

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

Date: December 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 initial prompt and instruction from adult. • Continue to become independent in bathroom routine, hand washing and toileting. • Becoming aware of own safety and that of others both indoors and outdoors. • Self-register on arrival using symbol with adult support/verbal prompt if needed. • Continue self-registration at snack independently. • Able to hang own coat and bag up on peg with their symbol with less adult support. • Play near and with others. • Continuing to form some relationships with key adults and children. • Expressing own preferences and interests. • Enjoy responsibility of carrying out small tasks. • Take turns with less adult support. • Demonstrating some concentration at activities of interest. • Beginning to persevere with tasks – seek help when needed. • Continuing to show pride in completed work. • Developing leader role. 	<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> • Continue to attend to own needs with independence. • Pouring water and milk into a cup without spilling (with support, if required). • Managing self-hygiene routines - hand washing, toileting, nose cleaning etc (with support, if required). • Recognise danger/risk and seek support of significant adult. • Continue to dress independently – coats, hats, gloves, shoes, etc (with support, if required). • Beginning to negotiate around objects independently. • Beginning to develop an awareness of space with less adult support. • Beginning to follow simple movement sequences. • Beginning to handle objects and resources with some control/ co-ordination. • Beginning to build simple block structures. • Continuing to begin to develop FMS/control e.g., uses a thick pencil, crayon, paintbrush. 	<p>Language Development</p> <p>Attention and Listening</p> <ul style="list-style-type: none"> • Focus, attention and listen • Understand a simple instruction (with visual cues/signing if needed). • 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). • Beginning to listen attentively during group story time with less adult support. • Continuing to begin to listen to other media. <p>Talking and Listening</p> <ul style="list-style-type: none"> • Beginning to communicate needs verbally. • Engage in conversations with peers and adults. • Join in with whole class/small group songs and rhymes. • Beginning to talk about their experiences. • Begin to initiate conversation with adults and peers. <p>Early Reading Skills</p> <ul style="list-style-type: none"> • Recognising own symbol on belongings in school and self-registration. • Show an interest in books and begin to handle books appropriately. • Enjoy being read to. • Begin to retell a story from pictures. • Beginning to retell or create simple stories through role play and small imaginative play • Begin to develop memory skills and can recall events/stories. <p>Early Writing Skills</p> <ul style="list-style-type: none"> • Beginning to make marks with a wide variety of materials e.g., sand. • Beginning to show an interest/curiosity as adult writes. • Beginning to make marks to represent ideas/to tell a story.
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<p>Early Mathematical Development</p> <ul style="list-style-type: none"> • Begin to understand mathematical language used by the adult during play. • Continue to begin to use mathematical language naturally during play. • Developing an understanding of language associated with size and quantity e.g., big/small, heavy/light. • Explore, compare and name large and small containers at sand, water, mud kitchen, home corner ... • Becoming more independent at following daily routines/events in term 1. • Continuing to become aware of the days of the week. • Show an awareness of counting. • Listen to and join in with number songs, stories, and rhymes. • Beginning to sort with/without adult support for a criteria/criterion. • Continue to begin to recognise and name colours through play. • Continue to explore how to find an appropriate amount of space for an activity, such as dancing, floor puzzles etc. • Notice and talk about patterns in the environment such as stripes, spots, squares ... • Continue to begin to sort by finding, using, and returning items to correct locations. 	<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; • Continue to begin to explore dough/scrap materials. • Is able to make a simple model with scrap materials. • Continue to begin to value their own work. • Use different types of glues such as PVA, glue sticks, pastes etc. to stick down papers. • Begin to explore a variety of materials, appreciating colour, shape and texture. <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; • Begin to experiment to make musical sounds. • Clap, march and perform actions to the beat of the music; • Beginning to respond to music and make their own music by clapping and singing. <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. • Beginning to act out stories. • Playing imaginatively with equipment/resources to extend play (with staff role modelling if required). • Develop confidence to approach and join a group involved in role play. 	<p>WAW</p> <ul style="list-style-type: none"> • Talk about themselves, their families, their pre-school setting; • Continue to begin to talk about their experiences during pre-school and at home. • Beginning to develop a natural curiosity about the world around us. • Engaging in sand/water/dough/natural material play (with staff support if required). • Beginning to choose own materials/resources in an appropriate way. • Continue to begin to explore roles within the local community. • Talk about what he/she is doing and what he/she has learned (with adult prompting if required). • Continue to begin to develop healthy eating habits by eating healthy snack and trying some new healthy foods. • Begin to join materials – glue, tape • Begin to explore opportunities to use senses to explore their immediate environment and resources. • Begin to learn about and develop knowledge on living things. • Become familiar with the different types of weather we experience • Begin to observe weather/seasons/local environment and discuss observations made with staff support. • Begin to explore changes in materials in real contexts such as freezing and making dough. • Begin to explore ICT e.g., memory games (with adult support if required). • Begin to explore relevant topics e.g., Christmas celebration and their own experiences of this.
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