



Our Curriculum - Pre-School

Happy & Healthy Achievers	Life-long learners	Respectful Communicators	Collaborative Problem-Solvers
<p><i>Children who are happy, secure and emotionally literate. They engage with others and with the learning. They are thriving and achieve their potential.</i></p>	<p><i>Children who love learning, who learn from their mistakes, keep trying & don't give up! Children who are ready for the next steps ahead.</i></p>	<p><i>Children who can communicate their wants, needs, feelings, taking others views into account. They follow instructions and understand the need for boundaries. They are aware that people communicate in different ways and support each other to do so.</i></p>	<p><i>Children who learn from and with others, respecting and valuing them. They are active and take risks in their daily experiences.</i></p>
<p>Be able to:</p> <p>Sit using good listening skills for an age appropriate time (PSED, PD)</p> <p>Move with confidence, e.g. can walk, run, jump, climb and are beginning to throw, kick and catch a ball with a friend (PSED, PD)</p> <p>Enjoy singing, dancing and music, trying to join in with the words, actions or by using an instrument. (CL, PD, L)</p> <p>Drink out of a cup without a lid and can pour their own drink. They are able to understand when they are thirsty and can ask for a drink or know where to go to get it for themselves (PD, CL, PD)</p>	<p>Be able to:</p> <p>To use the toilet with help, trying to manage own clothes and understanding personal hygiene reasons to wash their own hands afterwards (PSED, PD)</p> <p>To begin to become independent in doing things for themselves, such as finding and putting on their shoes and coat (PSED, PD)</p> <p>Are able to count to 5 and can use number language in play (CL, M)</p> <p>Are able to use a pincer grasp to pick up small items but may still use a palmer grasp to use tools such as a pencil when they are mark making (PD, EAD)</p> <p>They are using maths language such as "more" and "less" They can notice simple patterns and begin to talk about numbers in play (M, CL)</p> <p>Enjoying sharing a book, will have favourites and will be able to talk about the story, asking questions. They are able to turn over the pages one at a time, going from left to right (L, CL, PD)</p>	<p>Be able to:</p> <p>Begin to form friendships and have the confidence to speak in conversation, taking it in turns to talk (PSED, CL)</p> <p>Talk about how they are feeling and to seek out their keyperson for comfort and support (PSED, CL)</p> <p>Have an understanding that everyone is different (PSED, UW)</p> <p>Are beginning to understand boundaries and how to be kind and gentle to friends and toys in their environment (PSED, UW, PD)</p>	<p>Be able to:</p> <p>Explore the outside world, talking about what they can see/hear/smell. They can relate to the experiences they've had (UW, CL)</p> <p>Begin to understand that technology is used to get information e.g. tablet to find a mask templet or a video of their particular interest and to be able to ask for this to support their objective (UW, CL)</p> <p>Use their own experiences in imaginary play and are trying to narrate a story line (PSED, CL)</p> <p>Push and pull toys along and are interested in building towers out of a variety of resources, whilst being able to talk about what they are doing (PD, CL)</p> <p>Be interested in mixing colours and are beginning to name basic colours (EAD, CL)</p> <p>Enjoy making pictures and are able to talk to you about their creation. May mark make "letters" to write their own name which they are beginning to recognise (EAD, PD, L, CL)</p> <p>Enjoys using a wide variety of craft materials and will use all of their senses to explore</p>



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<p>Be confident with walking, running, jumping, climbing steps, throwing, catching and kicking a ball with a friend. Is able to balance e.g. on a beam, one leg, or on a scooter or bike, for brief periods of time. (PSED, PD)</p> <p>Appreciate, value and care about the local environment and community and are able to talk about their interests, their life and the people that are important to them (CL, PSED, UW)</p> <p>Carry their own dinner tray, ask for their meal and carry it carefully back to the table or find their own lunchbox, open it and the contents inside. They're able to talk about healthy food choices and what it means to be healthy (PD,CL, PSED)</p> <p>Have a large repertoire of songs which they enjoy joining in with, either by singing, dancing or by playing an instrument. Can talk about how a piece of music makes them feel (EAD, PD, CL)</p>	<p>Be interested in life cycles, e.g. tadpoles or trees and can talk about ones which they have experienced (UW, CL)</p> <p>Use the toilet reliably and independently, managing their own clothes and understanding personal hygiene reasons why we wash our hands afterwards (PSED, PD)</p> <p>Independently find and put on their own coat and shoes (PD, PSED)</p> <p>Count from 0 to 10 sequentially. Will try to recognise numbers in their environment, being able to use cardinal values and subsidising small groups. Will use number language in play (M, UW, CL)</p> <p>Try to hold a pencil in a tripod grip and attempt to write some of the letters of their name which they can recognise (L, PD)</p> <p>Have an understanding of mathematical concepts such as length, height, weight and time and will know common shapes. They will be using these terms in everyday language as they play (M, CL)</p> <p>To show curiosity and interest in books, being able to join in with key phrases, retell the story with or without props and be able to predict what might happen next. (CL, L)</p>	<p>To form secure friendships and seek out their friends to play with, playing co-operatively, taking turns and sharing whilst developing storylines through play (PSED, CL)</p> <p>To understand emotions such as happy, sad, angry, worried, self regulate these and to be able to show them in their creations. To begin to empathise and understand what makes a good friend (PSED, PD, CL, EAD)</p> <p>Sit for a developmentally appropriate amount of time and is able to listen attentively answering questions or offering opinions about what they have heard (PSED, PD, CL)</p> <p>Have understanding that everyone is different and show kindness and inclusivity, to have some understanding and acceptance of cultures and religions, both theirs and of other peoples (PSED, UW)</p> <p>Show respect to themselves and others and know right from wrong. They are able to resolve conflict through negotiation, such as sharing (PSED, CL)</p> <p>Be confident at speaking to others using large vocabulary to build complex sentences and thoughtful conversations (PSED, CL)</p>	<p>them. They are able to talk about how something feels or looks (EAD, PD, CL)</p> <p>Use their own imagination and experiences to develop story lines during play (EAD, UW, PSED, CL)</p> <p>Have the confidence to choose and use materials to carry out their own ideas, both 2D and 3D. Are able to talk about their creations. (PD, CL, EAD)</p> <p>Identify colours, are curious about colour mixing and can predict what colour will emerge (EAD, UW, PD)</p> <p>Use a wide range of materials to bring their ideas to fruition, have some understanding of cause and effect on combining materials and be keen to discuss this (EAD, UW, CL)</p> <p>Question how things happen and why they work, showing resilience when their ideas or theories don't work out and have the confidence and courage to happily try another way (PSED, CL, UW)</p>
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