside</p> <p>Explore natural world around us</p> <p>Make connections between families</p> <p>Sense of self</p> <p><b>SUN/MOON</b></p> <p>Use photos to talk about families and life stories and memories.</p> <p>Talk about what they can see</p> <p>Use all senses in exploration</p> <p>Explore natural materials</p> | <p>Use our curriculum ideas to learn about concepts and themes. Incorporate any other areas of learning to the plans. Vocab and communication is key to all areas.</p> <p>Use the back garden more. Go out in the rain and splash in puddles. Bring in umbrellas. Bring in items from home, use items from all zones for your circle times.</p> <p>Use photos from families for circle time and displays.</p> <p>Take your circle times out of pre-school with the correct ratio's.</p> <p>Use technology.</p> <p><i>Inspire and create awe and wonder.</i></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>Talk to every parent over a week, give positive feedback not just an accident form. Use your notebooks to have one observation a day to share.</p> |
| <p><b>Expressive Arts and Design</b></p> <p><b>Imagination and Creativity</b></p> <p><b>Self expression</b></p> <p><b>Communicating through arts</b></p> <p><b>Incorporate both areas into your activity</b></p> | <p><b>STAR</b></p> <p>Songs, sounds, dancing, music, instruments</p> <p>Painting, mark making, sensory, junk modelling, colours.</p> <p>Role play for a circle time</p> <p><b>SUN/MOON</b></p> <p>Small world imaginative play</p> <p>Role play in circle time.</p> <p>Combine different sets to create complex worlds.</p> <p>Colour exploration</p>                                  | <p>Stimulate early interest in making marks. Offer a wide range of materials to explore - gloop, foam, mud, paint on hands and feet, ipad, learn the colours.</p> <p>Help children develop pretend play - home corner in Star room</p> <p>Play in circle time. Set up a mini tray or 2 - pretend baking, tea set, picnic, party.</p> <p>Use new small world islands.</p> <p>Ask for donations of items from families.</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>  |

