

Autumn term 1 - 2024
Foundation Stage – Pre-School
Who am I?

The Pre-school curriculum has been created to meet the needs of the children at Roskear. When creating our curriculum, we have used our knowledge of the children, the community in which we serve and a variety of relevant documents such as “Development matters” and “Birth to 5”.

Area of Learning	Week 1 - 9th Sept 24 Marvellous Me	Week 2 - 16th Sept 24 Marvellous Me	Week 3 - 23th Sept 24 My family and friends	Week 4 - 30th Sept 24 My senses	Week 5 - 7th Oct 24 My home and garden	Week 6 - 14th Oct 24 My pets and favourite animals	Week 7 - 21st Oct 24 My favourite places to visit
PSED through other six areas of learning	Find ways to calm themselves, through being calmed and comforted by their key person. E.g - 1:1 activities with key person	Express preferences and decisions. They also try new things and start establishing their autonomy. E.g - Choosing resources to play with independently.	Develop friendships with other children. E.g- Group activities with all children such as parachute, stretchy band etc.	Establish their sense of self. E.g - Using their senses to explore all sensory activities such as playdough that smells, sensory barefoot walks etc.	Begin to show effortful control. E.g. waiting to take turns and resisting the strong impulse to grab what they want. E.g - Waiting to jump, climb or use the slide.	Safely explore emotions beyond their normal range through play and stories. E.g - Pet stories. "Going on a bear hunt" "Brown bear, brown bear" How do they feel? Etc.	Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. E.g - Small world play exploring favourite places. Woodland walks around the school.
CLL -plus daily 10min letters and sounds	Copy what adults do, taking turns in conversations (through babbling) and activities. Try to copy adult speech and lip movements. E.g- 1:1 activities with the children.	Understands single words in context - "Cup" "Milk" "Daddy". E.g - Using activities that promote constant single words - Role play kitchen.	Identify familiar objects for practitioners when they are described: for example "Katie's coat" "Blue car" "Shiny apple". E.g - Dolls house	Enjoy singing, music and toys that make sounds. E.g - Music and movement with friends. Song time during sessions for children to join in with.	Understands simple instructions like "give to Nanny" or "Stop". E.g- Cars/ bikes outside for the children understand they need to share.	Listen to simple stories and understand what is happening, with the help of pictures. E.g - Bear hunt Brown bear Any bookstart stories.	Understand simple questions about "Who" "What" and "Where" (but generally not "Why"). E.g - Talking about their favourite places and where they are? Who do you go there with?

	Small group activities such as circle time (Letters and sounds)		with small world people.				
Maths	<p>Complete inset puzzles.</p> <p>E.g - People/faces puzzles.</p>	<p>Build with a range of resources.</p> <p>E.g- Wooden blocks, foam blocks, wooden train track etc.</p>	<p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>E.g - Counting our friends. Counting animals, toys or objects.</p>	<p>Take part in finger rhymes with numbers.</p> <p>E.g- Round and round the garden.</p>	<p>Compare amounts, saying "lots", "more" or "same".</p> <p>E.g- Creating own gardens with flowers etc, talking about the flowers being the same, different, lots etc.</p>	<p>Compare sizes and weights.</p> <p>E.g - Look at pet pictures. Use animal CD game.</p>	<p>Compare sizes, weights etc. using gesture and language.</p> <p>E.g - Making sandcastles with different sized buckets.</p>
Literacy plus daily 10min letters and sounds	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>E.g- Music and movement for the children to copy and join in with.</p>	<p>Enjoy sharing books with adults.</p> <p>E.g - Sitting with children/ groups of children and sharing group stories. Ask the children to join in if they know the words.</p>	<p>Enjoy drawing freely.</p> <p>E.g - Large and small scale drawing, talk about family and friends. "Can you draw them?"</p>	<p>Repeat words and phrases from familiar stories.</p> <p>E.g - Using stories the children may know such as "Bear hunt".</p>	<p>Develop play around favourite stories using props.</p> <p>E.g - Home corner role play.</p>	<p>Add some marks to their drawings, which they give meaning to for example "That says Mummy".</p> <p>E.g- Having pictures of pets to give meanings to them.</p>	<p>Notice some print, such as the first letter of their name, a bus or door number or a familiar logo.</p> <p>E.g- Small world town with familiar shop pictures for the children to recognise.</p>

UW	<p>Explore materials with different properties.</p> <p>E.g. Pom poms and tweezers for sorting onto coloured mats.</p>	<p>Explore natural materials indoors and outside.</p> <p>E.g - Letting the children have free flow to explore the outdoor and indoor environments.</p>	<p>Notice differences between people.</p> <p>E.g. Look at different people on the bus. Using happy land / bus templates.</p>	<p>Explore materials with different properties.</p> <p>E.g. Sensory treasure baskets with different materials. Using tissue box game.</p>	<p>Repeat actions that have an effect.</p> <p>E.g- Flowers stuck in Ice? How do we get them out?</p>	<p>Explore and respond to different natural phenomena.</p> <p>E.g. Ducks in water / sea like tuff spot.</p>	<p>Explore and respond to different natural phenomena.</p> <p>E.g. Small world role play with shops / people.</p>
PD	<p>Explore different materials and tools.</p> <p>E.g- Providing lots of items for the children to grasp, hold and explore. Playdough, clay, shells, brushes, painting.</p>	<p>Clap and stamp to music.</p> <p>E.g- Music and movement for the children to explore with.</p>	<p>Build independently with a range of appropriate resources.</p> <p>E.g - Provide children with blocks, lego, stickle bricks etc to build houses for family / friends.</p>	<p>Start eating independently and learning how to use a knife and fork.</p> <p>E.g- Mini picnic idea for park theme to encourage children to eat.</p>	<p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>E.g- Using bikes/ cars outside for the children to experiment with.</p>	<p>Build independently with a range of appropriate resources.</p> <p>E.g - Building farms / jungles for their animals.</p>	<p>Sit on a push - along wheeled toy, use a scooter or ride a tricycle.</p> <p>E.g - Role play of going to favourite places such as shops, park, holidays etc.</p>
EAD	<p>Start to make marks intentionally.</p> <p>E.g - Using different activities to mark make with. Cars, planes, trains in water / paint.</p>	<p>Enjoy and take part in action songs such as "Twinkle twinkle little star".</p> <p>E.g- Simple song time for the children to join in with.</p>	<p>Start to make marks intentionally.</p> <p>E.g - Using white boards and pens, photo frames to make marks.</p>	<p>Move and dance to music.</p> <p>E.g - Music and movement - encourage the children to join in.</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>E.g- Make natural paintbrushes such as sticks, flowers etc.</p>	<p>Make simple models which express their ideas.</p> <p>E.g - Using simple building tools such as wooden blocks, animals and lego. What will they use them for / make with them?</p>	<p>Start to develop role play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>E.g - Simple role play using bricks as houses etc.</p>

