

Jolly Pirates Pre-School Monthly Plan (Curriculum Learning Intentions- Adult/Child Led Plan)

Date: March 2022

<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Separate from main carer, continue to encourage, and provide support from familiar adult to separate independently. • Feel secure and begin to develop a sense of their own well-being. • Becoming more independent with routines. • Begin to become more aware of and follow the sequence of the day. • Can select activities and use resources with greater independence. • Able to dress with increasing independence – coats, hats, gloves, shoes etc (with support as required) • Continue to form special friendships and relationships with other children. • Know how to approach others when necessary and communicate appropriately. • Show confidence in asking adults and peers for help. • Begin to accept the need to consider other people. • Take turns (with less adult support) • Approach tasks with energy and an eagerness to learn. • Continue to develop the ability to persevere with tasks. 	<p>Physical Development & Movement</p> <ul style="list-style-type: none"> • Take part in physical play and developing an understanding of safety. • Respond more creatively through a range of stimuli including music, songs, action rhymes and stories. • Opportunities to develop social skills such as turn taking, sharing, co-operating, and negotiating. • Developing more control over pouring, building, threading, screwing, and unscrewing. • Continue to explore malleable materials safely and with control. • Explore using tools with malleable materials to develop fine and gross motor skills. • Developing physical skills to complete simple tasks independently e.g., buttering own bread, putting on own coat and doing zip. • Show an awareness of space and of others and begin to use the space imaginatively. • Developing scissor skills more with greater control (staff support if needed). • Begin to kick a stationary ball and develop control. • Begin to follow simple movement sequences. • Continue to develop <u>pincer grip</u>, <u>hand muscles</u> and <u>hand-eye coordination</u> • Continue to develop <u>cross lateral movement</u> • Continue to develop <u>balance & coordination</u> • Continue to develop <u>spatial awareness</u> and <u>deep sensory (Proprioceptive)</u> 	<p>Language Development</p> <p><i>Attention and Listening</i></p> <ul style="list-style-type: none"> • Focus, attention and listen when interacting with staff and peers. • Understand a simple instruction (with visual cues/signing if needed). • Understand and follow simple instructions (1 to 2 parts). • Showing an understanding of questions. • Listening attentively during group story time with less adult prompts. • Developing memory and recall of what they hear and see. <p><i>Talking and Listening</i></p> <ul style="list-style-type: none"> • Communicating needs verbally or through signing if applicable. • Engaging in conversations with peers and adults, beginning to use expressive language. • Join in with whole class/small group songs and rhymes. • Talking about their experiences with adults and peers. • Initiating conversation with adults and peers. • Begin to explore playing word games. <p><i>Early Reading Skills</i></p> <ul style="list-style-type: none"> • Recognising own picture and name symbol on belongings in pre-school and self-registrations. • Ability to hold book confidently and use appropriately. • Begin to retell a story from pictures/ familiar stories more independently. • Retelling or creating simple stories through role play and small imaginative play • Developing memory skills and recall. <p><i>Early Writing Skills</i></p> <ul style="list-style-type: none"> • Begin to mark make to convey meaning e.g., express themselves. • Beginning to show an interest in writing for themselves. • Makes marks to represent ideas/to tell a story. • Beginning to make explicit links between reading and writing by 'reading' their own 'writing'.
---	---	--

<p>Early Mathematical Development</p> <ul style="list-style-type: none"> Continuing to begin to show an awareness of today, yesterday, and tomorrow. Beginning to use more positional language in context during play. Observing numbers on everyday objects in both the outdoors and indoors environment. Beginning to participate in simple games with an element of counting (including objects). Talk about the steps involved in completing an activity (with staff support if needed). Aware of the days of the week and can name some. Beginning to identify order of them. Can name simple shapes and become aware of the shape of everyday objects they encounter in their immediate environment e.g., plates, sandwiches, windows. Talking about size during play e.g., characters in stories, size of boxes. Creating play items that are different sizes and link in with mathematical language. Using mathematical language more independently during play e.g., big/small, full/empty, heavy. Talk about what is next in the daily routine. Beginning to become aware of patterns and follow a basic pattern. Begin to become aware of sequencing. Understand and respond appropriately to prepositional words – in, on, at, above, below and under. 	<p>The Arts</p> <p><u>Art and Design</u></p> <ul style="list-style-type: none"> Make marks with a variety of drawing materials - biro, markers, chalk, big brushes & water (inside and outside); Draw on a range of papers, textures, surfaces varying in colour, shape, and size; Initiate and explore experimenting with sensory/ dough materials. Is able to make a simple model with scrap materials. Value their own work and developing a sense of achievement. Beginning to paint or draw pictures from direct observation. Beginning to explore the properties of modelling materials. <p><u>Music</u></p> <ul style="list-style-type: none"> Listen and join in to singing rhymes and simple songs; Listen to a variety of music Become aware of different kinds of sounds e.g., loud/quiet, high/low. Participates in musical activities within a group. Become aware of different sounds in the environment such as bird songs and traffic. <p><u>Drama</u></p> <ul style="list-style-type: none"> Access a wide range of props to enhance play. Beginning to initiate own role play, assuming and sustaining roles. Playing imaginatively with equipment/resources to extend play, expressing thoughts and feelings. Develop confidence to approach and join a group involved in role play. Beginning to take the lead in imaginative activities. 	<p>WAU</p> <ul style="list-style-type: none"> Talk about themselves, families, home, interests, and experiences in the nursery setting and the wider school environment (especially children who won't have been doing this in term 1). Continuing to explore our senses and learning to identify them and how we use them. Begin to experience opportunities to use senses during play and outdoors. Developing an understanding of keeping safe. Become familiar with where we live – the name of our town, buildings, shops etc. Begin to care for and respect living things and handle them sensitively. Explore how things can be joined together – extend selection of joining materials and be able to name some materials. Begin to ask questions about why things happen and how things work. Continue to develop the ability to name parts of the body. Begin to understand that living things can be sorted into plants, animals, and humans. Begin to identify living things that move on the ground, underground, in the air and in water. Talk about the changing weather conditions – moving into spring. Examine change over time, for example growing plants and animals growing. Begin to identify a variety of familiar sounds. Begin to ask appropriate questions to gain knowledge (with staff support/role modelling if necessary). Begin to explore mouse control at ICT. Beginning to show an awareness of some environmental and safety issues.
---	--	--