



Curriculum overview Eco Term: Pre-School

Our value this term are Respect and Responsibility and Courage

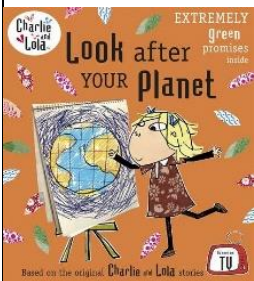
Pre-school- What is all around me?

As our intake is generally made up of approximately 35% of children on the pupil premium register and 58% who have English as a second language, many of our children have limited preschool and "real" experiences and knowledge which affect both their acquisition of and understanding of language. We therefore need to take account of this in our curriculum, ensuring Oracy and vocabulary are prioritised and what they learn is relevant to our children. Our Curriculum is also representative of our pupils, celebrating them and their roots while reflecting our values.

Intent-

We will learn about our environment, talking about the places and things close to our school and homes. We will look at responsibilities we can take charge of for ourselves such as looking after our toys, recycling our snack food waste and learning that paper waste goes into the green bin. We will start to plant flowers, fruits and vegetables and watch them to grow.

Our Key texts this term are:



Look after your planet by Lauren Child

<https://www.youtube.com/watch?v=7T3gRV12vmc>



Somebody swallowed Stanley by Sarah Roberts

<https://www.youtube.com/watch?v=kIAXuW5f7jI>



Omar the bees and me by Helen Mortimer and Katie Cottle

https://www.youtube.com/watch?v=6W_6AgufCUQ



Clean up by Nathan Byrnb abd Dapo Adeola

<https://www.youtube.com/watch?v=4ts-2hFq18w>



Don't throw that away

<https://www.youtube.com/watch?v=nzMpoRD7XeU>

Our traditional tale this term is:

The Gingerbread Man

Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Literacy	Understanding the world	Personal, Social and Emotional development
<p>Pre writing activities Pre reading activities Sharing books Sharing books and stories 1:1 and in small groups</p>	<p>Key Questions What is all around me? Can I help care for my plants? Can I help care for animals? Can I help care for our environment? Lets celebrate</p>	<p>Key Questions Can I interact with those around me? Can I form positive relationships?</p>
	<p>Knowledge I know a plant needs water to help it grow I know animals need food to help them live I know how to care for my classroom and outdoor space I know what a garden is? (school garden)</p> <p>I know about some special celebrations in my life and the lives of others (Eid/Holi/Easter)</p> <p>I know some things about the natural world, through stories, naming animals and places (hill, sea, grass) I am beginning to know how to explore plants and flowers, grow flowers and vegetables</p> <p>Skills I can show how to look after plants I can begin to show how to care for an animal (Caterpillars) I can show the need to care for my environment I can name some things about the natural world, through stories, naming animals and places (hill, sea, grass) I can explore plants and flowers, grow flowers and vegetables</p> <p>Scientific Skills Explore the world around them Use simple words to describe the things they explore Observe things during play Use senses to explore the world around them Build up their vocabulary</p>	<p>Skills I can develop my own interests I can grow in independence I can begin develop friendships with other children I can select and use activities and resources I can become more outgoing with unfamiliar people in the safe context of my pre-school setting</p>
Expressive Art and Design	Mathematics	Physical development
<p>Key Questions Can I listen to sounds around me? Can I draw to represent myself or others?</p>	<p>Explore number and shape in the environment Number of the week</p>	<p>Key Questions Can I refine my movements in a range of ways? Can I have some control over the movements I make? Can I have some control over the marks I make?</p>

<p>Skills</p> <p>I can move to and talk about music</p> <p>I can explore using colour and colour mixing</p> <p>I can develop my ideas and decide which materials to use to express them</p> <p>I can join different materials and explore different textures</p> <p>I can create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>I can draw representing a face with a circle and including details</p>		<p>Skills</p> <p>I am beginning to use large and small motor skills to do things independently for example pour my own drinks</p> <p>I am beginning to show independence, such as wanting to feed myself and undress</p> <p>I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>I can use large muscle movements to wave flags and streamers, paint and make marks</p> <p>I am beginning to use one handed tools and equipment, for example, making snips in paper with scissors</p>
Communication and Language		
<p>Key Questions</p> <p>Can I enjoy listening to stories?</p> <p>Can I begin to use a wider range of vocabulary?</p> <p>Can I start a conversation with an adult or friend?</p>		
<p>Skills</p> <p>I can listen to other people’s talk</p> <p>I can start to say how I am feeling, using words as well as actions</p> <p>I can use speech to develop my pretend play</p> <p>I can start to develop conversations.</p> <p>I can listen to simple stories</p> <p>I am starting to widen my vocabulary</p> <p>I can sing an increasing repertoire of songs</p>		