

# Belmont Cheveley Park Primary School



Passport  
to

Pre-School



# Some outings I will experience in Pre-School



In Pre-School we love to have trips out – we get to learn and experience exciting things about the world in which we live. Sometimes these are linked to our termly topics, other times they are to build on our gross motor skills or simply a treat if we have been working hard.

These outings can include;

- **Christmas Pantomime** – For some of us, this is the first time that we have ever been on a coach – this is so much fun – we love to watch traditional stories being acted out.
- **Library** – we love story time and reading books and so we visit the library a few times throughout the year. We love to have a story read to us by the librarian.
- **Fruiters** – to learn about where our fruit comes from. To learn the names of the different fruits that we eat and to learn about how we use money to pay for goods. We use this knowledge back in nursery within the role-play area.
- **Walks in the local area** – to help us to understand about road safety and how to cross the road carefully and safely.
- **Trip to the hairdressers** – during our local area walks, we occasionally stop off at businesses such as the local hairdressers – we love to bring back what we have seen and act it out in our role-play area.
- **Park** – we have a lovely big and little park in our local area – we love to swing, climb and slide. We often stop off here after our local area visits, this is good for our gross motor skills and co-ordination. We learn how to balance with co-ordination, build on our core strength and manage risks safely.
- **Sea Life Centre** – This is to find out about life under the sea. We learn about different species of fish and explore the environment in which they live.
- **Adventure Valley** – We learn about the different farm animals, what they eat, where they live and what they look like. We learn how to look after them and we are able to explore the outdoor play areas using our gross motor muscles and strength to play and explore.

**OTHER;** we also have special visitors who come into nursery to talk to us about their special jobs.

These include:

- Police

- Veterinary Nurse

- Dentist/Nurse

- Firefighters

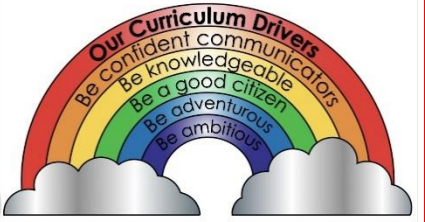


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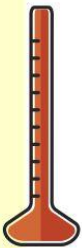
# Pre-School



## UTW (Understanding the World)

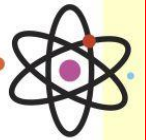
### PAST & PRESENT;

- Learn about the life cycle of a chicken – what was it like yesterday vs today, what might happen next – in the morning/next day – egg incubator. Watching the eggs hatch into chickens
- Plant life cycle – growth over time, discussing chronology of yesterday and today
- Bringing in pictures from home from when you were a baby – what has happened over time – what changes have taken place



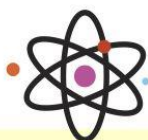
### PEOPLE AND COMMUNITIES;

- Learn about their immediate family – drawing pictures of their family and themselves
- Learn how to make connections with others – discussing similarities and differences
- Visits from police/nurse/dentist to have whole group discussions about people who help us – jobs and occupations
- Role-play in the home corner/ hairdressers/ police station – to act out different job roles in society
- Celebrate Chinese New Year – tasting Chinese food and learning about different cultures and traditions
- Sharing books about different people and where they live – 'We are all different'



### THE NATURAL WORLD;

- Learn about the world around them – taking part in learning outside the classroom
- Weekly forest school sessions to learn about the world outside
- Plant seeds and bulbs
- Explores their senses through using different textured materials – in the creative area
- Talk about seasonal changes – describing the weather in Winter vs Summer
- Play with ice – exploring how it melts and why it freezes
- Visit to local farm to learn more about animals and new life
- Introducing cameras – taking their own photographs of flowers, plants and the environment and printing them off





# Pre-School PD (Physical Development)



## GROSS MOTOR SKILLS;

- P.E – weekly PE sessions
- Growing ability to respond to music and movement – copying the action/movement to music - jump like a kangaroo, run like a cheetah, be fierce like a lion
- Development of large motor skills - running, jumping, skipping, balancing, hopping, stepping, climbing, throwing and catching skills – balancing on apparatus, landing appropriately, throwing and catching in partners
- Bikes and Scooters – development of co-ordination, large motor skills and balancing skills – awareness of direction and the ability to negotiate space successfully
- Sports day – development of running skills, balancing skills, co-ordination skills, team work and self confidence
- Use of the schools play park area/outdoor activities – climbing skills, balancing skills, ability to slide down the slide, turn take and help each other
- 'Squiggle whilst you wiggle' – development of large and fine motor skills and hand/eye co-ordination – Development of skills for mark making and early writing

## FINE MOTOR SKILLS;

- Weekly 'Squiggle whilst you wiggle' sessions – to build on the children's large and fine motor skills ready for mark making and early writing and to begin to show preference for dominant hand
- 'Dough Disco' – to develop on the children's fine motor skills and hand/eye co-ordination and finger and hand strength and development ready for mark making and early writing
- Exploring in the mud kitchen, water and sand play experiences to develop on pouring and filling skills and hand/eye co-ordination
- Scissor control – creative activities and experiences – making celebration cards
- Participation in daily finger and action songs, rhymes and games
- Daily mark making activities and experiences to develop on pencil control and grip. Mark making area available within nursery with added mark making resources and equipment available in all areas of the nursery environment to support early writing and mark making skills
- Paint easel and creative areas and activities available within the nursery environment both indoors and outdoors to support fine motor skills and hand/eye co-ordination, threading, peg boards, tap a shape, pom poms and tweezers, mark making in rice, flour, glitter and mud to develop skills too



# Pre-School

## EAD – Expressive Arts & Design



### CREATING WITH MATERIALS;

- Daily messy play activities and experiences – gloop, shaving foam, sand, paints, glue – to develop on the children's awareness of different textures and materials
- Construction area available at all times for building and creating – Duplo blocks, small world figures, cars, trains, train rack, wooden building blocks, tools – to name and talk about what they have created once complete
- Painting and colour mixing activities to build on colour recognition and creative skills
- Painting pictures of ourselves and our families – discussions about skin colour, differences and similarities
- Explore with playdough, clay, mod rock – produce sculptures and different forms of art
- Making and creating homes for animals - talking about suitable environments and homes for the animals to hibernate – explores different materials freely in order to develop on their ideas about how to use them and what to make

### BEING IMAGINATIVE & EXPRESSIVE;

- Learning new songs, nursery rhymes and actions - daily singing and action songs
- Regular music activities and experiences – to build on awareness and understanding of music and how to play and name the different musical instruments. Playing them loud/quiet, fast/slow/, hard/soft
- Taking part in nursery's ever-changing role play area – home corner, hospital, spaceship, Santa's grotto, fruit shop – to act out stories and role-play
- Movement to music – sticky kids - building up rhythm, movement and dance skills
- Christmas Nativity - on the stage in the main school hall – learning dance movements, dressing up and acting out small parts of the nativity. Singing songs with actions
- Enjoying dressing up in the role play, turn taking, being imaginative and expressing themselves
- Mark making and creative activities to support the children in expressing their own ideas and feelings and to develop on their imagination skills



# Pre-School

## PSED – Personal, Social & Emotional Development



### SELF-REGULATION;

- Learns how to become more independent – asks an adult or a peer for support if needed
- Has an awareness of self – expresses positive feelings - books, stories and puppets about feelings and emotions
- Discussions about our families – learning about similarities and differences – family and self portraits
- Through topics such as Nursery trip to the Farm – learn the importance of caring and looking after animals



### MANAGING SELF;

- Aware of physical characteristics and has a sense of own self – Family and self-portraits, talks about likes/dislikes
- Participation in daily group times – Beat Baby, Lola Leopard – to support sharing and turn taking skills – demonstrates the ability to share and turn take
- Has their own ideas and preferences – is able to make choices and decisions
- Learning how to keep safe - managing risks within the nursery environment – Forest School, Nursery outdoor play area
- Learn how to keep safe – participating in celebrating Bonfire Night – discussion of fire safety, road safety when on outings, wearing seatbelts on a coach, boundaries in Forest School



### BUILDING RELATIONSHIPS;

- Is interested in being together and playing with others
- Has an awareness of others feelings and seeks out others 'Friends' to share experiences
- Show kindness to others – knowing right from wrong
- Learning about cultures and traditions from around the world – Diwali, Chinese New Year
- Fantasy role play – Super Heroes, Princesses and Fairies – helping each other put on and take off the different outfits, turn taking and sharing, making friendships/relationships and being together
- Storybooks about friends/friendships – Elmer and Friends, We are all different





# Pre-School

## Communication & Language



### LISTENING, ATTENTION & UNDERSTANDING;

- Participating in circle times – group discussions, news time – turn taking in conversation
- Introduction of new vocabulary through daily story, song and rhyme time – Laura's Star, Little Rabbit Foo Foo, The Gruffalo – development of listening, understanding and attention skills
- Play and acting out in nursery's role play area – thinking about different conversations that may take place in a hairdressers, at a doctor's surgery, in a baby clinic, etc
- Recognition of familiar and everyday sounds – everyday sound lotto, animal sound lotto
- Following of instructions – 'put coat on', throw the ball'
- Understanding of manners, politeness, how to be kind and fair
- Cooking and baking activities and experiences – baking and making gifts – what ingredients do we need? What will happen when we cook them in the oven? - what resources/materials will we need, etc

### SPEAKING:

- Introduction of new vocabulary – themed topics and storybooks – Discussions about seasons and celebrations - introduction of new words - acorns, pinecones, conkers, foraging, hibernation, fireworks, bonfire, Halloween, ghosts, safety, Guy Fawkes, treason, plot, etc.
- Use positional and action language when looking through books - Who is jumping in the leaves? Are the leaves on the tree?
- Discussions about People Who Help Us – introduction of new vocabulary
- Recalling of stories and participation in song and rhyme time
- Daily letters and sound group times – Phonics - development of language and letter sound skills
- Development of speaking skills in small and large groups through daily small group and class discussions and experiences – use language to share experiences
- Play and acting out in the nursery's ever-changing role play area – thinking about different conversations that may take place in a doctor's surgery, a bakery, a shop, up in space, etc – introduction of new vocabulary
- Weekly news time – introduction of Beat Baby and Lola Leopard to support communication, language and speaking skills
- Standing on stage participating in songs and performances such as their Christmas Nativity



# Pre-School Literacy



## COMPREHENSION;

- Participation in daily singing and rhyme time
- Recognise own name with or without picture cue
- Engagement in daily story time with increasing interest and enjoyment of illustration – repeating of phrases from familiar stories and increased ability to recall a story, talk about the characters and discuss what they think may happen next, ask simple questions about the books read to them
- To understand that print has meaning and can have different purposes and that English text is read from left to right and from top to bottom
- Daily letter and sounds group times using letters and sounds phase one – Silly Soup, body percussion
- Awareness of rhyme – joining in with rhyming stories, continuing a rhyming string

## WORD READING;

- Daily story and rhyme time – repeating of phrases and words from familiar stories, singing along with words and actions to everyday familiar songs
- Name recognition – with or without picture cue
- Introduction of phonics – to support letter sound recognition
- Familiar letter recognition and growing ability to hear oral blends spoken by an adult – can you find me the M A T?
- Introduction of S A T P I N letters to support oral blending and segmenting
- Words and labels in and around the Pre-School environment with picture support to develop on word reading skills

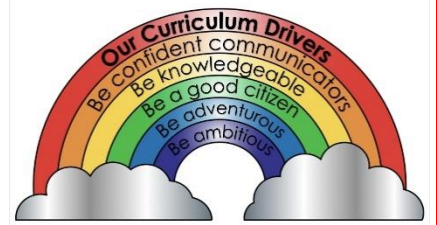
## WRITING;

- Participation in mark making and writing activities – introduction of squiggle whilst you wiggle and dough disco to develop fine motor skills, pencil control and hand/eye-coordination
- Increased ability to distinguish between the different marks that they make
- Growing pencil control to be able to mark lines, circles and dots on paper and increased ability to be able to write and form some or all of their own name using their name card for support by the end of the summer term
- Mark making and writing in a range of ways to keep it fun – making marks in the sand, the glitter, the mud, shaving foam, using paint brushes and chalks outside to make marks
- Mark making and writing on a range of different resources and materials to support writing skills further – chalk boards, white marker boards, chalking on the yard or on tree stumps, painting on the paint easel, clip boards in and around the pre-school environment





# Pre-School Mathematics



## NUMER;

- Become consistent with reciting numbers past five – number song and rhyme
- Growing ability to count objects 1-5 – 'careful counting' using finger as they slowly and carefully count along each object
- Recognition of numbers 1-5 through daily maths group times, introduction of Mathseeds, introduction of numbers in and around the nursery environment both indoors and outdoors
- Growing ability to count backwards from five – use of visual number line as you count backwards, participation in song and rhyme time - counting backwards and forwards – five little men in a flying saucer, One, Two, Three, Four, Five, Once I Caught A Fish Alive
- Growing ability to match number to quantity up to 5 and introduction of number recording – number formation and number tracing through free play and group activities and experiences– number formation in the sand, glitter, flour, playdough, Mathseeds

## NUMERICAL PATTERN;

- Daily routine and familiarity with patterns within daily routine – to greater understand that things might happen now or at another time
- Daily maths group time – development of colour and shape recognition – developed ability to sort and match, order by size, weight, height, colour, shape and ability to complete a simple pattern
- Shape sorters, puzzles, building and creating in the construction area – discussion of patterns, structures, arrangements and shapes
- In everyday situations – counting objects and predicting which number might come next
- Comparing and recognising changes in numbers of things and using words such as more, lots or the same
- Understanding and awareness of positional language – put the teddy on top of the chair, put the teddy underneath the chair, put the teddy behind the chair, etc
- Shape recognition – Introduction of Mathseeds to support shape (2D and 3D), pattern, colour and number skills
- Combining shapes to make new ones – two triangles can make a diamond, two semicircles can make a circle, etc
- Rote counting 1-20 – learning how to rote count in daily experiences – counting the steps as they walk up the steps, claps in a song, counting how many jumps as they jump up high