



Preschool

Salcombe Preparatory School

Example Termly Curriculum Plan

COMMUNICATION & LANGUAGE

Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

LITERACY

Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. Children read some irregular, common words and demonstrate understanding when talking to others about what they have read.

- To show awareness of rhyme and alliteration
- Recognise familiar words and signs such as own name
- Reading daily – with adult, and in whole groups
- Describes main stories with increasing attention and recall
- Shows an interest in illustrations and print in books and print in the environment.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. Children can write some irregular common words. When writing, some words are spelt correctly and others are phonetically plausible.

- To sometimes give meaning to marks as they draw and paint
- Write own name
- Encourage mark making
- To provide activities to encourage children to use their phonic knowledge when writing.

MATHEMATICS

Numbers: Children count reliably with numbers from 1 to 10, place them in order and say which number is one more or one less than a given number. Children can add and subtract one or two single digit numbers, using quantities and objects to find the answer.

- Recognises numerals to 10
- Compares and orders numbers to 10 and beyond
- Sometimes matches numeral and quantity correctly.

Shape, space and measure: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.

- Shows awareness of similarities of shapes in the environment
- Uses positional language
- Recognise and name 2D shapes
- Uses shapes appropriately for tasks

UNDERSTANDING THE WORLD

People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

- Shows interest in lives of people who are familiar to them
- To remember and talks about significant events in their own experience
- Celebrating special occasions
- Birthdays
- Harvest and Bonfire Night (5th November)
- Remembrance day (11th November),
- Chicken Shed Tales from the Shed
- Christmas Pre-School Play
- Christmas (25th December)

The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of plants and animals and explain why some things occur and talk about changes.

- Comments and ask questions about aspects of their familiar world such as the place where they live or the natural world
- Can talk about some of the things they have observe such as plants, animals natural and found objects
- Talks about how things happen and why things work.
- Exploring materials –pasta play, water play, natural materials.
- Shows care and concern for living things in the environment

Technology: Children recognise that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes.

- To develop general skills and also to extends their specific knowledge of technology.
- Find out and identify the uses of everyday use of equipment
- Able to use an on and off switch



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PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings. They form positive relationships with adults and other children.

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Initiates play, offering cues to peers to join them

Self-confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

- Welcomes and values praise for what they have done.
- Confident to talk other children when playing, and will communicate freely about own home and community.
- Can select and use activities and resources with help
- Enjoys responsibility of carrying out small tasks.

Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

- Aware of own feelings, and knows that some actions and words can hurt others feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine

EXPRESSIVE ARTS & DESIGN

Media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Daily Activities include: cutting, sticking, painting, drawing, modelling and printing.
- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and face horizontally, making enclosures and creating spaces.

Being imaginative: Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Use what they have learnt about media and materials in original ways, thinking about uses and purposes

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Sings to self and makes up simple songs and makes up rhythms.
- Notices what adults do, imitating what is observed and doing it spontaneously when the adult absent.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Use resources to create props to support roleplay

PHYSICAL DEVELOPMENT

Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, and skipping
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

Health and self-care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

- Eats a healthy range of food and understands need for variety in food.
- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat