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| **Curriculum/subject area** | **Links to learning and development** | **Our aim** |
| **Kindness tree**  Little Squirrels to receive a kindness hand when they display an act of kindness.  This could be given in the moment or during carpet time.  Practitioners to identify the act of kindness and encourage others to applaud each child as they stick the kindness hand on the tree. | **Personal social and emotional development**   * Develop friendships with other children * Develop sense of responsibility and membership in community/preschool * Find solutions to conflicts * Increasingly follow rules * Understand gradually how others may be feeling * Develop appropriate ways to be assertive * Build constructive and respectful relationships * Identity and moderate their own feelings. * Think about the perspective of others. * See themselves and valuable individuals.   ***British values***  ***Rule of law: encourage children to follow our kindness ethos. Remind children of our agreed rules and responsibility when treating others kindly.***  ***Mutual respect: promoting tolerant behaviour***  ***Individual liberty: exploring language of feelings and responsibility and reflect on our differences.*** | Little Squirrels to be kind to each other and resolve conflicts appropriately.  To recognise moments and specific acts that deserve a kindness hand, for themselves and others.  Show encouragement when friends receive a kindness hand. |
| **Feelings area**  Use feelings/emotions area to read books and discuss feelings.  Read relevant books to reflect on specific incidents  Use treasure drawer to explore textures | **Personal social and emotional development**   * Develop self assurance * Feel strong enough to express a range of emotions * Begin to talk about and manage their emotions * Safely explore emotions beyond their normal range through play and stories * Talk about their feelings I’m more elaborate ways: ‘I’m sad because…’ or ‘I love it when…’ * Show more confidence in social situations * Find solutions to conflicts * Think about the perspective of others * Increasingly follow rules. * Identify and moderate their feelings.   ***British values***  ***Rule of law: encourage children to follow our kindness ethos. Remind children of our agreed rules and responsibility when treating others kindly.***  ***Mutual respect: promoting tolerant behaviour.***  ***Individual liberty: exploring language of feelings and responsibility and reflect on our differences.*** | Use area to help children reflect on behaviour  Challenging behaviour to be identified and addressed appropriately and in the moment. |
| **Rhyming and syllable clapping**  ***Rhyme***  Rhyming table/rhyme time (In the slime)  Use a range of words/flash cards in adult led activities.  Encourage children to recognise rhyming words  Keep rhyming books on the table to read at opportunities throughout the day or during group time.  Play ‘in the slim e’ during group time (if two words don’t rhyme they go “in the slime!”  ***Syllable recognition***  During adult led and group time ask children to clap the syllables in their name or listen to others doing it.  Demonstrate sounds and patterns for children to copy using clapping and other parts of their bodies.  Use key words from topics to count syllables. | **Literacy**   * Spot and suggest rhymes * Count or clap syllables in a word * Recognise words with the same initial sounds   **Communication and language**   * Use the speech sounds p, b, m, w.   Pronounce l/r/w/y  f/th  S/sh/ch/dz/j  Multi syllabic words   * Understand simple questions about ‘who’ ‘what’ and ‘where’ * Pay attention to more than one thing at a time * Use a wider range of vocabulary * Understand a question or instruction that has two parts * Understand ‘why’ questions * Use longer 4 and 6 word sentences * Develop their communication but may continue to have problems with irregular tenses and plurals * Develop their pronunciation | Little Squirrels to find rhyming and sound recognition fun and accessible.  Integrate literacy into our daily routine and familiarise children with rhyme and sound. |
| **Name recognition**  Registration tree  Recognition of initial sound at the start of own name  Place names for lunch  Snack table  Letter formation of own name | **Literacy**   * Recognise words with the same initial sound * Print has meaning * Print can have different purposes * drawing freely * Make marks on their picture to stand for their own name * Write some or all of their name * Write some letters accurately   **Personal social and emotional development**   * Establish their own sense of self   **Communication and language**   * Use the speech sounds p, b, m, w.   Pronounce l/r/w/y  f/th  S/sh/ch/dz/j  Multi syllabic words   * Develop pronunciation | Little Squirrels to recognise their own name before they go to school.  Recognise sounds in their own name and form some letters in it. |
| **Gluing Station**  Allow children to explore glue freely  Loose parts and materials to be provided for the children to use in their glueing discovery.. | **Expressive arts and design**   * Explore different materials freely, to develop their ideas about how to use ram and what to make. * Develop their own ideas and then decide which materials to use to express them * Join different materials and explore different textures.   ***British values:***  ***Democracy: working collaboratively and turn taking***  ***Individual liberty: allowing children to explore their own interests freely.*** | Children find glue fascinating and love to explore it, our aim is to allow children to have the freedom to play with it and stick different materials together without limiting it. |
| **Respect for books**  Read books regularly  Have a book of the week  Identity the author and illustrator  Discuss with the importance of caring for books and how to do this correctly.  Show children how to turn pages and model proper usage  Demonstrate how to put the books away carefully and ensure children take care when doing so. | **Literacy**   * Have favourite books and seek them out. * Enjoy sharing books with an adult * Pay attention and respond to the pictures or words.   ***British values***  ***Rule of law: follow rules to ensure books are looked after.*** | Ensure all Little Squirrels respect books and take care when handling them.  Encourage a love and enjoyment of books  Develop an understanding of how books can help us. |
| **Floor books**  Each week or topic the children will add to our floor book. They can draw pictures, form letters or stick in images.  Contributions will be labelled so we can identify them next time.  Practitioner to add images and text as well.  Shown during group time and at any point in the day. | **Literacy**   * Recognise words with the same initial sound * Print has meaning * Print can have different purposes * drawing freely * Make marks on their picture to stand for their own name * Write some or all of their name * Write some letters accurately   **Personal social and emotional development**   * Establish their own sense of self   **Communication and language**   * Use the speech sounds p, b, m, w.   Pronounce l/r/w/y  f/th  S/sh/ch/dz/j  Multi syllabic words  Develop pronunciation  **Knowledge and understanding of the world**   * Talk about what they see, using a wide range of vocabulary * Linked to all areas depended on which topic or subject we are discussing     ***British values***  ***Democracy: promoting turning taking and working collaboratively, an opportunity to develop enquiring minds.***  ***Individual liberty: allowing experiences for children to have conversations and express ideas . For example discussing our favourite mini beasts.***  ***Mutual respect: often a good opportunity to discuss our own experiences and recognise how our differences must be celebrated*** | Floor book will be used to consolidate learning.  Give children an opportunity to discuss their contribution and give them a sense of pride for their own work.  Prepare them for primary school as the local school also does this in reception.  Develop knowledge and understanding of the world by opening up discussions between children and practitioners. |
| **Links to the community**  Visits to local shops such a Bovey Larder, Whites Green Grocers and Josie’s ice cream parlour.  Use of Whites Green Grocers for our fruit order  Walks in the local area.  Use of local shops in our role play area, such as our Josie’s Ice Cream Parlour. | **Communication and Language**   * Develop pretend play * Start a conversation with an adult or a friend and continue it. * Learn new vocabulary   **Personal social and emotional development**   * Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. * Show more confidence in social situations * Develop their sense of responsibility and membership of a community.   **Knowledge and understanding of the world**   * Show interest in different occupations * Talk about what they see, using a wide vocabulary.   ***British values***  ***Individual liberty: develop confidence in the local community.***  ***Mutual respect and tolerance: Awareness of the world and community they are growing up in.*** | We want our squirrels to be aware of what our local town can offer and what shops sell.  To encourage confidence when talking to people in the local community.  Begin to understand the benefits to buying locally.  Use role play to explore and understand what our local community has to offer. |
| **Extra curricular**   * **Yoga** * **Spanish** * **Mini music**   We have Patty from Kidslingo come in twice a week to teach the children Spanish.  Anna from Pretzel Studio Yoga runs a class a few times a term.  Fi from Mini Music Devon has given children opportunities to explore moment and music together. | **Communication and language**   * Use the speech sounds p, b, m, w.   Pronounce l/r/w/y  f/th  S/sh/ch/dz/j  Multi syllabic words   * Develop pronunciation * Pay attention to more than one thing at a time * Use a wider range of vocabulary * Sing a large repertoire of songs   **Knowledge and understanding of the world**   * Talk about what they see, using a wide range of vocabulary * Linked to all areas depended on which topic or subject we are discussing * Notice differences in people * Continue developing different attitudes about the differences between people * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.   **Physical development**   * Developing gross motor skills such as running, walking, crawling, hopping and jumping * Continue to develop their movement and balancing * Skip, hop, stand on one leg and hold a pose * Increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.   **Literacy**   * Enjoy songs and rhymes. * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. * Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in words and recognise words with the same initial sounds.   **Mathematics**   * Understand position through words alone * Show ‘finger numbers’ up to 5. * Recite numbers past 5 * Count in every day contexts * Take part in finer rhymes with numbers   **Expressive arts and design**   * Join in with songs and rhymes * Make rhythmical and repetitive sounds. * Explore a range of soundmakers and instruments. * Enjoy and take part in action songs. * Remember and sing entire songs   ***British values***  ***Mutual respect and Tolerance: exposing children to difference cultures, hobbies and adults to support their learning.***  ***Individual liberty: promote confidence when trying something new and help children understand how it can benefit them.*** | To expose children to different people and a variety of activities to extend their knowledge and experience.  Broaden their understanding of the world around them and the varying differences between people.  Give children opportunities to try new things.  Encourage children to move physically in different ways that they may not experience at home.  Not to be afraid to try new things. |
| **Independence**  Wash hands independently  Select activities independently  Use toilet independently  Attempt to put on own shoes and coat  Open own food in lunch boxes  Help prepare snack | **Communication and language**   * Understand simple instructions * Understand a question or instructions that have two parts   **Personal social and emotional development**   * Thrive as they develop self assurance * Grow in independence * Learn how to use the toilet with help and then independently * Select and use activities and resources with help when needed. * Show more confidence in new social situations * Be increasingly independent in meeting their own care needs e.g brushing teeth, using the toilet etc   ***British values***  ***Individual liberty: children are given opportunities to develop own abilities and independence***  ***Mutual respect: practitioners demonstrating trust in children own abilities*** | Little Squirrels to leave for school being able to use the toilet independently and wash hands.  To be able to attempt own zips and buttons on coats  To be able to identify healthy foods and drinks  Put on and take off their own shoes    Recognise their own preferences in play and feel confident to select resources for themselves. |
| **Snack**  Children vote for what snack they want for the following week.  2 helpers to help prepare snack each day.  Use snack time to encourage number recognition using flash cards and counting skills using the fruit. E.g counting the grapes that are left on their plates.  Children to find their own name on the black board and tick it when they have had snack.  Have conversations with children about their favourite things, what have they have been doing with family etc | **Personal social and emotional development**   * Make healthy choices about food and drink. * Grown in independence * Develop their own sense of responsibility and membership of a community.   **Communication and language**   * Start a conversation with an adult or a friend and continue it for many turns. * Be able to express a point of view and debate it when they disagree. * Use longer sentences of 4 or 6 words. * Use a wider range of vocabulary.   **Physical Development**   * Show a preference for a dominant hand * Use one-handed tools and equipment   **Mathematics**   * Compare quantities using language ‘more than’ ‘fewer than’ etc * Extend and create ABAB patterns. * Talk about and identify the patterns around them. * Solve real world mathematical problems with numbers up to 5. * Develop fast recognition of up to 3 objects, without having to count them individually. * Recite numbers past 5 * Say one number for each item in order 12345. * Compare amounts saying ‘lots’ ‘more’ or ‘same’   ***British values:***  ***Democracy: democracy in action and allow children to vote for which snack we have each week.***  ***Individual liberty: children are given opportunities to develop own abilities and independence***  ***Mutual respect: practitioners demonstrating trust in children own abilities*** | Give children responsibility and belonging.  An opportunity for children assess risk. |
| **Book of the week**  A book of the week to be read each day and explored within the provision in the preschool.  Other books relating to the subject will be on offer so children are exposed to a variety of texts and styles of writing.  Use child’s interest to choose books of the week.  Allow children to choose which books are read. | **Literacy**   * Have favourite books and seek them out. * Enjoy sharing books with an adult * Pay attention and respond to the pictures or words * Recognise words with the same initial sound * Print has meaning * Print can have different purposes   **Communication and language**   * Use the speech sounds p, b, m, w.   Pronounce l/r/w/y  f/th  S/sh/ch/dz/j  Multi syllabic words   * Develop pronunciation   **Knowledge and understanding of the world**   * Talk about what they see, using a wide range of vocabulary * Linked to all areas depended on which topic or subject we are discussing   ***British values***  ***Individual liberty: allow children to explore their own interests.***  ***Democracy: encourage children make their own choices and show preferences. Whilst also respecting others preferences. Making decisions together.*** | To solidify children’s knowledge of books using repetition.  Children to repeat words and phrases in books.  Develop an understanding of the story to enable adults to start discussions.  This can be used to identity favourite books and ensure they are accessible in our reading corner. |
| **Borrow box**  A box of books is put outside the front door every day for children to borrow and donate any unwanted books. | **Literacy**   * Have favourite books and seek them out. * Enjoy sharing books with an adult * Pay attention and respond to the pictures or words * Recognise words with the same initial sound * Print has meaning * Print can have different purposes   **Communication and language**   * Use the speech sounds p, b, m, w.   Pronounce l/r/w/y  f/th  S/sh/ch/dz/j  Multi syllabic words   * Develop pronunciation | To encourage reading at home and parent partnership.  Children given the opportunity to read books with parents that we have read at pre-school to encourage discussion about their experiences. |