

Cullompton Pre-school Plan

Focus: Theme work - Disney

Autumn term - 2nd half.

Curriculum		Our goals	On track - current children	Nurture - current children
Listening and Attention		<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>		
CEL's	<p>Playing and Exploring</p> <p>Observe children inside and outside</p> <p>Opportunity for free play</p> <p>Provide new materials and experiences</p>	<p>Active Learning</p> <p>Learn routines</p> <p>Encourage children to keep trying when things are hard</p> <p>Trial and error</p>		<p>Creating and thinking critically</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	Disney - use this to engage			
Role play	Vets to start with			
Continuous Provision - see separate rota				

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>Understand simple questions - "who" "what" "where"</p> <p>Understands longer sentence instructions - make your teddy jump etc</p> <p>Can use multi syllabic words - banana</p> <p>Uses two words together</p> <p>SUN/MOON</p> <p>Understand a question/instruction with 2 parts.</p> <p>Understand why questions</p> <p>Uses sentences of 4-6 words</p> <p>Can hold a conversation</p> <p>Understands use of objects</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>LTM screenings ongoing</p> <p>Check who uses sentences of more than 6 words - monitor</p> <p>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?</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.</p> <p>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>You can cover all areas during your activity</p>	<p>STAR</p> <p>Develop friendships with other children</p> <p>Notice and ask questions about differences</p> <p>Talk about feelings in detail</p> <p>SUN/MOON</p> <p>Select and use activities with support - help children to achieve a goal either of their own choosing or from us.</p> <p>Become more outgoing.</p>	<p>Support children to find ways to join in with other children and their play.</p> <p>Hair colour, types of hair, gender, special needs, height, lunchboxes, drinks bottles etc</p> <p>I feel sad when... I feel cross when...</p> <p>As the year proceeds we must increase challenge and provide new resources.</p> <p>Model new activities.</p> <p>Develop confidence when visitors come in</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>Give positive praise in all situations and ensure we notice the children who have these skills - proximity praise.</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>Enjoy kick, throwing and Catching balls Fit themselves into spaces, dens/boxes/tunnels Develop manipulation and control Gross and Fine Motor skills Toilet training</p> <p>SUN/MOON</p> <p>Toilet training - speak to parents Skip and hop and pose for games Take part in group activities Able to remember sequences of sounds/movements Make healthy choices about food, drink, exercise and teeth.</p>	<p>Tunnels, dens, obstacle courses.</p> <p>Drawing under the table, on the fence, painting the fence, draw to music. Physical games - develop strength Discuss with key children's parents</p> <p>Encourage children to be confident movers Forest School</p> <p>Music games, matching patterns of movements and sounds Teach a healthy lifestyle Conversations Exercise Dental health</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>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 sharing books with an adult Have favourite books Pay attention to the books Ask questions about the books Develop play around stories</p> <p>SUN/MOON</p> <p>Phonological awareness Spot and suggest rhyming words Count and clap syllables Recognise words that start with the same letter</p>	<p>Letters and numbers - the difference. Names are different to drawings.</p> <p>We will be working hard on story telling and enjoying books - we will have 5 books a week to read around our other theme to glue it all together.</p> <p>Packaging, birthday cards, wrapping paper, magazines, logo's, menus, comics, books, labels, picture cards, our widgets, names.</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>Read books with children on the carpets</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 amounts - lots more same Lots of counting - 1-2-3-4-5 Compare sizes and weights using vocabulary Notice patterns and arrange items in patterns</p> <p>SUN/MOON</p> <p>Link numerals and amounts Experiment with symbols and marks for numerals. Talk about 2D and 3D shapes Describe a familiar route</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>Talk about shapes - flat, sides, pointy corner, round Go out and about to look for road signs, make maps, photo's of front doors - how do you get to preschool. Make a trail/course to follow and then describe. Flowing water challenges/complex train track - vocab - in, on, under, behind, next to, between, beside, alongside, underneath etc.</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>Notice differences between people - reflect diversity Use photos of the children in circle Use photos of pre-school life from blog on the ipad</p> <p>SUN/MOON</p> <p>Talk about what they see, develop wide vocabulary. Shows an interest in different occupations Respect and care for the natural environment</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>Attractions and Repulsion - magnets Stretch, snap, bend, water, gravity. Inspire and create awe and wonder.</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>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>Take part in simple pretend play Build small worlds and play with them Join different materials Explore different textures Create closed shapes with continuous lines.</p> <p>SUN/MOON</p> <p>Create collaboratively sharing ideas Listen attentively, move to and talk about music, expressing how we feel Watch and talk about dance and performance arts and express feelings about it. Explore and engage in music making and dance - performing.</p>	<p>Stimulate early interest in making marks.</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>Learn about new artists</p> <p>Give children an insight in new musical worlds - look at ideas on our curriculum display - music from around the world</p> <p>Invite musicians in Watch a performance Morris dancers/cheerleaders/majorettes Play movement and listening games Play music with a beat/pulse Create own music Replicate choreographed dances</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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