

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

Date: November 2022

<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Separate from main carer, continue to encourage independent separation and without transition object. • Continue to become familiar with our new environments (indoor and outdoor). • Continue to develop tidy up skills with an adult using picture label. • Become independent in bathroom routine, hand washing and toileting. • Become aware of own safety and that of others. • Self-registering on arrival using symbol without support. • Self-registering at snack with 1 prompt or independently. • Managing own belongings on peg. • Begin to expand peer friendships. • Express own preferences and interests. • Enjoy responsibility of carrying out small tasks. • Taking turns more independently with fewer prompts. • Express own feelings such as sad, happy, upset, cross, scared. • Begin to persevere with tasks – seek help when needed. • Develop 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> • Attending to own needs. • Pouring water and milk into a cup without spilling. • Manage self-hygiene routines - hand washing, toileting, nose cleaning etc. • Recognise danger/risk and seek support of significant adult. • Continue to dress independently – coats, hats, gloves, shoes, etc (asking for support if required). • Exploring a variety of equipment indoors and outdoors e.g., bean bags, balance beam. • Continue to develop an awareness of space. • Continue to follow simple movement sequences. • Continue to handle objects and resources with some control/ co-ordination e.g., parachute, balls. • Beginning to build simple block structures with a variety of blocks. • Beginning 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 listening during conversation. • 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. • Beginning to listen attentively during group story time. <p>Talking and Listening</p> <ul style="list-style-type: none"> • Beginning to communicate needs verbally. • Engaging in conversations with peers and adults. • Beginning to initiate conversation with peers and adults. • Join in with whole class/small group songs and rhymes. • Beginning to talk about their experiences in the environments. <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 beginning to handle books appropriately and turn pages. • Enjoy being read to by peers or staff. • Begin to recall or retell a story from pictures or through role play. <p>Early Writing Skills</p> <ul style="list-style-type: none"> • Beginning to make visible marks with a wide variety of materials e.g., pencils, markers, chalk, crayons, paint. • Beginning to show an interest/curiosity as adult writes – asking questions about the writing. • Beginning to make marks to represent ideas/to tell a story and describe marks made.
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<p>Early Mathematical Development</p> <ul style="list-style-type: none"> • Begin to understand and respond to mathematical language used by the adult during play. • Beginning to use mathematical language naturally during play. • Gaining more understanding of language associated with size and quantity e.g., big/small, heavy/light. • Explore, compare and name big and small amount at sand, water, mud kitchen, home corner ... • Becoming more independent at following daily routines/events in term 1. • Becoming aware of the days of the week. • Showing an awareness of counting with staff, peers or independently (with prompts if needed). • Listen to and join in with number songs, stories, and rhymes. • Beginning to sort with/without adult support for a criteria/criterion. • Recognising and naming some colours. • Begin 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 ... • Beginning 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"> • Making marks with a variety of drawing materials - markers, chalk, big brushes & water (inside and outside); • Draw/make marks on a range of papers, surfaces varying in colour, shape, and size; • Beginning to explore malleable materials e.g., dough with scents/ colours and different sensory elements. • Is able to make a simple model with scrap/junk art materials. • Continue to value own work and begin to show value for the work of others. • Use different types of glues/tapes such as PVA, glue sticks, pastes, masking tape, Sellotape etc. to stick down papers. <p><u>Music</u></p> <ul style="list-style-type: none"> • Listening and joining in with singing rhymes and simple songs; • Experiencing a variety of music performed, either first-hand or using video or ICT; • Experiment with equipment to make musical sounds. • Clap, march and perform actions to the beat of the music; <p><u>Drama</u></p> <ul style="list-style-type: none"> • Be involved in group role play – using dressing up clothes and props. • Acting out stories using own imagination/ experiences. • Playing imaginatively with equipment/resources to extend play (with staff role modelling if required). 	<p>WAW</p> <ul style="list-style-type: none"> • Gaining confidence to talk about themselves, their families, their pre-school setting; • Continuing to talk about their experiences in the environment. • Beginning to develop a natural curiosity about the world around us - exploring. • Engaging in sand/water/dough/natural material play (with staff support if required). • Becoming more confident to choose own materials/resources in an appropriate way. • Recognise the role of some people who work within the pre-school. • Beginning to explore more roles within the local community. • Continue to begin to develop healthy eating habits by eating healthy snack and trying some new healthy foods. • Continuing to begin to join materials – glue, tape • Continuing to begin to explore opportunities to use senses. • Continuing to begin to learn about and develop knowledge on living things. • Becoming familiar with the different types of weather we experience. • Continuing to begin to observe weather/seasons/local environment and discuss observations made with staff support. • Begin to explore ICT e.g., matching game/colours (with adult support if required). • Explore and investigate roleplay, story trays, animals, creatures, people, seasonal items etc.
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