

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

Date: October 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. • Continue to become familiar with our new environments (indoor and outdoor). • Continue to develop tidy up skills with an adult • Engaging in bathroom routine, hand washing and toileting. • Gaining more independence at self-registration on arrival • Gaining more independence at self-registration at snack • Continue to encourage children to identify their own coat spaces and personal item spaces – use symbols. • Beginning to form and establish friendships. • Continue introducing boundaries for safety • Continue reinforcing simple routines • Continue introducing children to social etiquette/conventions • Seek comfort from familiar adults, when needed. 	<p>Physical Development & Movement</p> <ul style="list-style-type: none"> • 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> • Have opportunities to try new food textures and tastes. • Beginning to pour water and milk into a cup without spilling (with support, if required). • Manage self-hygiene routines - hand washing, toileting, nose cleaning etc. • Recognising danger/risk and seek support of significant adult. • Continuing to begin to dress independently – coats, hats, gloves, shoes, etc (with support) • Begin to use a variety of equipment indoors and outdoors e.g., bean bags, balance beam, parachute. 	<p>Language Development</p> <p>Attention and Listening</p> <ul style="list-style-type: none"> • Focus attention and listen • Understand a simple instruction • Understand and follow simple instructions (1 to 2 parts) • Understand and follow simple instructions related to routines • Listen and attend when someone is speaking (with the aid of visual cues/signing if required) <p>Talking and Listening</p> <ul style="list-style-type: none"> • Communicate needs – asking for help. • Engage in conversations with others – focusing on 1 to 1 or small group. • Join in with whole class/small group songs and rhymes. <p>Early Reading Skills</p> <ul style="list-style-type: none"> • Recognise own symbol on belongings in school – begin to verbally identify what the picture is. • Showing an interest in books – beginning to hold books appropriately. • Enjoy being read to. • Begin to sit attentively for short story sessions. • Create simple stories through role play and small imaginative play. <p>Early Writing Skills</p> <ul style="list-style-type: none"> • Show an interest in mark making • Express themselves by scribbling, mark-making and drawing • Experiment with a wide range of media such as paper, crayons, chalk and paint.
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<p>Early Mathematical Development</p> <ul style="list-style-type: none"> • Listen to and join in with number songs, stories and rhymes. • Show interest in shapes in both the indoor and outdoor environment. • Show an awareness of similarities of shapes in the environment. • Begin to find an appropriate amount of space for an activity, such as dancing, floor puzzles etc. • Begin to explore, compare and name large and small containers at sand, water, mud kitchen, home corner. (Big/Small). • Notice and talk about patterns in the environment such as stripes, spots, squares. • Continue to follow simply daily routines. • Begin to match items e.g., colours, shapes. • Find, use and return items to correct locations. • Beginning to problem solve. 	<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, surfaces varying in colour, shape and size; • Work on an easel, floor or tabletop; • Explore different consistencies of paints through adding water; • 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, autumn items; • 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 crepe paper); • Use different types of glues such as PVA, glue sticks, pastes etc. to stick down papers. <p><u>Music</u></p> <ul style="list-style-type: none"> • Listen and join in to singing rhymes and simple songs; • See and hear a variety of music performed, either first-hand or using video or ICT; • Clap, march and perform actions to the beat of the music; • Move to the speed of the music. <p><u>Drama</u></p> <ul style="list-style-type: none"> • Be involved in group role play - dressing up clothes and props will be available to enhance their play. • Acting out stories. 	<p>WAU</p> <ul style="list-style-type: none"> • Talk about themselves, their families, their pre-school setting; • Increase understanding of their physical selves – height, eye colour, hair colour etc. • Recognise the role of some people who work within the pre-school. • Begin to explore responsibility for environment and resources – leader role. • Continue to begin to develop healthy eating habits by eating healthy snack and trying some new healthy foods. • Observe, explore, investigate, name, and select materials and equipment in a range of situations. • Begin to join materials – glue, tape. • Continue to begin to develop skills such as cutting, sticking, folding, pouring, and building as they work with a variety of materials • Show interest in and care for the environment – begin to explore planting. • Care for and respect living things and handle them sensitively. • Become familiar with the different types of weather we experience • Introduce Autumn and observing changes. • Identify a variety of familiar sounds – birds singing, aeroplanes, cars, wind, rain etc. • Explore and investigate roleplay, story trays, animals, creatures, people, autumnal items etc.
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