

# Pre-School at Kenton Primary School

School makes up an enormous part of a child's life. Teachers, other adults and children play a major role in making up a child's experiences, and the opportunities that they have for learning also leave their mark on development. A child's genetic background will influence their ability to learn, but good educational experiences can enhance these abilities.

Therefore, we need provide these children with hands on experiences to ensure that they have been exposed to as many different opportunities to succeed. To enhance their interactions, communication and language and their physical abilities. Hand on learning is learning by doing.

For this reason, we feel that introducing a theme to the children's learning will present them with new experiences and opportunities to explore new vocabulary whilst also following the children's interest through the continuous provision. Being mindful that if a particular topic does not capture the child's interests we have the flexibility to adapt and make changes to ensure that the children are interested and presented with plenty of opportunities for child led learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Wonderful Me</b> 	<b>Celebrations</b> 	<b>Gruffalo and Friends</b> 	<b>Spring has Sprung</b> 	<b>Magic and Mystery</b> 	<b>Mini Madness Ugly Bug Ball</b> 
	<b>Tryatops, explorersaur, askaraptor, solveasoures rex, shareoynx, stickosaurus</b>					
<b>Curricular goals</b>	<b>Settle in and become a confident learner</b>	<b>Be an active listener</b>	<b>Explore different possibilities</b>	<b>Settle in and become a confident learner</b>	<b>Be an active listener</b>	<b>Explore different possibilities</b>
<b>British Values</b>	<p style="text-align: center;"><b>Tolerance</b>, politeness and <b>mutual respect</b> are at the heart of our aims, ethos and R.E curriculum.</p> <p style="text-align: center;"><b>The importance of rules and laws</b>, - Our pupils are taught to respect the rules in place through different religions.</p> <p style="text-align: center;"><b>Individual liberty</b> - Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to utilise these safely.</p> <p style="text-align: center;"><b>Democracy</b> - Pupils are listened and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard.</p> <p style="text-align: center;"><b>Mutual respect</b> for and tolerance of those with different faiths and beliefs, and for those without faith.</p> <p style="text-align: center;"><b>Tolerance</b>, politeness and <b>mutual respect</b> are at the heart of our aims, ethos and R.E curriculum.</p>					
<b>Memorable Experience</b>	Visit from a local doctor or nurse	Hold a party	Animal Encounter visit	Walk around our local area	Magic show performer	Mini Beast Ball

<p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>-Listen to simple stories and understand what is happening with the help of the pictures</li> <li>-Understand and act on longer sentences like 'make teddy jump' or 'find your coat'</li> </ul>	<ul style="list-style-type: none"> <li>-Understand simple questions about 'who', 'what', and 'where'</li> <li>-Identify familiar objects and properties when described</li> </ul>	<ul style="list-style-type: none"> <li>-Understand a question or instruction that has two parts, such as: 'get your coat and wait at the door.'</li> <li>-Understand how to listen</li> <li>-Enjoy listening to longer stories</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about familiar books</li> <li>-Start a conversation with an adult or friend and continue for many turns</li> </ul>	<ul style="list-style-type: none"> <li>-Use a wider range of vocabulary</li> <li>-Use talk to organise their play</li> <li>-Can remember what has happened from a longer story</li> </ul>	<ul style="list-style-type: none"> <li>-Understand why questions</li> <li>-Sing a large repertoire of songs</li> <li>-Can speak in sentences of 4-6 words</li> <li>-Using some past/future tense</li> <li>-Begin to develop active listening</li> </ul>
<p><b>PSED</b></p>	<ul style="list-style-type: none"> <li>-Begin to develop friendships with other children</li> <li>-Select and use activities and resources, with help when needed</li> </ul>	<ul style="list-style-type: none"> <li>-Be increasingly able to talk about and manage their emotions</li> <li>-Begin to follow rules and instructions</li> </ul>	<ul style="list-style-type: none"> <li>--Select and use activities and resources</li> <li>Show more confidence in new social situations</li> <li>-Play with one or more children, extending and elaborating play ideas</li> </ul>	<ul style="list-style-type: none"> <li>-Understand why rules are important</li> <li>-Begin to talk about their feelings</li> <li>-Develop their sense of responsibility and membership of a community</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to understand how others may be feeling</li> <li>-Remember rules without an adult to remind them</li> </ul>	<ul style="list-style-type: none"> <li>-Can play alongside others within the environment</li> <li>-Can express their feelings</li> <li>- Consider the feelings of others</li> </ul>
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>-Go up and down steps using alternate feet</li> <li>-Encourage children to dress and undress independently</li> <li>-Start eating independently and learning how to use a knife and a fork</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to use the toilet with help</li> <li>- Develop movement: balancing, skipping, jumping</li> <li>-Use large-muscle movements</li> <li>-Begin to develop ball skills</li> </ul>	<ul style="list-style-type: none"> <li>-Start to match their developing physical skills to tasks and activities in the setting</li> <li>-Start to use a comfortable grip when holding pens and pencils</li> <li>-Start to open packets and wrappers</li> </ul>	<ul style="list-style-type: none"> <li>-Start taking part in group activities which they make up for themselves, or in teams</li> <li>- Increasingly be able to use and remember sequences and patterns of movement</li> </ul>	<ul style="list-style-type: none"> <li>-Show a preference for a dominant hand</li> <li>-Choose the right resources to carry out their own plan</li> <li>-Eat using a knife a fork</li> <li>- match their developing physical skills to tasks and activities in the setting</li> </ul>	<ul style="list-style-type: none"> <li>-Use the toilet independently</li> <li>-Use one handed tools and equipment</li> <li>- Use a comfortable grip when holding pens and pencils</li> <li>-Can open packets and wrappers</li> <li>- Continue to develop movement</li> </ul>

Key texts	Elmer Incredible you Peace at last When Jelly had a wobble		The Gruffalo Goldilocks and the Three Bears Going on a bear hunt	Elmer and the Rainbow After the Storm – Percy Park Keeper Maisy’s Wonderful Weather book How do you make a rainbow? Seasons	Meg and Mog	What the Ladybird heard. Superworm Mad about Minibeasts Norman the Snail Elmer and the butterfly

Familiar Texts	Familiar Songs
<b>N2</b>	<b>N2</b>
Room on the Broom	Grand old Duke of York
Gruffalo	Polly had a dolly
Hungry caterpillar	Peter Hammers
Oi Frog	How much is that doggy in the window
Paper Dolls	5 Currant buns
I want my hat back	5 Little Speckled frogs
Sharing a shell	5 little men in a flying saucer
Three little pigs	Little Bo Peep
Owl babies	Mary, Mary quite contrary
Each peach pear plum	Down in the Jungle
Where the wild things are	5 little monkeys jumping on a bed
Stickman	Sleeping bunnies
Meg & Mog	10 in a bed
I don’t want to wash my hands – little princess	Hickory Dickory Dock
Elmer	Row, row, row your boat
10 little pirates	Hey diddle, diddle
	1,2,3,4,5 once I caught a fish

