

# Welcome to Pre-School

Curriculum Afternoon 2025



# Building Relationships in Early Years is the key to development!

- Ensuring a child feels valued and that you are invested in them.
- Knowing the children and families!
- Communication with families
- We move children on by being involved in their play and reflecting on the things that they say and the actions they are taking.
- We don't spend the whole time assessing as our knowledge of the children is far greater than tick list after tick list.

TALK is vital in the development of ALL children!

# Family involvement



Christmas concert



Easter parade

A visit from a parent dentist



A visit from a parent paramedic



Father's day afternoon



Easter egg hunt



Decorations Day



  
 Department for Education

# Development Matters

Non-statutory curriculum guidance for the early years foundation stage


First published September 2020  
 Revised July 2021




  
 Standards & Testing Agency

# Reception baseline assessment and reporting arrangements

May 2022


  
 Department for Education

# Statutory framework for the early years foundation stage

Setting the standards for learning, development and care for children from birth to five

Published: 31 March 2021  
 Effective: 1 September 2021

PORTFOLIO

The Characteristics of Effective Teaching and Learning

| Category                        | Characteristic                          | What this looks like in practice   | What this looks like in practice   |
|---------------------------------|---|--|--|
| Planning and preparing to teach | Knows their subject and curriculum well | Knows the content and structure of the curriculum and the progression of learning in their subject | Knows the content and structure of the curriculum and the progression of learning in their subject |
|                                 | Knows their learners well               | Knows the strengths, needs and interests of their learners and how to meet their needs             | Knows the strengths, needs and interests of their learners and how to meet their needs             |
| Delivering teaching             | Delivers high quality teaching          | Delivers high quality teaching that is planned, structured and clear                               | Delivers high quality teaching that is planned, structured and clear                               |
|                                 | Engages their learners                  | Engages their learners through a variety of methods and resources                                  | Engages their learners through a variety of methods and resources                                  |
| Assessing and tracking progress | Assesses and tracks progress            | Assesses and tracks progress to inform their teaching  | Assesses and tracks progress to inform their teaching  |
|                                 | Reflects on their practice              | Reflects on their practice to improve their teaching   | Reflects on their practice to improve their teaching   |



**BIRTH TO 5 MATTERS**

Guidance by the sector, for the sector

# Seven Areas of Learning

prime areas

## COMMUNICATION & LANGUAGE

Listening, understanding and speaking.

## PERSONAL, SOCIAL & EMOTIONAL

Self-regulation, managing self and building relationships

## PHYSICAL DEVELOPMENT

Fine and gross motor skills.

specific areas

## LITERACY

Comprehension, word reading, writing.

## MATHS

Number, Numerical patterns

## UNDERSTANDING THE WORLD

Past & present; People, culture & communities; The Natural World

## EXPRESSIVE ARTS & DESIGN

Creating with materials; Being imaginative and expressive.

The prime areas are fundamental in a child's life and underpin all other areas of learning and development.

All areas are interconnected.

# Communication and language (C&L)

## COMMUNICATION & LANGUAGE

- Language underpins the whole curriculum
- Children are starting lower than ever in this area.
- We live in a world of technology. We need to prepare children for this and ensure they are confident communicators.
- Vocabulary development – Children need exposing to an ambitious range of vocabulary.



## Communication and language

Is split into 3 parts:

- Listening and attention
- Understanding
- Speaking

# Personal, social, emotional development (PSED)

## PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT



- Children need to feel happy, safe and secure for any learning to take place. Good mental health is vital for learning to progress.
- We want to encourage children to be independent learners and to instil a can-do attitude.



# Physical development (PD)

## PHYSICAL DEVELOPMENT

- Developing fine motor skills to enable children to become successful writers.
- Developing gross motor skills to enable children to build up their core strength.

“Being active is vital not only for children’s health and physical development. It is also critical for their well-being, social and language development, reading and writing skills and their sense of themselves in relation to the world around them.”

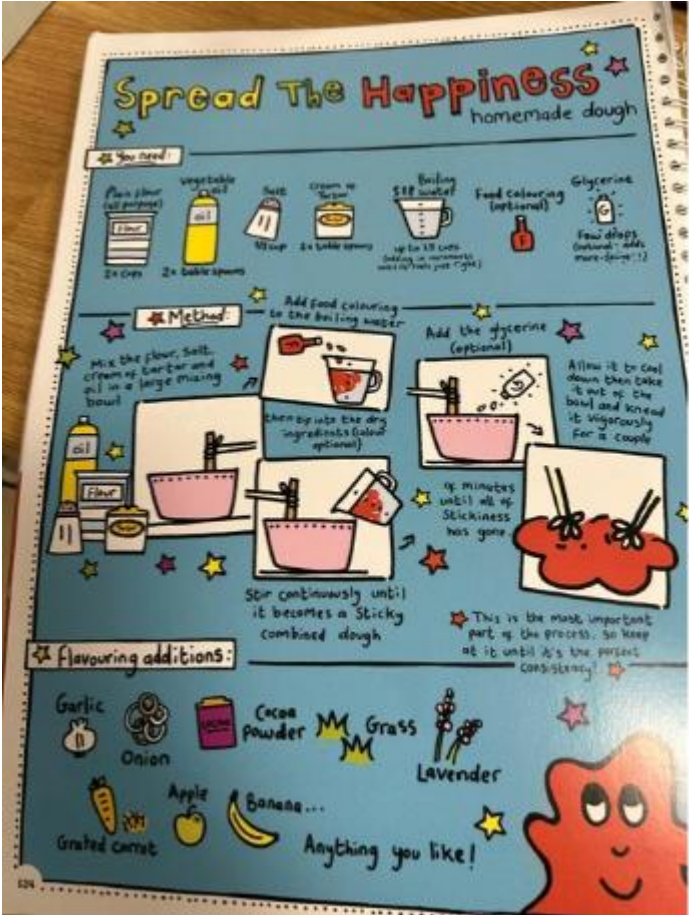
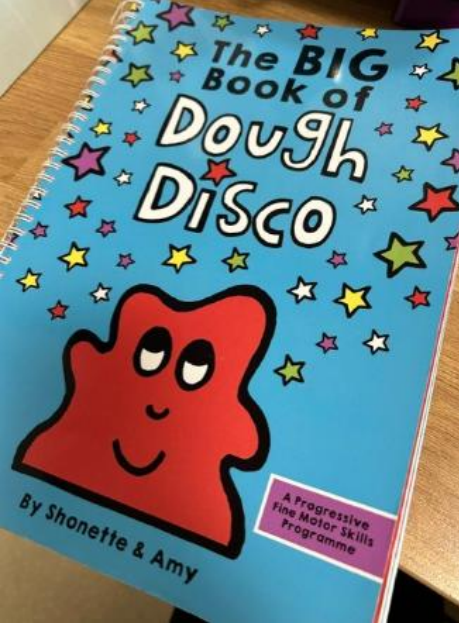
Macintyre & McVitty 2004



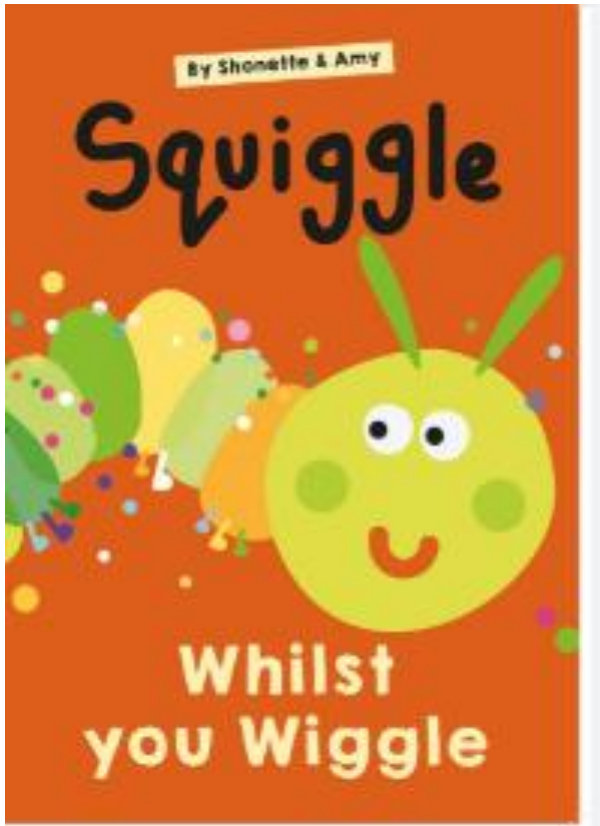


# How we develop physical skills in Pre-school

## Dough Disco



# Squiggle whilst you Wiggle



# Gross motor activities



# Our Curriculum

HOME > PRE-SCHOOL > 1.2. OUR CURRICULUM

## 2. OUR CURRICULUM






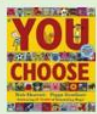






Please see our curriculum for Pre-school 2024-25.

In pre-school, we use Tapestry: an online learning journal to document the children's achievements, activities and next steps. Each child's learning journal is unique and is only accessible by their parents/carers. We also use Tapestry to document our weekly focus activities, topic updates and to inform parents/carers of any upcoming notices.

- [A guide to Pencil Grip and Development Stages](#) PDF
- [50 Recommended Reads for Pre-school](#) PDF
- [Pre School Literacy Curriculum Map September 2024](#) DOCX
- [Pre-school LTP 2024-25](#) DOCX

### In this section

1. JOINING PRE-SCHOOL
- > 2. OUR CURRICULUM
3. SAFETY AND SECURITY
4. FOOD AND HEALTH
5. STAFFING
6. HOLIDAY CAMPS
7. NEWSLETTERS
8. POLICIES AND PROCEDURES
9. SEND

| FourTopic/Term   | Autumn 1 - I am special and individual  |   |   |  |   |   |   |
|------------------|---|---|---|--|---|---|---|
| Key Texts        | <br>Mooresy it's your first day<br>By Martha Mumford | <br>Hugless Douglas goes to Little<br>School by David Mellins  | <br>Super Super You<br>by Sophy Henn   | <br>Elmer<br>By David McKee | <br>Kitchen Disco<br>by Clare Foges  |   | <br>You Choose<br>by Pippe Goodhart  |
| Synopsis         | 4 bunnies set off for their school adventure, can you help them to find the things that they need and get them to school on time?       | Hugless Douglas is a huggable brown bear who wakes up one morning in need of a hug. He goes to try and find one but none of them seem quite right. Join Douglas on his search for the perfect bear hug! | Sometimes we are loud, sometimes we are quiet, sometimes we are bold and clanky, sometimes soft and cuddly. Sophy Henn celebrates all the extraordinary and sometimes contradictory things we are in this joyful rhyming picture book | Elmer is not like other elephants, he is patchwork and likes to play tricks on the other elephants.            | When the sun goes down, the Kitchen Disco starts up - and all the fruit in the fruit bowl come out to play. There are lemons who break-dance, tangerines who twirl and some very over-excited apples. Kitchen Disco is a zany and hilarious rhyming picture book. | The children will make a family tree (non-fiction) and share the differences in their families. We will share these via tapestry and stick onto our wall with comments from the children. | Imagine you could go anywhere, meet anyone and do anything. Where would you live? Where would you sleep? Who would be your friends? What games would you play? Go on... you choose! With wonderfully detailed illustrations, Pippe Goodhart explores a whole range of scenarios where choosing is made fun! |
| Additional Texts | Starting preschool  |    |    |                             |    |    |    |
| Themes/Outcomes  | Transitions, getting to know each other.  | Kindness, Emotions.   | Individuality, Celebrating similarities and differences. Rhyming words.   | Diverse families, Being different.   | Imagination, Making choices. Independence, fruit  | Our surroundings and where we live and go to school. Community.   | Being yourself.   |
| Links            | PSHE  | PSHE  | PSHE  | Author links to Year 1 texts.<br>PSHE  | Year 1 Spring Topic: House, home and our school and Geography Spring 2: Our School.<br>Year 2: villages, towns and cities.  |   | PSHE  |

## Story-based Celebrations/ occasions

| Area of Learning                                | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|---|---|--|--|--|---|--|
| Possible Thematic/Interrelated Lines of Enquiry | I am special and an individual<br>Routines & expectations - First five weeks<br>Our School<br>Respect for each other and our preschool environment.<br>Keeping healthy- exploring different fruits.<br>Diversity - families | Celebrations Autumn<br>We Love Books - familiar phrase<br>Winter   | New Life - Growth/Spring<br>Hatching chicks  | Superheroes - Emergency Services<br>Visit from The Emergency Services.<br>Pets   | By the seaside<br>Summer.   | Transitions to school  |
| Texts linked to Themes                          | Our first day of school<br>Hugless Douglas goes to Little school<br>Elmer<br>Super Super You<br>My Hair<br>You Choose<br>Non-fiction - My Family<br>Kitchen Disco   | Little Blue<br>Pigeon Post<br>Pete the Pumpkin<br>What can you tell me about Autumn?<br>Stomach<br>Our Buses<br>Christmas songs/parades<br>We're going on a Leaf Hunt  | What can you see in Winter?<br>Little Rabbit Run Fun<br>The Gingerbread Man<br>Really Christmas Near Here<br>We're going on a bear hunt<br>Shark in the park.        | Little Bear's spring<br>The Story of a Chick<br>Eggs and chicks<br>That's not me Chick<br>Super's Birthday<br>We're going on an egg hunt.<br>What can we see in spring?                            | An exciting Elf<br>A spider power like mine<br>Firefighter - non-fiction<br>Police Officer<br>Real Superheroes A collection of superstars<br>Aunt Darcy Youth<br>What and the Vet<br>I want to be a vet   | What can you see in Summer?<br>Kipper's sunny day<br>Summer, days and nights<br>Windy Day on Holiday<br>The Cowar Member goes to School                    |
| Important Dates covered within the curriculum   | *Halloween - 31 <sup>st</sup> October<br>*Halloween - 27 <sup>th</sup> November<br>*Halloween Night Safety - 5 <sup>th</sup> November<br>*Remembrance Day 11 <sup>th</sup> November<br>*Christmas/ Christmas story          | *Halloween - 20 <sup>th</sup> October<br>*Halloween - 27 <sup>th</sup> November<br>*Halloween Night Safety - 5 <sup>th</sup> November<br>*Remembrance Day 11 <sup>th</sup> November<br>*Christmas/ Christmas story | *Chinese New Year - 29 <sup>th</sup> January<br>*Valentine's Day - 14 <sup>th</sup> February<br>*Remembrance Day - 11 <sup>th</sup> February                         | *Woolly Day 4 <sup>th</sup> March<br>*Woolly Day 23 <sup>rd</sup> March<br>*Egg - 14 <sup>th</sup> March<br>*Easter 30 <sup>th</sup> April (Good Friday and 20 <sup>th</sup> April (easter Sunday) | Elf - 22 <sup>nd</sup> April<br>*Mother's Day 23 <sup>rd</sup> April<br>*World Book Day 23 <sup>rd</sup> April<br>*George's Day 23 <sup>rd</sup> April<br>*Father's Day - 10 <sup>th</sup> June<br>*The Chick Company egg production and chick handling | Spert's Day - 30th/31st<br>Transitions to FS and other schools   |
| Communication and Language                      | Sing a large repertoire of songs.<br>Enjoy listening to longer stories and can remember much of what happens.   | Identify familiar objects and properties for group/individual when observed.<br>Use longer sentences of four to six words.<br>Understand simple questions about 'who', 'what', 'and', 'where' (but not 'when').    | Understand why quantities are grouped and understand that the number of items in a group is the same.<br>Understand that the number of items in a group is the same. | Use a wider range of vocabulary.<br>Know many rhymes and be able to talk about familiar books and tell a long story.   | Use lists to organise themselves and their play.<br>Develop their communication but may continue to have problems with 'negative' tones and phrases.  | Start a conversation with an adult or friend and continue it for many turns.<br>Be able to express a point of view and debate when they agree or disagree. |

# How does my child learn at preschool?

- Carpet sessions
- Focused activities
- Group work
- Next steps
- Continuous provision

# Zones in the classroom

Creative area



Building and construction area



Small world area



Role-play area



Writing area



Investigation area



# Zones in the classroom

Sand area



Water area



Jigsaw station



Malleable area



Cosy corner and book area



Maths area

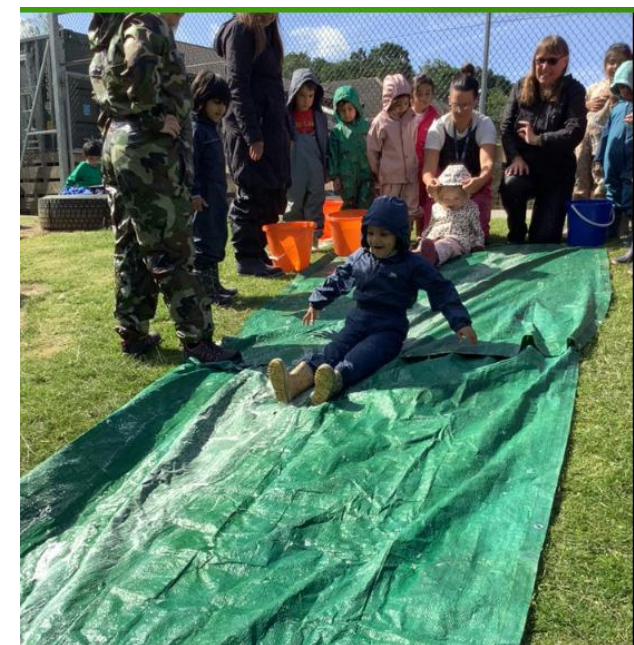


# Outdoors





# Exploring Nature sessions



# Phonics

- Is linked to listening to attention activities. We start this in October.
- Before we introduce any letter sounds we focus on phase 1. This develops speaking and listening skills which are essential for reading and spelling.
- **Phase 1** is based on many different elements such as:

**Environmental sounds:** going on sound walks and listening to different sounds we can hear, for example birds, an aeroplane, cars, the trees rustling, a dog barking.

**Rhythm and rhyme :** Being able to match rhyming objects such as cat, bat, hat. Being able to identify matching words for example in a story, making up rhyming names, this could be their name and a nonsense one. For example Mrs Turner burner.

**Oral blending :** Demonstrate with Metal Mike game

**Oral Segmenting** Demonstrate with objects in a bag game

# Phase 2 : January onwards

Is the learning of letter sounds.

Is the blending of these letter sounds for reading

Is the segmenting of words to identify individual sounds for spelling

Our school uses the scheme 'Rocket Phonics'. This scheme is used throughout the school.

We will introduce 1 letter-sound a week, we will share this letter- sound on Tapestry and on the welcome board so you can practise at home.



# Phase 2



Making kites when learning about the 'k' sound



Drawing and making poppies linking to 'p' and Remembrance Day



Tagliatelle for snack linking to 't'



Outdoor reading hunt

# Blending bags and books

kid

Tim

ant

sad

tan

is



# How can I help my child at home?

How can I support my child with PSED at home?

- I can talk about myself, my needs and feelings. I am starting to know when I am happy, sad or cross.
- I can put on my socks and shoes.
- I can go to the toilet on my own, wipe and flush.
- I understand the need to follow rules.
- I can button and unbutton clothing and use zips.



# How can I help my child at home?

How can I support my child at home with Communication and language?



- I can listen and take turns in a conversation with grown ups and other children. Uses sentences of 4-6 words.
- I can follow simple instructions and make choices. I can understand a two step instruction.
- Vocabulary development – I can use lots of different words about things that interest me and use them when I play.
- Questioning – I can answer questions appropriate for my age.
- I can join in with favourite songs, rhymes and stories. Can they re-enact them?

# How can I help my child at home?

How can I support my child at home with physical development?

- . Go to parks and encourage your child to climb, roll and crawl through tunnels.
- Encourage large muscle movements to wave flags, streamers, paint and make marks (chalk, paintbrushes on a large scale on the floor).
- Make marks on a large scale.
- Develop their movement, balancing, riding and ball skills.
- Encourage children to skip, stand on one leg and hold a pose like musical statues.



# Snack table and lunch time



Independence

Use of cutlery

Posting name





# Tapestry

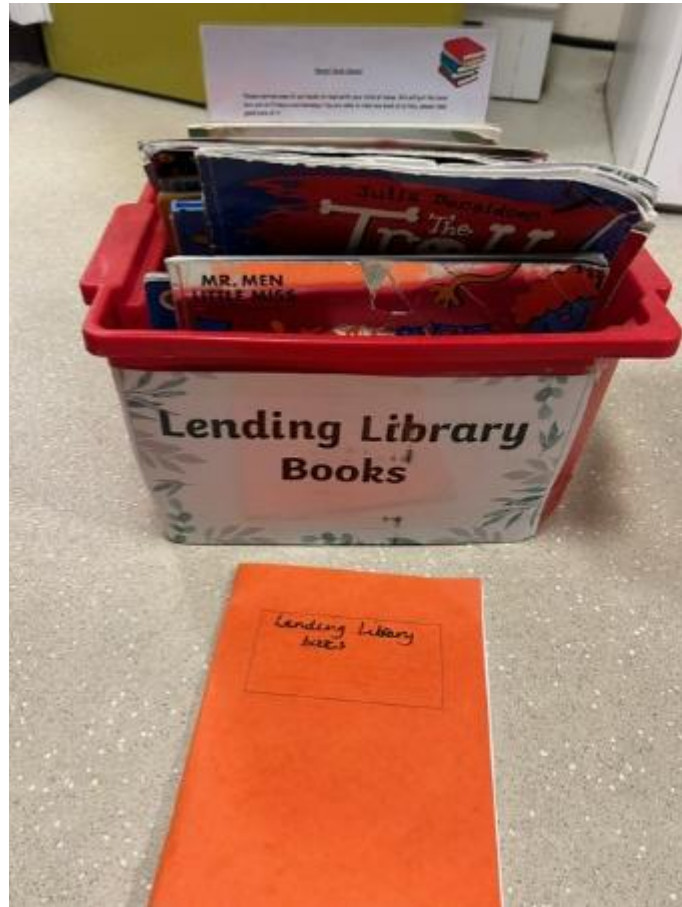
A place to celebrate your child!

Other uses:

- Memos
- Newsletters



# Lending library



# Story sacks



# AOB

- Invoices: Mrs Mistry in the main school office
- Holiday camps: Miss Motiwaras
- Welcome board
- Newsletters
- Changing hours
- Labelling clothes/ wellies/ plimsoles etc

Tell me and I'll forget. Teach me  
and I'll remember. Involve me  
and I'll learn.

- Benjamin Franklin

