

Rise

Flourish & Succeed

Preschool Curriculum
July 25

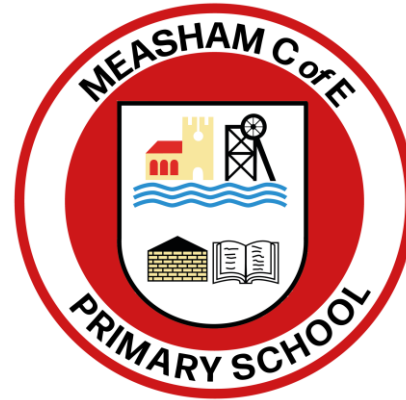
RISE Preschools



Lisa Wright



Sara Howkins



Kirsty Newman



Geraldine Greenwood



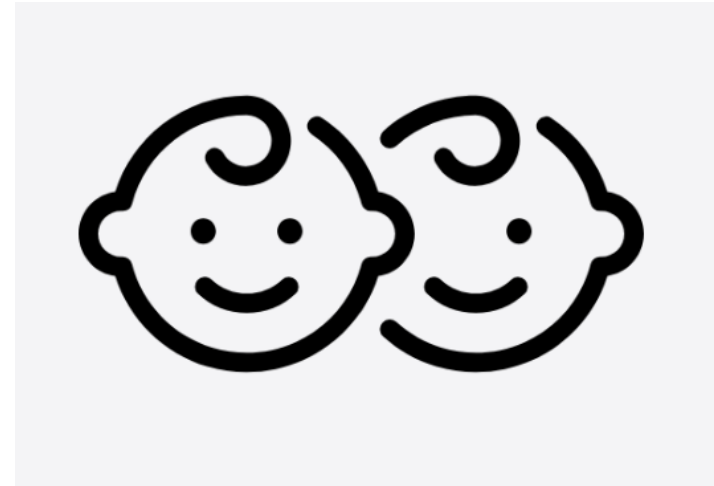
Tracey Taylor



High quality early education...



Establishes the foundations
for later success, including
academic achievement,
good health and well-being



Benefits all children
but it is especially beneficial for
those whose early learning has
been limited.



Why we are introducing this curriculum?

Why are we introducing a Rise curriculum?

As a trust we have a curriculum across all year groups.

No matter what school across Rise a child is in they will get the 'same deal.'

To ensure coverage and the development of key concepts is carefully mapped.

What will the benefits of this be?

Reduced workload in the long run.

Enable increased collaboration between preschools/ opportunities to work/ have conversations with peers delivering the same curriculum.

How will this be delivered/introduced?

A working document! - Review this we are working through

There will be a constant cycle of reflection and evaluation to ensure that the newly planned curriculum is effective for all children and the next phase of their learning.



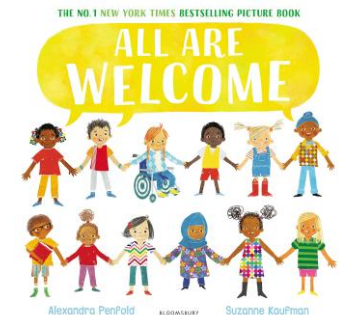
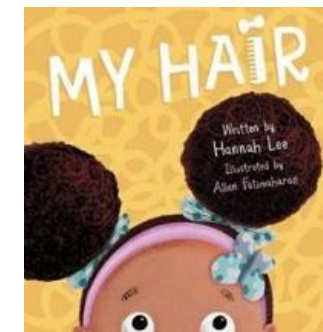
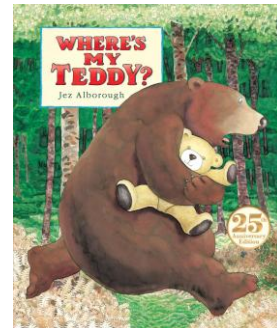
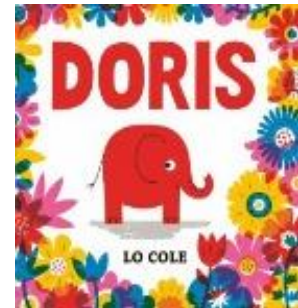
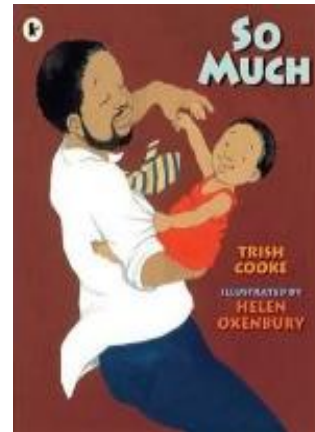
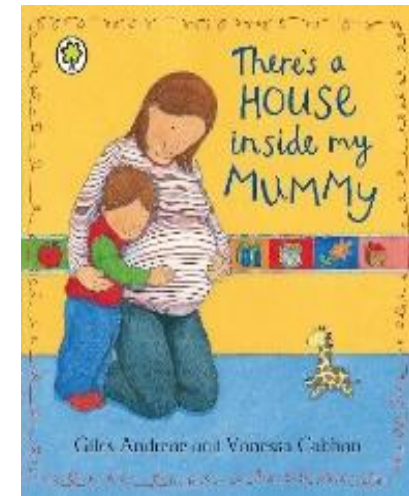
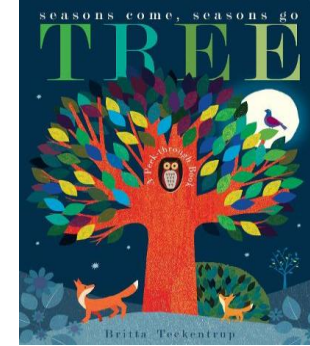
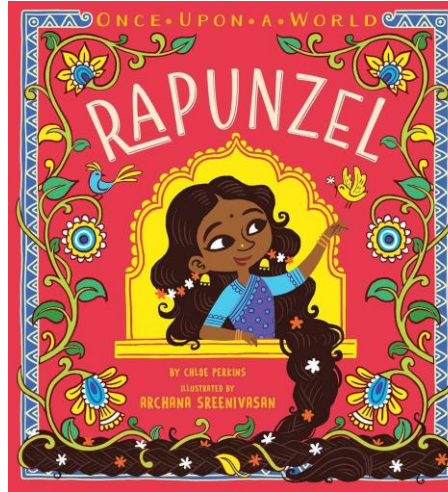
Our EYFS curriculum...

- ... is an **interesting, engaging, carefully structured** introduction to the world around children whilst enriching and expanding their **vocabulary** and **spoken language**.
- ...aims to **sequence** and **value powerful knowledge** in a meaningful way. We want our children to learn more and remember more over time.
- ... is **linked and mapped** to the Rise Reception curriculum – we have thought about what we want our children to learn and the particular order in which we want this to happen and why.
- The curriculum content is shaped with an end goal in mind - the EYFS goals but the curriculum we are delivering is more than this. **High expectations and subject content**.



Theory behind the curriculum

- Book based curriculum
- Through the curriculum we want to embrace the powerful medium of **storytelling** and **high quality texts**.
- Each topic and theme will be taught and explored through high quality texts as through stories we can bring the world into the children's classrooms.
- The **rich language** experienced in stories helps children to **widen their vocabulary** and learn words that are far beyond everyday spoken language.



50 Recommended Reads for... Preschool & Nursery (ages 3-4)

Which ones have you read?

- A Thing Called Snow**
Yuval Zommer
- Aaaarrgghh, Spider!**
Lydia Monks
- Aliens Love Underpants**
Claire Freedman & Ben Cort
- All Are Welcome**
Alexandra Penfold & Suzanne Kaufman
- All Kinds of Families**
Sophy Henn
- Axel Scheffler's Treasury of Fairy Tales**
Axel Scheffler
- Blow a Kiss, Catch a Kiss**
Joseph Coelho & Nicola Killen
- Building a Home**
Polly Faber & Klas Fahlén
- Colours, Colours Everywhere**
Julia Donaldson & Sharon King-Chai
- Daisy Eat Your Peas**
Kes Gray & Nick Sharratt
- Doris**
Lo Cole

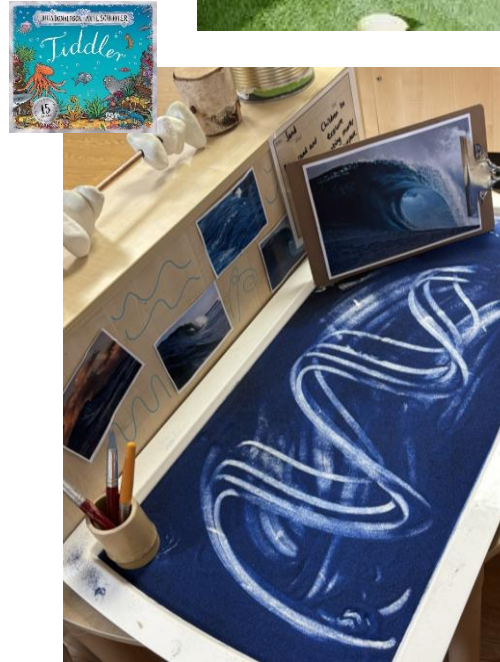
- Everybody Has Feelings**
Jon Burgerman
- How Do You Make a Rainbow?**
Caroline Crowe & Cally Johnson-Isaacs
- I Love Chinese New Year**
Eva Wong Nava & Li Xin
- I Love You, Blue Kangaroo!**
Emma Chichester Clark
- I Try**
Susie Brooks & Cally Johnson-Isaacs
- Kindness Makes Us Strong**
Sophie Beer
- Knock Knock Superhero**
Caryl Hart & Nick East
- Little Robin Red Vest**
Jan Fearnley
- Lost and Found**
Oliver Jeffers
- Love is in the Little Things**
Stella J Jones & Jane Massey
- Lulu's First Day**
Anna McQuinn & Rosalind Beardshaw

- Mae Jemison**
Maria Isabel Sanchez Vegara & Janna Morton
- Mama's Sleeping Scarf**
Chimamanda Ngozi Adichie & Joelle Avelino
- Mavis the Bravest**
Lu Fraser & Sarah Warburton
- Measuring Me!**
Nicola Kent
- Meet the Dinosaurs**
Caryl Hart & Bethan Woolvin
- Mog's Birthday**
Judith Kerr
- My Encyclopedia of Very Important Dinosaurs**
DK
- Not Now, Bernard**
David McKee
- Owl Babies**
Martin Waddell & Patrick Benson
- Peace at Last**
Jill Murphy
- Poo in the Zoo**
Steve Smallman & Ada Grey
- Pop!**
Matt Carr
- Ready for Spaghetti**
Michael Rosen & Polly Dunbar
- Rosa Explores Life Cycles**
Jessica Spanyol

- Sam Plants a Sunflower**
Kate Petty & Axel Scheffler
- Shark in the Park!**
Nick Sharratt
- Squishy McFluff's Camping Adventure**
Pip Jones & Ella Okstad
- The Most Exciting Eid**
Zeba Talkhani & Abeeha Tariq
- The Ocean Gardener**
Clara Anganuzzi
- The Rabbit, the Dark and the Biscuit Tin**
Nicola O'Byrne
- The Runaway Train**
Benedict Blathwayt
- The Tiger Who Came to Tea**
Judith Kerr
- Tilda Tries Again**
Tom Percival
- Victor, the Wolf with Worries**
Catherine Rayner
- Watch Me Bloom**
Krina Patel-Sage
- What the Ladybird Heard**
Julia Donaldson & Lydia Monks
- When You're Fast Asleep**
Peter Arrhenius & Ingela P Arrhenius
- Where the Wild Things Are**
Maurice Sendak



Pedagogical approach



- The plans aim to suggest playful activities which are then being supplemented within the classroom with high quality enhancements – creative, play based opportunities for learning.
- The knowledge we are providing children with in the taught sessions will then fuel their vocabularies and imaginations.
- We aim to identify supporting activities and suggestions for enhancements to the learning environment which can offer extended opportunities for children to revisit, reflect and apply their learning.
- Aim to build in the flexibility to enable schools to teach a meaningful and locally connected curriculum that captures the uniqueness of their preschool context.



RISE EYFS (FS1) Long-Term Curriculum Overview



Themes, Lines of Enquiry and Interests	Autumn 1 Who am I?	Autumn 2 Celebrations	Spring 1 Real life superheroes	Spring 2 Once upon a time	Summer 1 How do things grow? – What's in the Garden?	Summer 2 Amazing animals and their babies
Links to FS2 Curriculum	Autumn 1 All About Me	Autumn 2 Down in the Woods	Autumn 1 All About Me Summer 1 How things Grow		Summer 1 How things Grow	Autumn 2 Down in the Woods Spring 1 Frozen Planet Summer 2 Wheels in Motion

Starting nursery – Settling in, routines and expectations
All about me – What makes me special? Who am I?
My Friend and being a kind friend – Understanding that people have different interests
My Family and Pets - People who are special/important to me, People in my family, my pets – diverse representations of family life. Where do I live?
How I have grown/Birthdays – Growing and Changing
My body - Different parts of the body and face, exploring my senses
Seasons – Exploring sign of Autumn
 Autumn walk- collect autumn treasures
 Autumn collage/ Learn autumn song
 Talk about changes in weather.
 Compare night and day.

The Natural World – Introducing seasons, Changes in Autumn, Autumn walk, Our school environment, Weather
 Habitats – animals in autumn?
Celebrations - Birthdays?
 Diwali – Festival of light
 Bonfire night celebrations
 Christmas
 Light and Dark – day and night
 Torches and shadows – experimental

Who is a superhero?
 What would your superpower be?
 Being brave/Helping other people/Being a kind friend
Hero's in our local community
 What is an emergency? To know that 999 is the number for emergencies
 What does a doctor/Nurse do?
 How do doctors and nurses show kindness? To know that doctors work in hospitals and they help people to get better. Where have you seen a doctor before?
 How do the fire service help us?
 What is a fire engine? To know that firefighters put out fires and keep people safe.
 How does the dentist help us?
 Looking after our teeth and keeping healthy
 How do the police help us?
 How do the police help our community? To know that the police help to keep people safe.
Super healthy body - Healthy Eating, making healthy choices, cooking healthy snacks

Role play & Retelling the stories
Does Jack and the Beanstalk have a happy ending?
 What does a bean need to grow? Planting beans
Does Goldilocks have a happy ending?
 Making and tasting porridge.
 Choosing toppings and observe changes
Does Rapunzel have a happy ending?
 Building towers - Junk modelling - making houses
 range of materials including paper, fabric, foil
 joining equipment including clips, tape, glue
Does the Three Little Pigs have a happy ending?
 Building houses
Does the Gingerbread Man have a happy ending?
 Baking gingerbread men
Easter
 Easter celebrations

What does a plant/sunflower need to grow?
 The life cycle of plants
 To observe the bean/ress/sunflower seeds grow
 Discuss what plants are living things and also need to grow.
Are all seeds the same?
How have our plants grown?
 Plants on a farm
Healthy eating
 Fruit and vegetables – tasting / using senses.
 Make healthy shakes.
 Draw /print with fruit and vegetables
Growth and Change
 How we grow and change as people. What I was like when I was a baby and how have I changed.
 Developing sense of chronology; before I was born, before I came to nursery, when I go to school.
Life Cycles
 Learning about lifecycles of other animals e.g. tadpole

Animals around the world in different habitats
 Introducing Habitats
 How do animals live in the desert/rainforest/ocean/pol ar habitat?
 Many live around the world – cold places and hot places
 Look at how we can protect endangered animals

**Spring 1
Real life superheroes**

Who is a superhero?

What would your superpower be?
Being brave/Helping other people/Being a kind friend

Hero's in our local community

What is an emergency? To know that 999 is the number for emergencies

What does a doctor/Nurse do?
How do doctors and nurses show kindness? To know that doctors work in hospitals and they help people to get better. Where have you seen a doctor before?

How do the fire service help us?
What is a fire engine? To know that firefighters put out fires and keep people safe.

How does the dentist help us?
Looking after our teeth and keeping healthy

How do the police help us?
How do the police help our community? To know that the police help to keep people safe.

Super healthy body - Healthy Eating, making healthy choices, cooking healthy snacks

Autumn 1 All About Me
Summer 1 How things Grow



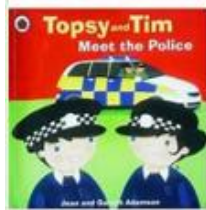
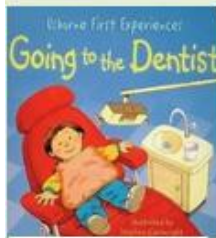
Supertato – Sue Hendra and Paul Linnet



Going to Hospital – Ann Civardi



Going to the Dentist - Ann Civardi



Topsy and Tim Meet the Police – Jean and Gareth Adamson



Juniper Jupiter – Lizzy Stewart



Spring 2 Once upon a time

Role play & Retelling the stories

Does Jack and the Beanstalk have a happy ending?

What does a bean need to grow? Planting beans

Does Goldilocks have a happy ending?

Making and tasting porridge. Choosing toppings and observe changes

Does Rapunzel have a happy ending?

Building towers - Junk modelling - making houses
range of materials including paper, fabric, foil
joining equipment including clips, tape, glue

Does the Three Little Pigs have a happy ending?

Building houses

Does the Gingerbread Man have a happy ending?

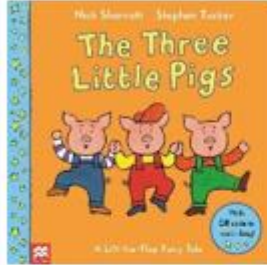
Baking gingerbread men

Easter

Easter celebrations



The Gingerbread man by Mara Alperin



The three little pigs by Nick Sharratt



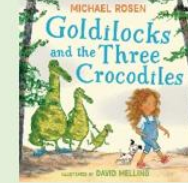
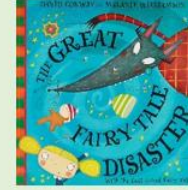
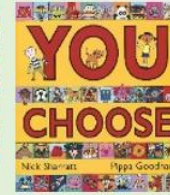
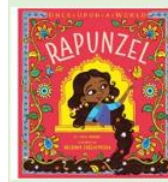
Jack and the Beanstalk by



Goldilocks and the Three Bears by



The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey



Planning

Autumn 1 Overview – Who am I?

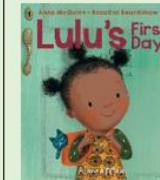
Nursery



Book Box Books



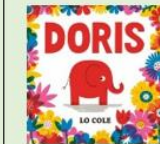
Literacy Texts



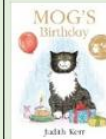
Lulu's First Day –
Alanna Max



Gotcha Smile -
Rita Phillips
Mitchell



Doris – Lo Cole



Mog's birthday –
Judith Kerr




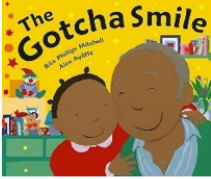


The Leaf Thief -
Janet and Alan
Ahlberg

Rhymes:

Hello Song, Tidy Up Song,
Goodbye Song,
If You're Happy and You Know It,
Heads, Shoulders Knees and Toes,
Wind the Bobbin Up
2 little Dickie Birds
I'm a Little Teapot
Ring a Ring o Roses
5 Little Speckled frogs
1,2,3,4,5 Once I caught a fish alive



Planning

Week	UTW (2 Sessions a Week)	Vocabulary	Literacy Text	Expressive Art 1 session a week	PSED 1 session a week
1	<p>All about Me and Being Special Children identify parts of our faces. Children describe their own facial features. Children recognise we all look different. Speak positively about themselves</p> <p>PSED – Marvellous Me! Read <i>Things I Like</i> by Anthony Browne. Ask: <i>Do you like doing this? How does it make him feel when he... How do you feel when you... Does everybody like... Do we all like different things? Can you remember what he likes?</i> Children share their likes and dislikes. Have a bag of props to pass around the circle. Sing <i>Pass the Bag Around the Circle</i> to the tune of <i>London Bridge is Falling Down</i>. <i>Pass the bag around the circle, round the circle, round the circle. Pass the bag around the circle, till the music stops.</i></p> <p>Child pulls out an object and says "I do like..." or "I don't like..."</p> <p>Ask them to think about what makes them special. We do lots of things that make us special. Our beautiful smiles make us special, our kindness makes us special, being a good friend makes us special.</p> <p><i>How are we special? How does it feel to be special? Is everyone special? Who can make us feel special? How are your friends special (to recall what the others in the</i></p> 	<p>Eyes, eyelids, eyebrows, cheeks, ears, forehead, chin, nose, mouth, lips, teeth, special</p>	 <p>The Gotcha Smile – Rita Philllips Michell</p>	<p>Self-portraits – collage <u>Name</u> the different features of their face and parts of their body</p>  <p>Start by thinking about parts of the face. Wiggle <u>wiggle wiggle</u>, touch your nose. Then, to the tune of <i>Peter Hammers with One Hammer</i>, sing together: <i>I can point to my nose, my nose, my nose. I can point to my nose, <u>yes</u> I can!</i> Repeat with eyes, ears, chin, hair etc. Ask children to look at a partner: <i>What colour is your hair? What colour are your eyes? What colour are your friend's eyes? What colour is your friend's hair? Is it the same? Is it different?</i> Using paper plates, paint, glue, wool, etc, give the children the opportunity to create their own faces. Model how to use fixing tools such as glue and Sellotape to join different materials to the paper plate. Encourage the use of full sentences when describing the <u>face</u> they are making. Once everyone has made their picture you can set up a gallery and see if the children can guess who is who.</p>	<p>PSED – I'm Special Read the book <i>Ten Little Fingers and Ten Little Toes</i> by Mem Fox and Helen Oxenbury.</p>  <p>Prepare a box (with a lid) by fixing a mirror in the bottom. Ask the children to sit in a circle. Explain that inside the box is something very special.</p> <p>Explain that they are going to look inside (model how to look so you can see your reflection) and that they shouldn't say anything until the box has gone all the way around the circle (they don't want to spoil the surprise). When the box comes back, ask: <i>What did you see when you looked inside the box? What was special inside the box?</i> Say to the children that they are all special and that's the most precious thing. Sing <i>I am Special</i> song to the tune of <i>Frère Jacques</i>: <i>I am <u>special</u>, I am special, Yes I am! <u>Yes</u> I am! Very, very special, Very, very special, <u>So</u> are you! So are you!</i></p>



Provision





Maths

Year 1 & 2 Overview

Nursery Year Overview

White Rose



	Subitising	Counting	Comparison	Shape, Space and Measure	Pattern
Autumn Children will:	Subitising 1: I see 1,2,3 Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Counting 1: Hear and say number rhymes Recite numbers past 5. Counting 2: Begin to order number names Recite numbers past 5.	Comparison 1: More than, fewer than, same Compare quantities using language: 'more than', 'fewer than'.	Shape, Space and Measure 1: Explore and build with shapes and objects Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Shape, Space and Measure 2: Explore Position and space Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Pattern 1: Explore repeats Notice patterns and arrange things in patterns. Pattern 2: Join in with repeats Notice patterns and arrange things in patterns.
Spring Children will:	Subitising 2: Show me 1,2,3 Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Experiment with their own symbols and marks as well as numerals. Subitising 3: Talk about dots Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Counting 3: Move and label 1,2,3 Say one number for each item in order: 1,2,3,4,5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Counting 4: Take and give 1,2,3 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Comparison 2: Compare and sort collections Compare quantities using language: 'more than', 'fewer than'	Shape, Space and Measure 3: Explore position and routes Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Shape, Space and Measure 4: Match, talk, push and pull Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Make comparisons between objects relating to size, length, weight and capacity	Pattern 3: Explore Patterns Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.



Teacher guidance



Books

- *Fox's Socks* by Julia Donaldson
- *Three Little Bunnies* by Beatrix Potter
- *Peepo!* by Janet and Allan Ahlberg



Rhymes

- *Tommy Thumb*
- *Two Little Dicky Birds*
- *Three Blind Mice*

Top tips

- Enact fingerplays with children to help support them to practise showing 1, 2, 3
- Funky fingers activities are a good way of developing children's fine motor skills, which in turn will support them with being able to hold up individual fingers or groups of fingers.

Key resources

- rhyme-based puppets
- fine motor resources
- drums



Small steps

Step 1

Copy fingers to show 1

Step 2

Copy fingers to show 2

Step 3

Copy fingers to show 3

Step 4

Show 1 finger when seeing 1 item in stories

Step 5

Show 2 or 3 fingers when seeing 2 or 3 in stories

Step 6

Show 1, 2, 3 on fingers when asked



Show me 1, 2, 3

Notes and guidance

In this block, children will be encouraged to show 1, 2 or 3 fingers in different contexts. Initially some children may not be able to show 2 or 3 fingers together instantly. First, children will 'grow' this number by putting their fingers up one by one until they reach the corresponding number. Also, children may struggle to isolate individual fingers due to their stage in fine motor development. To support this, provide resources in provision such as dough or other malleable materials.

Rhymes, fingerplays and stories provide further opportunities to practise the skills in this block in fun and meaningful ways. It is important that adults model representing 1, 2 and 3 on their own fingers, as this will encourage children to perceptually subitise and begin to replicate on their own fingers. This could also be done through games, where a number is called, and children have to quickly show that number on their fingers or perform that number of actions.

Sentence stems

- I can see ___
- I can subitise ___
- I can show ___
- There are 1/2/3 _____.

Key questions

- What can you see?
- Where can you subitise 1/2/3?
- How many ___ can you see?
- How can you show me 1, 2 or 3?
- How can you show me 1/2/3 in a different way?
- Where can you see 1/2/3 on this page?
- Where can you see 1/2/3 in this story?

Links to the curriculum

Development Matters – 3 and 4-year-olds

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Show 'finger numbers' up to 5.

Birth to 5 Matters – Range 5 – Subitises one, two and three objects (without counting)



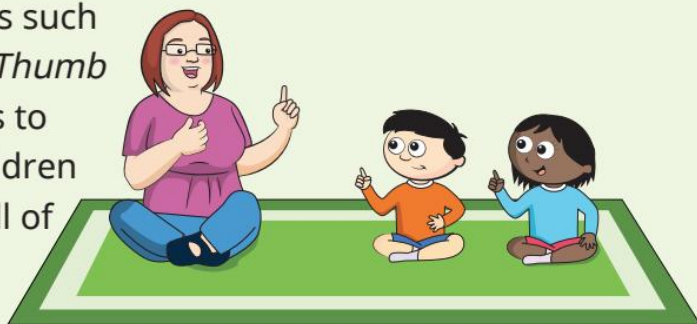


Step 1

In this small step, children will **copy fingers to show 1**

Start by showing children 1 finger and ask them to copy you. Explain we could hold up our thumb or any of our fingers on their own and this would be 1

Sing rhymes such as *Tommy Thumb* with actions to support children with the skill of showing 1

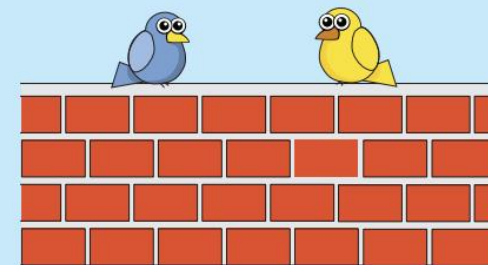


Step 2

In this small step, children will **copy fingers to show 2**

Start by showing children 2 fingers and asking them to copy. Allow children time to 'grow' their fingers into position, by putting one finger up first and then another, to show 2

Sing rhymes such as *Two Little Dicky Birds* with the fingerplay actions to support children with the skill of showing 2



Step 3

In this small step, children will **copy fingers to show 3**

Sing rhymes such as *Three Blind Mice* with children. Encourage children to show 3 fingers at once; however, some children may still need to 'grow' their fingers one by one. Then prompt them to replicate the movement of three mice running across the floor.



Step 4

In this small step, children will **show 1 finger when seeing 1 item in stories**. After familiarising children with stories such as *Fox's Socks* by Julia Donaldson, re-read the story and encourage children to show 1 finger when they see 1 item. Emphasise this using the language of "I see 1".

Prompt children to show 1 finger in different ways, as well as using different hands.



Adult-led activities



Step 5

In this small step, children will **show 2 or 3 fingers when seeing 2 or 3 in stories**. Read stories such as *Peepo!* by Janet and Allan Ahlberg or *Three Little Bunnies* by Beatrix Potter.

In small groups, such as during 'warm and cuddly' maths times, revisit these stories and point to where groups of 2 and 3 items or characters can be seen. Encourage children to subitise and show fingers to match the amount.



Step 6

In this small step, children will **show 1, 2, 3 on fingers when asked**. Encourage children to hold their hands behind their backs. Call the number 1, 2 or 3 and prompt them to quickly show you 1, 2 or 3 fingers. Encourage them to say the number out loud using different volumes and voices.

Prompt children to look at their fingers – who has shown 1, 2 or 3 in a different way?



Continuous provision

Enhance the reading area with a range of books used in this block so that children can create their own 'cuddly' maths time with a partner. Encourage them to subitise and talk about what they can see in the stories. They could also represent these numbers on their fingers.



Set up a music area outside. Play games where a number is shouted, and children then make the corresponding number of sounds using instruments or using large body actions such as claps or stamps.



Continuums - assessment



Pre School PSED – Self-Regulation

ELG - Self-Regulation
 Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



Development matters statements 3-4 years
 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
 Show more confidence in new social situations.
 Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
 Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
 Develop appropriate ways of being assertive. Talk with others to solve conflicts.
 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
 Understand gradually how others might be feeling.

Birth to 5 - Band 5 – Understanding Emotions
 Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.
 May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares
 Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants
 Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
 Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

Birth to 5 - Band 5 – Listening and attention

- Listens to others in one-to-one or small groups, when conversation interests them
- Listens to familiar stories with increasing attention and recall
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Focusing attention – can still listen or do, but can change their own focus of attention
- Is able to follow directions (if not intently focused)

Self-Regulation

Baseline	<p>Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling (Birth to 5 – Band 4) Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated (Birth to 5 – Band 4) Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions (Birth to 5 – Band 4) Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset (Birth to 5 – Band 4) Responds to the feelings of others, showing concern and offering comfort (Birth to 5 – Band 4) May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions (Birth to 5 – Band 4) Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows (Birth to 5 – Band 4)</p>
Autumn	<ul style="list-style-type: none"> • To separate from main carer and learn to adapt to the Pre-School environment (DM 3-4) • To know that they can approach adults in Pre-School when needed (DM 3-4) • To learn about daily routines and classroom rules (DM 3-4) • To be aware of behavioural expectations in Pre-School (DM 3-4)



Continuous Provision Plans

Continuous Provision – Small World Area



Intended Experiences	
<p>Pure skills: Communication skills developed, including story telling</p>	<p>Facilitative Skills Co-operate, take turns and share demonstrating negotiation skills Develop confidence, self-esteem and self-control. Re-enacting real life situations and familiar experiences Work independently and access the resources needed. Work as part of a group, taking on different roles. Respect others ideas and accommodate them within play. Show initiative when developing ideas. Reflect on feelings as part of that role e.g. in a hospital. Use language and extend vocabulary Develop fine motor skills and co-ordination through manipulating real life Use imagination to develop stories. Develop mark-making skills by creating story maps, props etc</p>
<p>Pre School Skills</p> <p>Family Connections: Make connections between the features of their family and other families. Diversity Awareness: Notice differences between people. Life-Story Understanding: Begin to make sense of their own life-story and family's history. Occupational Awareness: Show interest in different occupations. Imaginative Play: Use their imagination as they consider what they can do with different materials. Pretend Play: Take part in simple pretend play, using an object to represent something else even though they are not similar. Story Development: Begin to develop complex stories using small world equipment like animal sets, dolls, and dolls houses. Small World Construction: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Reception Skills</p> <p>Family and Community: Talk about members of their immediate family and community. People Familiarity: Name and describe people who are familiar to them. Historical Context: Comment on images of familiar situations in the past. Societal Roles: Talk about the lives of the people around them and their roles in society. Comparative Understanding: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Storytelling Through History: Understand the past through settings, characters, and events encountered in books read in class and storytelling. Storyline Development: Develop storylines in their pretend play. Role Play: Make use of props and materials when role-playing characters in narratives and stories.</p>
<p>Summary of progression – Preschool</p> <p>Explore family connections and notice differences between people. Develop early understanding of occupations and begin to make sense of personal and family history. Engage in simple pretend play, using objects symbolically and developing basic storylines. Create imaginative and complex 'small worlds' using blocks, animal sets, dolls, and other props</p>	<p>Summary of progression – Reception</p> <p>Discuss immediate family and community roles. Understand and describe familiar people and situations, both past and present. Develop more detailed storylines and role-play scenarios using a variety of props and materials. Build on previous learning to refine ideas and representations. Engage in collaborative play, sharing ideas and resources.</p>

- Intended Experiences**
- Making decisions about the resources they need
 - Planning and communicating their ideas
 - Expressing their thoughts and ideas to others, adults and children
 - Co-operating with peers and sharing resources
 - Creating imaginative and real-world scenarios
 - Creating stories around a set of characters
 - Creating stories with a familiar pattern and sequences
 - Retelling stories to and/or sharing story ideas with an audience
 - Acting out familiar experiences
 - Narrating their play
 - Designing a setting for a story and characters
 - Adapting and modifying ideas, trial and error
 - Reflecting on progress and outcome of their ideas
 - Drawing and/or labelling designs and/or creating maps of their story setting
 - Experimenting with and using a range of vocabulary to describe their designs, ideas and stories
 - Using mathematical, descriptive, scientific and geographical language to describe settings and characters



Continuous Provision Plans

Role of the Adult

Facilitate play- help to create a "story" through commentary and mapping
 Model vocabulary and language
 Support children in how to effectively resolve conflicts
 Develop the use of props e.g. materials for costumes, boxes for vehicles etc.

Tune into children's play and engage/interact sensitively. Allow children space and time to build and create and the resources to be able to record their creations (camera's, ipads etc). Allow children the resources to be able to come back to their creations at a later time, such as name cards to support writing labels. Be aware of the mathematical/literary aspect of children's play and support this.

Play alongside

- Observe children and take note of their key interests
- Respond to their requests and ideas
- Suggest possibilities to extend their play/thinking
- Consider additional stimulus and add this immediately if to hand or the following day/week
- Play alongside children to take play forwards, suggest ideas and show what's possible
- Play alongside, or in small organised groups to show how to play imaginatively

Role model / direct teach

- Model thinking aloud and commenting such as 'I've not thought about that before'. 'You've really made me think about...'
- Model and manage behaviours, self-regulation and the characteristics of effective learning

Raise questions to stimulate ideas and add challenge

- What do you notice about?
- What happened next?
- Who else might?

Use appropriate language linked to key learning

- People (mum, dad, aunt, uncle, sister, cousins, neighbours, people who help, jobs)
- Geographical language linked to locations
- Scientific linked to animals, habitats and features
- Communities and celebrations (Christmas, Diwali, New Year, Eid)

Resources

Wooden Arches
 Wooden slices
 Wooden logs
 Sticks
 Stones
 Glass pebbles
 Leaves
 Conkers
 Pine cones
 Wooden curtain hoops
 A range of fabrics
 Plain peg dolls
 Corks
 Scenery items (e.g., trees, fences, bridges)
 Set of Small World
 Family people figures
 an assortment of race, genders, ages and characters
 Set of Small World Play figures includes fantasy characters featuring a unicorn, dragon, princess, magician, a prince and a knight, also features 3 people who help
 Various Small World
 Animals eg. Farm, sea, minibests, dinosaurs, wild animals



Continuous Provision – Small World Area

Picture examples

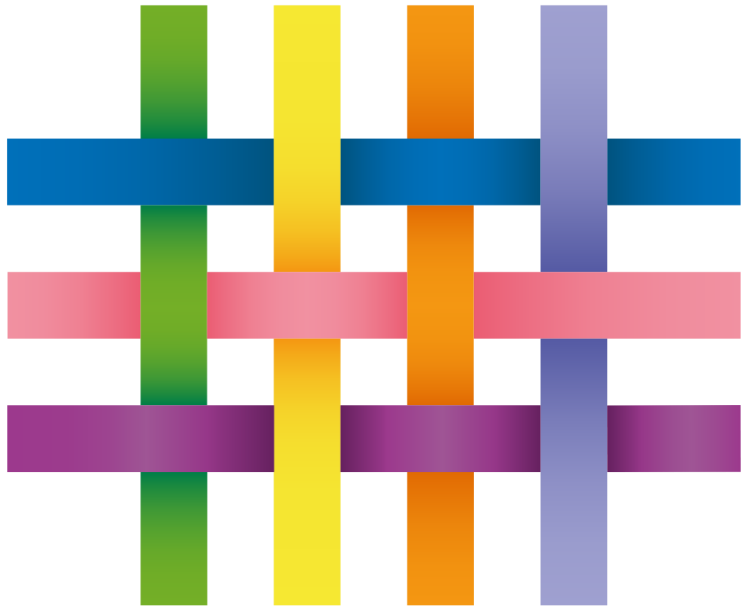


Behaviour	Imitates and represents objects as another	Represents an environment	Creates narrative around play	Recalls past events	Communication and Language
Extending	Open ended resources, cardboard tubes, lollipop sticks, stones, sticks, open ended plain peg dolls, wheels, corks, curtain hooks, cable reels, blocks Props to create scenes (e.g., small plants, fabric for tents, cardboard boxes for buildings) Textured materials (e.g., sandpaper, fabric, moss) Miniature landscapes (e.g., rock, soil, water elements) Building materials (e.g., sticks, stones, clay) Scenery items (e.g., trees, fences, bridges) Foliage, wooden houses, sticks, stones, access to construction area, story characters, tuff tray inserts with different 'terrain.'		A high range of varied texts such as traditional tales, nonfiction etc. Books and stories depicting historical events Storyboards and props for re-enacting past events Storyboards, paper, and drawing materials for planning stories Models made in construction Junk modelling materials Detailed small world sets (e.g., castles, town scenes, space stations) Detailed animal sets (wild, farm, marine) Diverse character figures (community helpers, characters from different cultures, historical figure) Vehicles (trucks, buses, boats)		
	<ul style="list-style-type: none"> Represents a range of resources as chosen objects Able to find a resource for a given purpose to fit in with their narrative Choose resources to enhance character representation and engage in role-play. 	<ul style="list-style-type: none"> Develop detailed and imaginative environments using a range of materials. Create an environment that they have created/ imagined Children design and imagine their own story setting Children will build props to support their play, paying close attention to detail. They use props and resources to create intricate play settings for their small world and can discuss what they have built and why. They use more complex resources affectively to create their desired outcome. 	<ul style="list-style-type: none"> Uses story language and story features to create a narrative of their own Children will use resources provided to extend their learning further. They will introduce narrative into their play which may be developed from what they have learned and extended by their own imagination. Children will use both fiction and non-fiction books to support their story telling and will create props to support. Children will use what they have learned in class to storyboard their story to share it with others. Develop detailed storylines and incorporate narrative elements into play. 	<ul style="list-style-type: none"> Able to intertwine their own experiences with the experiences of others Creates shared narratives Use detailed props and settings to recreate and discuss past events. 	
Developing	Mini mes (throughout each stage) Familiar situations e.g. school, shop, restaurant Small world playsets (e.g., farm, zoo, house) Access to construction area resources Open ended resources Fabrics such as felt, cardboard tubes, lollipop sticks, stones, sticks, open ended plain peg dolls, wheels		Small world people and dolls Cars and transport models Miniature household items (e.g., plates, cutlery, furniture) Miniature furniture and accessories Figures and toys representing past events (e.g., historical figures, old-fashioned toys)		



	<p>Fabric, cardboard, and natural materials for terrain Miniature houses, shops, and buildings Trees, plants, foliage and small world scenery pieces Non-specific resources (cave, toad stools etc) Building blocks (wooden, plastic, foam) Variety of animals (farm, jungle, zoo)</p>		<p>Finger puppets/story characters to retelling of familiar stories A high range of varied texts such as traditional tales, nonfiction, themes of past experience, story prompts and picture cards Play mats with roads, fields, and rivers</p>		
	<ul style="list-style-type: none"> • Represents objects as different objects, for instance may use a block as a bed. • Explains what they are using the object for (e.g.- This is my car) • Talks expressively about the object they have represented as something else • Select prompts/resources to represent their character. 	<ul style="list-style-type: none"> • Represent/create environments from stories • Create more detailed environments with a variety of materials. • Children may build props to support their play, such as houses, car parks, farm yards, hotels. • They use a variety of materials to build and create. 	<ul style="list-style-type: none"> • Uses some story language in their play - familiar lines from stories, familiar story theme • Use props and resources to develop simple storylines. • Children will bring story telling into their play. • They will use what they have learned in school and at home to develop narrative in their play. • May draw out their stories on large paper. • Children will play collaboratively to extend and build on a narrative, communicate effectively with their peers to keep play going. • Narrative may be imitative of stories/films they have read/seen and enjoyed. 	<ul style="list-style-type: none"> • Articulates thoughts and feelings through narrative • Talk about past events and incorporate them into play scenarios. 	
Emerging	<p>Familiar situations e.g. school, shop, restaurant Cars, trains, other vehicles A range of animals such as farm, jungle, sea, polar Simple figurines/characters (e.g., people in the community) Peg dolls Mini mes (throughout each stage) Everyday objects for imaginative play (e.g., cups as hats, blocks as phones) Specific resources (airport, fire engines, car park, rocket, pirate ship, houses, castles etc) Dolls house (reflect everyday life)</p>		<p>Blocks Open ended resources - Boxes and containers for houses, caves, and shelters, trees, plants Fabric pieces for water, grass, and sky Staff modelling small world play to the children by adding narratives, speech, talking about what is happening etc. Story prompts - Storybooks with familiar events and picture cards Everyday objects for imaginative use (e.g., sticks as swords, boxes as cars) Figures and props related to past experiences (e.g., family figures, toy animals)</p>		
	<ul style="list-style-type: none"> • Children can imitate sounds, such as vehicles or animals • As children play, they represent objects as what they are. 	<ul style="list-style-type: none"> • Represent an environment that they are familiar with • Create simple environments using basic resources. 	<ul style="list-style-type: none"> • Explains their actions in small world play (e.g.- Pretend the man is walking) • Begin to create simple stories using small world toys. • Children will create stories within their play using familiar characters such as animals and their 'mini-me' characters. • They will act out experiences from their own lives, supported by ready-made resources such as the doll's house or the car mat. 	<ul style="list-style-type: none"> • Reacts their experiences through a narrative • Share simple past experiences using small world play. 	

Tapestry



TAPESTRY



Next Steps

- Send Rachel a copy of your timetable
- Let us know of any schemes you currently follow – phonics?
- Let us know of any great planning/ideas you have used previously
- Look over the Autumn 1 term planning - Who am I?
- Let Rachel know if you need any support setting up Tapestry in the setting
- Rachel will email when additional planning is ready
- Rachel will plan in meeting in the Autumn term to gain feedback so far



Questions?

