***Chirton Pips Pre-school would like all children to reach their full potential, to be ready for school and to have an appreciation of the Natural World.***

***We aim for them to be able to do the following when they leave us.***

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| **Personal, Social and Emotional Development** |
| 1. Feel safe in an educational environment 2. Build good relationships with staff and peers 3. Be kind 4. To become independent learners 5. To be confident and resilient 6. To remember and understand our rules and boundaries 7. To be able to talk about their feelings and listen to how their friends are feeling 8. To be able to deal with conflict 9. To know right from wrong |
| **Physical Development** |
| 1. To have a strong core, arms, legs and hands 2. To use a tripod grip 3. To be able to kick and throw a ball 4. To track planes across the sky 5. To stand on one leg 6. To use scissors 7. To use a knife and fork 8. To be independent ie get their own coat and boots on 9. To know what a healthy lifestyle is (healthy food, exercise, crossing the road 10. To understand the importance of Oral Health 11. To be toilet trained |
| **Communication and Language** |
| 1. To enjoy listening to stories, understand them and have their favourites 2. To have a wide range of vocabulary 3. To be able to ask for help 4. To continue a conversation 5. To listen to those who are talking 6. To have open minds – to understand that everyone is entitled to have their own views, faith and beliefs. |
| **Mathematics** |
| 1. To recite numbers 1-20 2. To recognise numbers 1-10 3. To know basic 2D and 3D shapes 4. To use mathematical language 5. To be able to show you up to 10 fingers 6. To look at patterns and describe them 7. To have a understanding of time |
| **Literacy** |
| 1. To love books and telling stories of their own 2. To hear rhyme and rhyming words in stories 3. To begin to write letters from their name 4. To talk about the characters in a book 5. To think of an alternative ending to a story 6. To give meaning to the marks they make 7. To recognise their name |

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| **Understanding of the World** |
| 1. To experience the awe and wonder of the world around them 2. To experience the different seasons and weather 3. To explore different forces 4. To be able to talk about their differences and their families 5. To name some familiar plants 6. To understand a life cycle and be able to name parts of a plant 7. To talk about changes in materials 8. To talk about their family and the world they live in. |
| **Expressive Art and Design** |
| 1. To explore different media and how they can be joined together 2. To join in with pretend play using their imaginations 3. To listen to different environmental sounds 4. To sing a variety of songs 5. To enjoy playing with colour in a variety of ways 6. To use 2D and 3D shapes in their play, developing their imaginations. 7. To be able to follow a rhythm and create rhythmic sounds and movements. |

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| Characteristics of Effective Learning |
| Playing and Exploring   * Finding out and exploring * Playing with what they know * Being willing to ‘have a go’ |
| Active Learning   * Being involved and concentrating * Keep trying * Enjoying achieving what they set out to do |
| Creative and Critical Thinking   * Having their own ideas * Making links * Working with ideas |

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| **Forest School** |
| * To be able to name some plants and trees, for example Oak and Acorns, Horse Chestnuts and Conkers, Beech and Beech Mast, Snowdrops and Daffodils * To be able to name some fungus for example Jelly Ear, King Alfred’s Cake * To know the rules of Forest School eg how to sit around the fire pit, water safety and how to climb trees safely * To become physically strong, have a strong core, arms, legs and hands * To understand some of the Country Side Code * To work together to build structures * To develop an imagination / to be able to retell stories * To notice environmental sounds * To respect nature and the land * To be able to do a basic knot and use some basic tools * To build resilience and encourage creativity and show care and concern for their environment. |

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| **Learning and Development** |
| **Observation, Assessment and Planning (OAP)** |
| **Observation**  look, listen and note  Observe children as they act and interact in their play, everyday activities and planned activities. Learn from parents about what the child does at home. |
| **Assessment**  Analysing observations and deciding what they tell us about the children  Reflect on what you have noticed to help you understand the child/ren |
| **Planning**  Experiences and opportunities, learning environment, resources, routine, practitioner’s role.  Decide how best to support, extend and teach children based on your observations and assessments. |

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| **3 I’s!** | |
| Intent: | ‘What’ we would like the children to learn. Areas of development that need more support |
| Implementation: | From the ‘what’ to the ‘now what’; once you know what your intentions are you can begin to plan for them to be realised. |
| Impact: | How the implementation has changed / transformed / altered their development |

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| Cultural Capital: | Cultural Capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. |
| British Values: | Democracy, The rule of law, Individual liberty, Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. |

**HELP CHILDREN TODAY**

**PREPARE CHILDREN FOR TOMORROW**

(Julian Grenier)