

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

Date: September 2022

<p><b>Personal, Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Separate from main carer, with support and encouragement from a familiar adult.</li> <li>• Become familiar with the pre-school environment (indoor and outdoor).</li> <li>• Begin to tidy equipment with an adult</li> <li>• Introduce bathroom routine</li> <li>• Introduce self-registration on arrival</li> <li>• Introduce children to coat spaces and personal item spaces– use symbols.</li> <li>• Get know the people in the pre-school environment.</li> <li>• Introduce boundaries for safety</li> <li>• Introduce simple routines</li> <li>• Introduce children to social etiquette/conventions</li> <li>• Seek comfort from familiar adults, when needed.</li> </ul>	<p><b>Physical Development &amp; Movement</b></p> <ul style="list-style-type: none"> <li>• Begin to develop <u>pincer grip</u>, <u>hand muscles</u> and <u>hand-eye coordination</u></li> <li>• Begin to develop <u>cross lateral movement</u></li> <li>• Begin to develop <u>balance &amp; coordination</u></li> <li>• Begin to develop <u>spatial awareness</u> and <u>deep sensory (Proprioceptive)</u></li> <li>• Have opportunities to try new food textures and tastes.</li> <li>• Begin to pour water and milk into a cup without spilling (with support, if required).</li> <li>• Manage self-hygiene routines - hand washing, toileting, nose cleaning etc.</li> <li>• Recognise danger/risk and seek support of significant adult</li> <li>• Begin to dress independently – coats, shoes, etc (with support)</li> </ul>	<p><b>Language Development</b></p> <p><b><i>Attention and Listening</i></b></p> <ul style="list-style-type: none"> <li>• Focus attention and listen</li> <li>• Understand a simple instruction</li> <li>• Understand and follow simple instructions</li> <li>• Understand and follow simple instructions related to routines</li> <li>• Listen and attend when someone is speaking (with the aid of visual cues/signing if required)</li> </ul> <p><b><i>Talking and Listening</i></b></p> <ul style="list-style-type: none"> <li>• Communicate needs.</li> <li>• Engage in conversations with others.</li> <li>• Join in with whole class/small group songs and rhymes.</li> </ul> <p><b><i>Early Reading Skills</i></b></p> <ul style="list-style-type: none"> <li>• Recognise own photograph/name on belongings in school</li> <li>• Show an interest in books.</li> <li>• Enjoy being read to.</li> <li>• Begin to sit attentively for short story sessions.</li> <li>• Create simple stories through role play and small imaginative play.</li> </ul> <p><b><i>Early Writing Skills</i></b></p> <ul style="list-style-type: none"> <li>• Show an interest in mark making.</li> <li>• Express themselves by scribbling, mark-making and drawing.</li> <li>• Experiment with a wide range of media such as paper, crayons, chalk and paint.</li> </ul>
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<p><b>Early Mathematical Development</b></p> <ul style="list-style-type: none"> <li>• Listen to and join in with number songs, stories and rhymes.</li> <li>• Show interest in shapes in both the indoor and outdoor environment.</li> <li>• Show an awareness of similarities of shapes in the environment.</li> <li>• Begin to find an appropriate amount of space for an activity, such as dancing, floor puzzles etc.</li> <li>• Explore, compare and name large and small containers at sand, water, mud kitchen, home corner ...</li> <li>• Begin to follow simply daily routines</li> <li>• Begin to match items</li> <li>• Find, use and return items to correct locations</li> </ul>	<p><b>The Arts</b></p> <p><u><b>Art and Design</b></u></p> <ul style="list-style-type: none"> <li>• Make marks with a variety of drawing materials - biro, markers, chalk, big brushes &amp; water;</li> <li>• Draw on a range of papers, surfaces varying in colour, shape and size;</li> <li>• Work on an easel, floor or table top;</li> <li>• Explore different consistencies of paints through adding water;</li> <li>• Use a range of tools to apply paint to surfaces, and exploring the marks which can be made, for example with: brushes, fingers, sponges, combs;</li> <li>• Use a range of techniques to shape and change papers and card, such as tearing to create different shapes and sizes, crumpling, layering to create texture (begin with newspaper);</li> <li>• Use different types of glues such as PVA, glue sticks, pastes etc. to stick down papers.</li> </ul> <p><u><b>Music</b></u></p> <ul style="list-style-type: none"> <li>• Listen and join in to singing rhymes and simple songs;</li> <li>• See and hear a variety of music performed, either first-hand or using video or ICT;</li> <li>• Clap, march and perform actions to the beat of the music;</li> <li>• Move to the speed of the music.</li> </ul> <p><u><b>Drama</b></u></p> <ul style="list-style-type: none"> <li>• Be involved in group role play - dressing up clothes and props will be available to enhance their play.</li> </ul>	<p><b>WAW</b></p> <ul style="list-style-type: none"> <li>• Talk about themselves, their families, their pre-school setting;</li> <li>• Increase understanding of their physical selves – height, eye colour, hair colour etc.</li> <li>• Recognise the role of some people who work within the pre-school.</li> <li>• Observe, explore, investigate, name and select materials and equipment in a range of situations</li> <li>• Begin to join materials – glue, tape</li> <li>• Begin to develop skills such as cutting, sticking, folding, pouring and building as they work with a variety of materials</li> <li>• Show interest in and care for the environment.</li> <li>• Care for and respect living things and handle them sensitively.</li> <li>• Begin to become familiar with the different types of weather we experience</li> <li>• Identify a variety of familiar sounds – birds singing, wind, rain etc.</li> <li>• Explore and investigate roleplay – props, puppets.</li> </ul>
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