

Pre-School

Autumn Term 1-Pre-School All About Me/Harvest

1	PSED	PD	CL	Literacy	Maths	UW	EAD
<p>Focus And Skills</p> <p>Black: Intention</p> <p>Purple: Implementation</p>	<p>Can I do things for myself?</p> <p>16-26mths Demonstrates sense of self as an individual eg wants to do things independently says "No" to adult 16-26mths Responds to a few appropriate boundaries, with encouragement and support 22-36mths Separates from main carer with support and encouragement from a familiar adult. 22-36mths Expresses own preferences and interests.</p> <p>Settling into Pre-School supported by adults Children become more independent with support. Key workers make attachment to their children. Following routines with adult support. Reinforcement of routines and boundaries. Accessing activities supported by adults. Adult records child initiated learning and plans next steps</p>	<p>What do you like to eat?</p> <p>16-26mths Develops own likes and dislikes. 16-26mths Willing to try new foods and textures. 16-26mths Makes connections between their movements and the marks they make Beginning to balance blocks to build a small tower. 22-36mths Shows control in holding jugs to pour, hammers and mark making tools. Encouragement from adults to try new foods eg snack time. Halloween, The Hungry Caterpillar party. Experience and use a variety of mark making materials eg chalk, paint, sand, wax crayons.</p>	<p>Can I listen to a story?</p> <p>16-26mths Listens to and enjoys rhythmic patterns in rhymes and stories. 16-26mths Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. 16-26mths Selects familiar objects by name and will go and fetch and find objects when asked or identify objects from a group. 16-26mths Beginning to put two words together eg want ball ,more juice. 16-26mths Understands simple sentences eg "Throw the ball." 22-36mths Listens with interest to the noises adults make when they read stories 22-36mths Shows interest in play with sounds, songs and rhymes. 16-26mths Interested in books and rhymes and may have favourites. 22-36mths Has some favourite stories, songs, poems or jingles. Sits and listens to stories with support,1-1,small group and whole group. Encouraged to join in with repeated phrases in stories. Adults to extend children's vocabulary at snack time eg "apple please" ,"more milk please." Takes part in music and movement activities with support and encouragement. Assortment of books, both fiction and non-fiction ,accessible for children to choose from to look at independently or with an adult Singing rhymes and songs</p>		<p>What numbers can I use?</p> <p>16-26mths Beginning to organise and categorise objects. 22-36mths Selects a small number of objects from a large group when asked for eg "Please give me one/two." Counting children at registration. Children with support, sort objects eg find all the horses from the animal box. Children with support count objects from a group eg wooden bricks, fruit.</p>	<p>Who am I?</p> <p>16-26mths Enjoys pictures and stories about themselves, their families and others. 22-36mths Learns that they have similarities and differences that connect them to and distinguish them from others. 22-36mths Notices detailed features of objects in their environment. Family photograph to share and talk about. Make a self portrait using cut out features. Use a mirror to look at and talk about similarities and differences. Tidy up time-Put toys away in the correct place. Autumn walk to look at the outside school environment.</p>	<p>Can I use my senses?</p> <p>16-26mths Explores and experiments with a range of media through sensory exploration and using whole body. 16-26mths Imitate and improvises actions they have observed eg clapping or waving. 22-36mths Creates sounds by banging, shaking or blowing. 22-36mths Experiments with blocks, colours and marks. Using different coloured, textured and scented play dough. Exploring Harvest through different natural materials- oats, corn, fruit, veg. Making a Halloween spider using an apple and twigs. Making a witches Using different textured materials. Hand printing Colour mixing Songs Music time using different instruments.</p>
Texts	<p>Fox Makes Friends by Adam Relf How do you Feel (Big Book)</p>		<p>Farmer Duck by Martin Waddel Peace At Last by Jill Murphy</p>		<p>Colour Me Happy by Shen Roddie Gingerbread Man</p>		
Trips							

Pre-School

Autumn Term 1-Pre-School All About Me/Harvest

Pre-School

Autumn Term 2 - Pre-School

Autumn What colours can you see ?/ Winter Wonderland

2	PSED	PD	CL	Literacy	Maths	UW	EAD
<p>Focus and skills</p> <p>Black: Intention</p> <p>Purple: Implementation</p>	<p>Would you like to play?</p> <p>16-26mths Plays alongside others. 16-26mths Plays co-operatively with a familiar adult. 16-26mths Gradually engaging in pretend play 22-36mths Responds to the feelings and wishes of others 22-36mths Interested in others play and starting to join in.</p> <p>Play turn taking games with support Play cooperatively with other children with support. Joins in with small group activities with adult support. Aware of and try to understand how others feel with support.</p>	<p>I can, can you?</p> <p>16-26mths Shows a desire to help dress/undress 22-36mths Walks up and downstairs holding on to a rail, two feet to a step 22-36mths Climbs confidently and is beginning to pull themselves up on the equipment. 22-36mths Runs safely on whole foot. 22-36mths Can kick a ball</p> <p>Become more independent in self care including hand washing, toileting and putting on and taking off own coat with support. Complete an obstacle course with adult support. Encourage children to take part in action songs eg Freeze Dance, Listen and Move. Explore outdoor environment, using gross motor skills and spatial awareness Go on an Autumn walk on school ground.</p>	<p>Can I tell you a story?</p> <p>16-26mths Beginning to talk about things that are not present 16-26 Notices and is interested in the effects of making movements that leave marks. 22-36mths Distinguishes between the different marks that they make 22-36mths Use simple sentences. 22-36mths Understands "who, what ,where " in simple questions. 22-36mths Learns new words very rapidly and use them in communicating.</p> <p>Encourage/support children to talk about family, friends and home. Encourage/support children to make marks eg drawing a picture of a Gruffalo and characters from the story, drawing a winter picture Encourage/support children using Fantastics to talk about what is happening in stories. Encourage /support to talk about the weather at registration.</p>	<p>Literacy</p>	<p>Maths</p> <p>How many can you count?</p> <p>16-26mths Says some number names randomly 16-26mths Beginning to organise and categorise 22-36mths Begins to make comparisons between quantities.</p> <p>Counting children at registration. Children clap the number of children present today, saying number names as they clap. Sing number songs and rhymes. Children sort for a given object with support eg leaves, sticks and seeds found on Autumn walk. Children play number games eg target games, skittles.</p>	<p>UW</p> <p>What's the weather today?</p> <p>16-26mths Explores by linking together different approaches 22-36mths in pretend play, imitates everyday actions and events from own family eg making a cup of tea. 22-36mths Notices detailed features about the environment.</p> <p>Role play kitchen. Children go on an Autumn walk on school grounds. Children use streamers and blow bubbles outside, to see the effect of the wind While playing outside children are encouraged and supported to talk about the weather.</p>	<p>EAD</p> <p>What's your favourite colour?</p> <p>16-26mths Imitates actions they have observed, such as clapping 16-26mths Explores and experiments with a range of media through sensory exploration and using whole body 22-36mths Experiments with blocks, colours and marks 22-36mths Joins in singing favourite songs 22-36mths Beginning to make believe by pretending.</p> <p>Story table Joining in action songs and rhymes Using different coloured, textured and scented play</p>

				Children use language more/alot when sorting objects.		dough. Exploring Autumn and Winter through different natural materials Colour mixing activities. Music time ,using different instruments
Texts	<p>The Gruffalo by Julia Donaldson Hurry Santa by Julia Sykes and Tim Warnes The Very Smiley Snowman by Jack Tickle</p> <p>Pass The Jam Jim by Kaye Umansky and Margaret Chamberlin Say Hello To The Snowy Animals Nick Butterworth</p> <p>Shhhby Julia Sykes and Tim Warnes Tiger In The Snow by Nick Butterworth</p>					
Trips						

	<p>other children with support.</p> <p>Joins in with small group activities with adult support.</p> <p>Encourage children to become independent eg accessing activities, self care ,</p> <p>Aware of and try to understand how others feel with support.</p>	<p>take part in action songs.</p> <p>Freedom to explore both indoor and outdoor environment, using gross motor skills and spatial awareness.</p> <p>Opportunities to use wheeled toys</p> <p>Use large play equipment on KS1 field.</p>		<p>names as they clap.</p> <p>Sing number songs and rhymes</p> <p>Children are encouraged to use language more/a lot when sorting objects with support.</p> <p>Children are encouraged and supported to use containers in eg water, sand, rice ,oats, nature's kitchen to investigate full/empty.</p> <p>Encourage and support children to order and sort for size.</p>	<p>about the weather.</p> <p>Encourage and support children to complete jigsaws,</p> <p>Encourage children to tidy up.</p>	<p>different instruments with support and also independently in continuous provision.</p>
Texts	<p>Billy Goats Gruff Magic Porridge Pot Jack and the Beanstalk Grand Old Duke of York The Queen of Hearts</p>					
Trips	<p>Visit to local Library</p>					

	<p>support. Joins in with small group activities with adult support. Encourage children to become independent eg accessing activities, self care , Aware of and try to understand how others feel with support.</p>	<p>Freedom to explore both indoor and outdoor environment, using gross motor skills and spatial awareness. Opportunities to use wheeled toys Use large play equipment on KS1 field.</p>		<p>encouraged to use language more/a lot when sorting objects with support. Children are encouraged and supported to use containers in eg water, sand, rice .oats, nature's kitchen to investigate full/empty. Encourage and support children to order and sort for size.</p>	<p>children are encouraged and supported to talk about the weather. Encourage and support children to complete jigsaws,</p>	<p>instruments with support and also independently in continuous provision.</p>
Texts	<p>Tap, Tap the Egg Cracked by Say Hello to the Animals by Ian Whybrow Spots First Easter by Eric Hill We're Going on an Egg Hunt by Laura Hughes Farm Babies by Rod Campbell Mrs Honey's Hat by Pam Adams The Big Pancake by Penguin Books</p>					
Trips	<p>Visit to small holding with a variety of animals (Odin) Farm on Wheels (On school grounds)</p>					

	adult support. Aware of and try to understand how others feel with support.	Freedom to explore both indoor and outdoor environment, using gross motor skills and spatial awareness. Opportunities to use wheeled toys Use large play equipment on KS1 field.		language more/a lot when sorting objects with support. Children are encouraged and supported to use containers in water, sand, rice ,oats to investigate full/empty.	encouraged and supported to talk about the weather.	support and also independently in continuous provision. Encourage and support children to make marks in different media eg wet/dry sand .Investigate and explore role play "The Beach"
Texts	And Tango makes Three by Justin Richardson and Peter Parnell One Family by George Shannon Who's In My Family by Robert H Harris Fox Makes Friends by Adam Relf My Friend Bear by Jez Alborough. Owl Babies by Martin Waddel					
Trips						

Pre-School

Summer Term 2 - Pre-School

Summer 2- The Seaside

1	PSED	PD	CL	Literacy	Maths	UW	EAD
<p>Focus and skills</p> <p>Black: Intention</p> <p>Purple: Implementation</p>	<p>What's my new class like?</p> <p>16-26mths Plays co-operatively with a familiar adult. 16-26mths Gradually engaging in pretend play 22-36mths Responds to the feelings and wishes of others 22-36mths Interested in others play and starting to join in. 22-36mths Seeks out others to share experiences.</p> <p>Play turn taking games with support Play cooperatively with other children with support. Joins in with small group activities with adult support. Aware of and try to understand how others feel with support.</p>	<p>Can you dress yourself?</p> <p>16-26mths Shows a desire to help dress/undress and hygiene routines. 16-26mths Make connections between the marks their movements and the marks they make. 22-36mths Climbs confidently and is beginning to pull themselves up on the equipment. 22-36mths Runs safely on whole foot. 22-36mths Imitates drawing lines and circles.</p> <p>Become more independent in self care including hand washing, toileting and putting on and taking off own coat with support. Complete an obstacle course(indoor and outdoor) with adult support Encourage children to take part in action songs. Freedom to explore</p>	<p>What marks can you make ?</p> <p>16-26mths Interested in books and rhymes and may have favourites. 16-26mths Beginning to ask questions. 16-26mths Beginning to talk about things that are not present. 16-26mths Make connections between their movements and the marks they make. 22-36mths Distinguishes between the different marks that they make 22-36mths Understands "who, what, where" in simple questions. 22-36mths Learns new words very rapidly and use them in communicating. 22-36mths Uses language as a powerful means of widening contacts, sharing feelings , experiences and thoughts.</p> <p>Encourage/support children to talk about family, friends and home. Encourage /support to make marks in dough, clay and sand. Encourage/support children to make marks eg drawing "The Seaside." Encourage/support children using Fantastics to talk about what is happening in stories. Encourage /support to talk, by asking questions."How do you...?"What is happening?"Where is..?" Introducing new topic words in Time to Talk.</p>	<p>Literacy</p>	<p>What comes next?</p> <p>16-26mths Says some number names randomly 16-26mths Beginning to organise and categorise 16-26mths Enjoy filling and emptying containers. 22-36mths Recites some number names in sequence.</p> <p>Encouraged and supported to count children at registration. Children are encouraged to clap the number of children present today, saying number names as they clap. Sing number songs and rhymes Children play number games eg seaside dominoes with support Children are encouraged to use</p>	<p>UW</p> <p>What would you find at the beach?</p> <p>16-26mths Explores by linking together different approaches 16-26mths Enjoys pictures and stories about themselves , their families and other people. 22-36mths Enjoys playing with small world models -seaside.</p> <p>Role play kitchen, acting out own experiences. While playing outside children are encouraged and supported to talk about the weather Bring postcards from home , to encourage children to talk about "My holiday." Small world tuf spot "The Seaside ."</p>	<p>EAD</p> <p>How does it feel ?</p> <p>16-26mths Explores and experiments with a range of media through sensory exploration and using whole body 16-26mths.Notices and is interested in the effects of making movements that leave marks. 22-36mths Joins in singing favourite songs 22-36mths Beginning to make believe by pretending.</p> <p>Story table Joining in action songs and rhymes Using different coloured , textured and scented play dough. Music time, using different</p>

		<p>both indoor and outdoor environment, using gross motor skills and spatial awareness.</p> <p>Opportunities to use wheeled toys</p> <p>Use large play equipment on KS1 field.</p>		<p>language more/a lot when sorting objects eg under the sea creatures with support.</p> <p>Children are encouraged and supported to use containers in water, sand, to investigate full/empty.</p>		<p>instruments with support and also independently in continuous provision.</p> <p>Encourage and support children to make marks in different media eg wet/dry sand</p> <p>.Investigate and explore role play "The Beach"</p> <p>Use different materials to make a seaside picture.</p>
Texts	<p>Commotion in the Ocean by Giles Andreae Lucy and Tom at the Seaside by Shirley Hughes Let's go to the Seaside by Caryl Hart How do I get to the beach? By Bridget Luciani and Eve Tharlet Smiley Shark by Ruth Galloway Seaside songs (Various)</p>					
Trips						