

The Dell Curriculum

We want our children to have ambitions, to enjoy their childhood, to give joy to others and with their families to prepare for great futures.

Curriculum

The Early Years Foundation Stage (EYFS) is the statutory framework for Early Years Education (used from birth to the end of Reception). The framework was revised by the Department of Education in 2026 and is effective from September 1st 2026.

The EYFS sets out 4 overarching principals:

1. Every child is unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ or carers.
4. Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

There are 7 areas of learning and development which are split into 3 prime areas and 4 specific areas.

Prime areas:

- Personal, Social and Emotional Development.
- Communication and Language
- Physical Development

The prime areas are most essential skills that children need to grasp for; health, development and foundations for future learning. As children grow the prime areas will help children to learn new skills in the below areas:

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

How we use the EYFS:

We use a mixture of set 'focussed planned' activities and 'In the moment planning', we do this by providing daily focussed, adult led group times x 3 per day and 1 set adult led activity which is usually based around a theme, current topic or where staff have noticed a 'gap' in children's learning. We then provide an environment both indoors and

outdoor environments which are accessible to explore, where children can choose their own activities and develop their own ideas and play – this is then supported and scaffolded by adult interactions. Our 'in the moment' planning means that from day –to –day we are unsure of what wonderful adventures we may go on with our children! We find that allowing time and space for children's ideas means that we can develop strong interests and creative learning.

Our Curriculum is developed from: The cohort individual needs (reviewed yearly), Early Years Foundation Stage, birth to 5 matters, development matters, Shevington Vale Reception class curriculum.

What we intend to do through our curriculum:

- ✓ Create strong positive relationships between adults and peers – building trust and strong bonds.
- ✓ Value children's ideas and uniqueness at every opportunity – celebrating children's achievements and success'.
- ✓ Implement strong routines and boundaries to provide children with a safe and secure environment – giving children a safe place to learn and grow.
- ✓ We will create an environment that allows children to: explore, comment, question, observe and develop their own learning at their own pace – giving children the opportunity to take the lead in their own learning, carefully support by adult interactions.
- ✓ We will provide children with free choice and adult led activities that allows children to be challenged and to develop their skills and knowledge to become confident, independent learners – building resilience throughout each activity.

Curriculum Implementation:

Our staff provide opportunities within the classroom for children to be able to independently choose their own resources and activities, they also skilfully set up age appropriate activities that children can access through continuous provision and small adult led group times. The Interests of children are always at the forefront of the activities that we offer.

We provide an environment rich with a verity of resources and carefully planned routines that allows for long periods of 'free, child-initiated play' both indoors and outdoors.

Staff assess children on an on-going basis so that they can support and challenge children in their next steps of learning, which often happens immediately and is further developed in the following days.

Sharing progress with parents/ guardians on an on-going daily basis as well as termly reports, is a priority to us. We actively seek information from children's parents/ guardians to structure what we offer. We are aware how communicating information between all parties best supports children's continued development.

Our environment is natural and calm, this enables children to be less distracted and more focussed.

Children have opportunities to form strong relationships with their key person and all other staff members through on-going daily activities and play.

Daily adult led group times are offered at key transition times throughout the day – at this time opportunities to consolidate learning are applied.

Diversity, Inclusions and British Values:

All children are valued and welcome at our setting. Where necessary activities and play opportunities are adapted to meet the needs of all children.

We recognise and celebrate many cultural festivals from around the world.

We support diversity through, giving children experiences of different ways of living. We use books, songs, rhymes and poems alongside short video materials and role play resources to support cultural and ethnical knowledge of people from around the world. We celebrate key events from across the world such as: Easter, Chinese New Year and Diwali.

We positively promote British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance) and encourage the respect of children, adults, the environment and resources.

Cultural Capital and Personal Development:

We believe that it is important to provide opportunities for all children that are 'wider' than the 'average' Pre-School day. This will help children to develop understanding and gain deeper knowledge of the wider community and world.

We aim to do this by offering:

- ✓ Local trips
- ✓ Welcoming visitors
- ✓ Using the woodland for Forrest activities.
- ✓ Using the wider school facilities
- ✓ Being involved in inspiration days.

Our blue print curriculum tracks the opportunities children are given across the academic year (please see attached).

The Characteristics of Effective Learning:

- ✓ Playing and exploring – children investigate and experience things, and ‘have a go’.
- ✓ Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- ✓ Creating and Thinking critically – Children have and develop their own ideas, and develop strategies for doing things.

Staff scaffold and support children effectively to ensure that all children work towards being able to master the characteristics above.

We do this by:

- ✓ Modelling
- ✓ Encouraging
- ✓ Hinting
- ✓ Extending
- ✓ Commenting
- ✓ Questioning
- ✓ Providing
- ✓ Offering

What key skills do we aim for children to learn before they leave our setting?

- ✓ Develop a lifelong love of learning – being interested and responsive, challenging themselves daily and making their own risk assessments in their physical and mental world.
- ✓ Developing language and strong social communication skills – being able to communicate wants and needs successfully to adults and peers in a language rich environment.
- ✓ Mindfulness – managing their emotions appropriately. Building secure relationships with key person, other adults and peers.
- ✓ Self-help skills – dressing / undressing, looking after their own belongings, toileting, brushing their own teeth, opening their own lunch box.
- ✓ Awareness of good physical and mental health – including; good oral health, good hygiene routines, healthy eating and being aware of different types of physical activities they could be involved in.
- ✓ Good physical development – development of large and small muscles in the body to support gross and fine motor skills.
- ✓ Mathematical skills – an embedded understanding of numbers up to 10 – including problem solving skills. Recognise 2d shapes in their environment and relevant prepositions.
- ✓ Have knowledge of the wider world including learning about diversity.
- ✓ Have knowledge of ‘the arts’ across the world including giving children opportunities for children to be involved in their own: arts, dance, music and drama activities.

How will we assess children's progress?

- ✓ On-going formative assessment – which is followed up immediately or within the next few days.
- ✓ Daily group time adult led reflection.
- ✓ On-going careful adult questioning throughout continuous provision.
- ✓ 2 year old development check
- ✓ On-entry to pre-school assessment check.
- ✓ Termly – end of term progress checks/ parent reports.
- ✓ Wellcomm – communication assessment tool – upon entry to the nursery.
- ✓ ASQ development checks – on entry to pre-school.

How will we report this back to you?

- ✓ Through introduction meetings
- ✓ Through daily communication: face to face, email or via telephone.
- ✓ Through Parents evenings
- ✓ Through end of term reports
- ✓ Through parent phone calls (parents evening).

How will we check our curriculum is effective?

- ✓ We will monitor on-going daily assessments of children along with written end of term assessments to identify weakness in our practice to help us plan ahead for the following term ensuring that 'gaps' in learning are filled.
- ✓ Termly staff meetings will help to highlight children whom we have concern for – again we will then use this information to plan ahead.
- ✓ Termly data will be reviewed and the conclusions will be acted upon to best 'bridge' gaps in learning as individuals and a cohort.
- ✓ Staff meetings (half termly) and staff appraisals (termly) will provide opportunities for management to ensure that staff knowledge and training is up to date – it will also provide opportunities to ensure that all children's needs are being met.

Support we will seek when required:

We pride ourselves on maintaining high standards of staff development – we often place our staff on courses to support their continued professional development if we are unable to fully support your child or we require further specific interventions we may request the knowledge of wider professionals (with consent) such as: Health Visitor, GP, Occupational Therapists, Speech Therapists and the Wigan Early Years Inclusion Team.

Supporting Documents/ initiatives that we use within the setting:

- ✓ Early Years Foundation Stage (EYFS) statutory Guidance.
- ✓ Development Matters 2021 (non-statutory Curriculum guidance).
- ✓ Birth to 5 matters (non-statutory guidance for the Early Years foundation stage)
- ✓ Keys to communication
- ✓ Wellcomm - Communication assessment tool
- ✓ Ages and Stages (ASQ forms).

Impact:

- ❖ We are proud of how we present our environment, resources and activities to provide children with a wide range of skills and knowledge that deepens understanding and provides children with a 'love for learning'.
- ❖ Children leave our Pre-School with the skills to enable them to successfully continue their Early Years journey into their reception classes.
- ❖ Children are confident and have experienced numerous activities to prepare them for their next stage in learning.
- ❖ Children are prepared and on-track to meet the Early Years Goals at the end of their Reception year.

Medium Term Plan

Autumn Term

Cultural Capital offer: Children to explore the indoor and outdoor environments and take a look around the wider school and grounds.

Significant People: Myself and I, my immediate family

Class Book: Just like me, Elmer

Spring Term

Cultural Capital offer: Visits from 'people who help us'

Significant People: People who help us – fire men, dentist, nurse, optician etc.

Class Books: At the Doctor, Polly the Potty Post Lady The Very Hungry Caterpillar,

Summer Term

Cultural Capital offer: Transition – Pre-School/ School

Significant People: Famous people in history (UK) – an overview

Class Books: Whoever you are, Starting school, How do I feel.

Range 4 - 24-36 months

Range 5 – 36-48 months

***Age ranges outside of these brackets will be considered for children as appropriate to meet individual learners needs.**

The curriculum below sets out what we want our children to be actively involved with and learn by time they leave us to go to school. We use this as a baseline for activities and differentiate tasks to ensure that all children can be involved. Skilled practitioners will support children at their individual levels of learning. For our younger children this will mean that they will re-visit each area the following year – providing consolidation and extension of learning from the previous year.

Autumn Term Personal, Social and Emotional Development	• Look at children's 'personal profile' to identify likes and dislikes for starting points in learning / continuous provision. • Look at a baby, toddler and recent photograph of the children – discuss changes over time and children's unique likes and dislikes. • Start 'key person' time from group times and build relationships with adults. • Discuss class rules and recognition boards – children to decide the rules with adult support. (used to promote positive behaviour).
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	• Morning group time introduce: breathing techniques • 'I like..... eyes, I like my own....' (use mirrors for support). • Making friendships with new people – model how to ask a friend if they would like to play, introduce keys to communication social skills activities – turn taking. • Use mirrors to pick out a key feature (1 per week) talk about what the children look like. • Role play – shop – promote: turn taking, listening to others, being helpful. • Healthy eating – provide a range of activities to discuss health options. • Model assertion and negotiation to resolve problems in free play i.e. turn taking games/ sand timers/ 'you can have a turn when I have finished'. • Introducing self-regulation board. • Practitioners to provide positive messages throughout play ... 'I love.... You're great at.... I can really see you're trying'. • Introduce lunches in the hall and assembly – talk about expected behaviours.
Spring Term Personal, Social and Emotional Development	• In small groups we will discuss how to be a good friend – sharing toys – start with keys to communication activities – turn taking and listening (my turn/ your turn). Continue to use the sand timer to support sharing resources. • Visit to the local park – talk about the job roles that need doing at the park- litter picking, grass cutting, maintenance of equipment. • Introduce: 'making choices' giving children options/ votes for activities/ books they wish to read. • Group talk - offering 'help' to others - how can we make each other feel better? Role play/model.
Summer Term Personal, Social and Emotional Development	• Group time – discussion around school transition – how we feel? What will we do? who are the teachers? Etc. • Take small group visits into the Reception classroom/ Reception teacher to visit in Pre-School. • Take visits into the school – visit the canteen, reading café, library - librarian / school office – talk about the different job roles which people have in school. • Group time – discuss solving conflicts, read social stories and staff to role play. • Introduction of 'rainbow challenge' children to complete 1 adult set up activity each day – independently. Then place their rainbow stick into their envelope. • Provide matching items for children and adults to mirror each other play e.g. 2 identical instruments. • Model key skills of empathy, negotiation, compromise and positive assertion when playing with children and in every day interactions. • Provide positive feedback during play – noticing and acknowledging children's thoughtfulness towards each other.

Communication and Language	• Begin to sing 'hello everyone how are you today' • Daily group story time – books, puppets, role play. • Introduce daily keys to communication and sounds write pre- phonics activities – progress with the programme as appropriate for children's level. • (week 1-6) Daily 'morning' group time and singing group time – Children will learn the routines of listening and attention at group times – following stop / go action songs and rhymes. • (week 7-12) daily group time introduce action songs – 5 current buns, old McDonald had a farm, Miss Polly had a dolly. • Introduce 'my turn to talk' when the children hold the puppet children are given an opportunity to talk about a given topic (focus around family/ home life). • Children to bring in photographs of their summer holidays – talk about where they went, what it was like, what clothes did they wear and why?, how did they travel there? • Learn new Christmas songs. • Group times – word endings (play, played, playing).
Communication and Language	• Introduce weekly reflection time – each child can talk about something they have enjoyed doing throughout the day (picture/ craft/ outdoor play etc). Use complex sentences using and because. • Increase requests – from single instruction to double/triple instruction sentences. • Story telling - Model who, what, where, why questions • Introduce opposites – fast/slow, up/down incorporate into songs and stories. • Identifies action words by following simple instructions i.e. Clapping, jumping. • Identify objects and their purpose – link ideas i.e. scissors for cutting.
Communication and Language	• Alongside books, introduce story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel. • Begin to ask questions about the stories we have read – recall • Can you put the doll – on top, behind, under, next to? • Look at concepts and opposites – hot/cold, fast/ slow • Talk time – why and how questions. • Talk time – can you tell me what happened (talk about a past event). • Learn graduation songs – talk about 'my favourite thing at Pre-School'.
Physical Development	Gross Motor skills: • Explore the outdoor environment – bikes, woodland and swings, water area. • Squatting activities

	• Stop and go running activities. • Move freely to music – musical bumps/ statues / action songs. • Jumping with 2 feet. • Children to begin to help with own suits and wellingtons. • Introduce 'sports time' – include: special awareness, throwing and catching, different ways of moving, adjusting speed and direction – daily. Fine Motor: • Doh – disco activities • Continuous provision craft activities - pens/ pencils/ crayons/ felt tips – paper, white boards, note pads & card, white board & markers, puzzles. • Start toothbrushing programme – October, weekly rolling • Model hand washing • Support toileting – discuss how to do it independently step-by-step. • Use knife and fork for lunches. • Discuss dangers – what to do if in danger. • Name parts of the body
Physical Development	Gross Motor skills: • Woodland area- Rolling, running, balancing, climbing and swinging to develop large muscles. • Spatial awareness • Obstacle course – moving equipment safely and balancing along. Fine Motor: • Tweezers, scissors • Weekly doh disco activities
Physical Development	• Healthy eating activities 'my healthy lunch box'. • Discuss effects of activity on the body. • Discuss reasons 'why' hand washing is important. • Food tasting – discuss textures. • Mirror actions of an adult – set sequence. • Introduce P.E session – dressing and undressing- looking after clothing.

Literacy (Writing and Reading)	Reading & writing: • Children will be introduced to their name cards at morning circle time (and on pegs). • Recognising own belongings, use name tags and pegs – collect own belongings. Recognise own Name or first initial. • Toddlers – daily keys to communication activities • Pre-school – daily phonics group time activities. • A variety of texts will be changed every 2 weeks in the continuous provision for children to access through free play. • One class text will be shared to whole class/ small group each week – talk about the setting, characters and feelings and how the story might end. • Use small world, role play, tuff trays and craft activities to encourage children to – ‘play out’ the story. • Look at – the three little pigs, the gingerbread man, goldilocks, stick man (over a 2 week period). Story structure (beginning, middle and end). • Free access to continuous provision pencils, pens and writing equipment will be available. • Offer large scale water printing, paint dabbers, paint easel, chalks (outdoors) to build up writing muscles.
Literacy (Writing and Reading)	Reading: The three billy goats gruff, jack and the bean stalk, Little red riding hood and The very hungry caterpillar • Discuss what might come next? Why do characters feel that way? What was your favourite part? Writing: • Class to talk with teacher and teacher to scribe questions for visitors • Recognising logos - matching pairs, identifying • Find own name card and begin to copy letters.
Literacy (Writing and Reading)	Reading: Class readers: At the Doctors, Dear Zoo, Starting School, What the Ladybird Head, A squash and A Squeeze and the Gruffalo. • Daily – Keys to communication / Letters & Sounds group time (segmenting and blending CVC words orally). • Recognising the first letter in their names (orally). Begin to recognise the sounds in other peoples names. Writing: • Writing own name (and then surname). • Distinguish between the marks they make. • Give meaning to drawings and paintings.

	• Lines and simple shapes – copy adults lead.
Mathematics	Across all weeks – sing 5 current buns, 5 little ducks, 5 speckled frogs. Week 1-3 – free play – allow children to access a range of mathematical resources, encourage children’s play ideas. Week 4-6 • Matching socks • Sorting natural objects • Matching shapes • Noticing the odd one out. • Sorting into hoops. • Comparing items and amounts • Combine objects (bricks) • Use balance scales • Create simple (2 colour) repeating patterns. • Copy and make patterns with music. • Make simple constructions • Find shapes to slot in a wooden puzzle board. Weeks 7-9 • Counting basket – items up to 3 • Awareness of digits 1-3 • Before and after 1,2,3 • Recognise square, triangle, circle and rectangle. • Make pictures using shapes • Compare shapes – little and large • Play ‘Mrs A says can you find a.....’ • Counts up to 3 objects from a larger group. Weeks 10-12 • Learn the number 4&5

	- Counting basket (up to 5) – recognising the last number is the total. - Sort shapes into hoops - Recognise digits to 5 - Count on fingers a given number (to 5) - Order numbers 1-5 - Learn one more one less (to 5) - Mark making with chalk – shape obstacle courses.
Mathematics	Number: Week 1-3 - Dominoes - Roll the dice and count the spots. - Matching numeral and quantity with objects - Estimating how many children at group time - Play hide and seek in the woodland Week 4-6 - Looking at number 6 and 7 - Ordering numbers - Experiment with sharing toys out equally - Sorting and grouping matching objects such as buttons Week 7-9 - Looking at number 8 2D shapes Week 10-12 - Looking at number 9-10
Mathematics	Week 1-12 - Re-cap and consolidate all learning from Autumn and spring term – form a strong knowledge of numbers up to 10 and 2 D shapes - Compare groups of objects noticing when its the same (you have 2 I have 2).

	• Use knowledge of number to solve problems in play – i.e. shop – ‘Please give me 2 coins’ / how do we share this cake equally between 3 children? • Special and positional language. • Explore items from different viewpoints – near and far away (little and big). • Complete more complex puzzles. • Recognise and match objects of the same shape (but different size). • Create buildings involving balance – use trial and error to resolve problems. • Joins in anticipated action patterns. • Repeat written patterns of up to 2 objects i.e. stick, ball, stick, ball. • Notices size, weight and capacity. • Longer, shorter, heavier, lighter.
Understanding the World	• Pretend play – use play item as ‘other’ objects to support role play. • Children to bring in photographs of their holidays – talk about, who they went with? what the weather was like, what did they wear, what did they eat, how did they get there? (also how could they get there- plane, train, boat, car etc), Compare to the UK • Notice and record the weather each day. • Notice differences in the woodland trees – collect and identify leaves. Take pictures weekly and compare. • Create family scrap books – talk about children families and their similarities / differences – add simple text for children to copy – ‘mummy, daddy, me etc;. • Create autumn leaf pictures. • Talk about birthdays, Christmas – wider celebrations such as Diwali and Chinese new year. • Talk about the things that we like / our favourite toy/ object / thing to do. • Role play -shop and home corner – encourage children to ‘act out’ home experiences. • Set up small world area both indoors and outdoors – rotate throughout the year according to children’s interests.
Understanding the World	Past and Present, people, culture and communities, the natural world. • Butterflies – introduce butterfly net look at the growth and development. • Easter – discuss Easter, what this means for Christians, what the egg symbolises. Decorate eggs, look at pattern, colour and shape. • Chicks – look at the life cycle of a chick. • Cleaning and washing toys and cars outside – how can we do this? What tools do we need? Why is it important?

	• Visit from volunteers/parents sharing their job roles and how they are our local heroes. • Class discussion – job roles/People who help us. • Dressing up day- ‘What I’d like to be when I’m older’ • Recycling – discuss ways we can recycle items in our classroom – how ‘not’ recycling can affect the planet. • Operate mechanical toys – wind up cars/ jack in a box/ friction cars/ tech pads. • Baby animals – label • Minibeasts – look at characteristics
Understanding the World	Past and Present, people, culture and communities, the natural world. • Print off photographs of people from the UK that are famous in history – Charles Dickens, Diana Princess of Wales, Queen Elizabeth, Emmeline Pankhurst, William Shakespeare, Isaac Newton. – Look at the photographs together – talk about what the people look like, what they are wearing, if the children know anyone that looks like that? Are any similar/ different and why? • Discuss being ‘famous’ and what that means. • Look at the book – ‘whoever you are’ – discuss similarities and differences between the children. • Nature walks – talk about how the environment has changed over time. • Tour of wider school grounds • Role play and books – Doctors, optician, hospital, post person. • Road Safety – discuss how to ‘stay safe’, model and role play – take children out to the local community to practice. • Introduce – laptops – talk about turning on and off/ use key pad to type in log in/ use ‘paint’ programme to create. • Discuss the internet – talk about what we can find out, model how we can do this from children’s interests. • Models using a range of materials and connectors such as: tape/ glue/ string/ Velcro/ blue tac – discuss cause and effect – which methods are the best for the job?
Expressive Arts and Design	Creating with Materials: • Recognising prime colours – red blue and yellow • Mix prime colours with white to make lighter/ darker shades – discuss the difference. • Offer play-doh and coloured water for children to explore and mix. • Introduce the self-regulation board – match colours to feelings (red, green, blue and yellow) identify emotions by labelling i.e. ‘I can see you’re upset/ sad/ happy/ excited’. Offer and model ways for children to help self-regulate.

	Being Imaginative and Expressive: • Daily morning 'wake up and shake up' action song time. • Daily action and song time – introduce children to common action songs and towards Christmas introduce new songs for children to learn. – encourage actions and gesture. • Encourage children to take on characters in role play and small world – model in play. Use traditional roles. • Use instruments to create variations of sounds and patterns in a range of ways (shaking, tapping etc). • Provide a 'dress up' and instrument area for children to explore acting/ dancing/ singing in their free play – discuss songs that they like and use the speaker to support this.
Expressive Arts and Design	Creating with Materials: • Use blocks, magnets, bricks, straws, lollypop sticks etc to build and create. • Provide a range of materials for den building. Being Imaginative and Expressive: • Role play- 'People who help us' Swap the role play area to a new theme each week including doctors, dentist, vets, fire station • Dressing up day 'what I want to be when I'm older' • Daily keys to communication/ letters and sound activities- copy the beat, hear the sound, follow me, clap back • Music and movement using instruments • Colour mixing – all colours.
Expressive Arts and Design	Creating with Materials: • Begin to share art work at home time group – share with the class what they have painted/ drawn / made – be proud of their efforts. • Use a range of materials including: corrugated card, paper, tissue paper, tin foil, plastic lids, bubble wrap, lollypop sticks, cotton wool, string – to build and create their own 'super' models (finding ways to best attach things together – paper clips, glue, cello tape, masking tape, blue tack). Talk about their heroes super powers and the patterns and shapes created on their outfits. Being Imaginative and Expressive: • Role-play areas –School, include school uniforms, books, writing materials, book bag. • Home time group – 'free choice' small world / dance/ singing time – act & sing stories / model small world play scenarios – encourage children to have their own ideas and extend play.

Autumn Term

- o Visit the cinema - whole school
- o Begin to know my Key person
- o Explore the woodland
- o Explore the wider school site
- o Trip to the local post box
- o Join in with my first inspiration day
- o Settle into nursery and begin to know the routines.
- o Take part in witches and wizards walk for Halloween.
- o Join in with Jiggy Wrigglers Xmas party.
- o Taste a new food -Chinese New Year
- o Take part in toothbrushing.
- o Visit the guinea pigs.
- o Walk the school field to look notice weather changes.
- o Learn about new festivals: Chinese New Year, Diwali, Christmas.
- o Share their summer experiences in a small group using photographs.
- o Being to learn self regulation and well being techniques.
- o Take part in small group keys to communication activities.
- o Talk about road safety.

The Master Plan

Intention.....

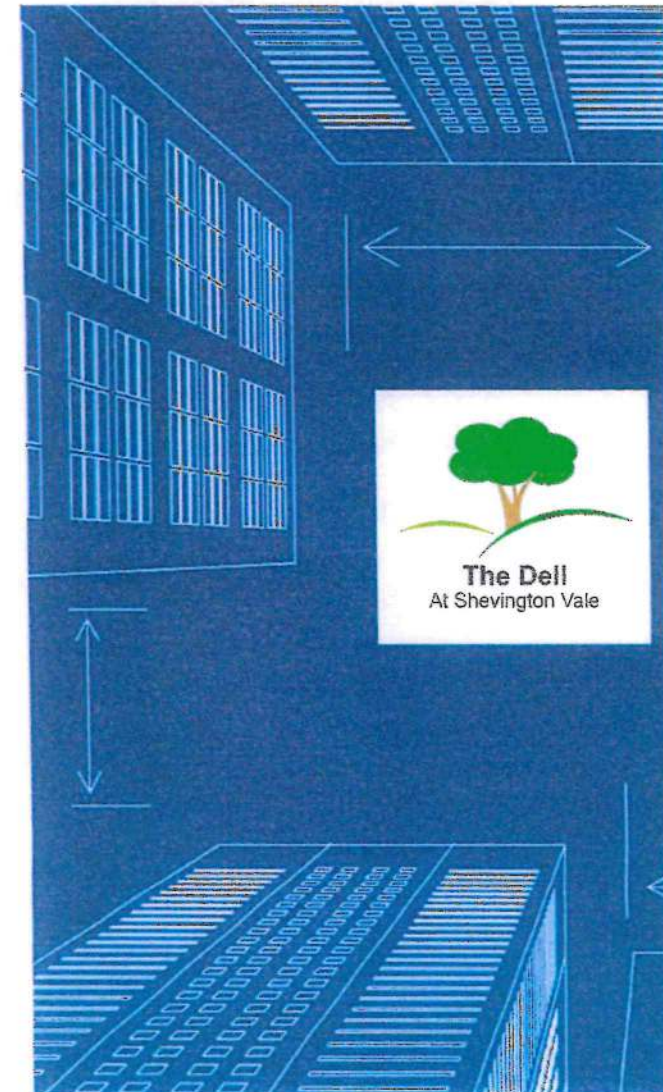
Broadening Horizons: A commitment to providing diverse, "life-enriching" experiences

Success Through The Seasons

Timescale.....

Autumn - Resilience
Spring - Growth
Summer - Flourish

My Learning Blueprint The Dell Toddlers



Spring Term

- Plant a seed
- Visit the local park
- Perform a dance routine
- Take part in an Easter egg hunt.
- Meet people who help us.
- Watch caterpillars transform to butterflies.
- Visit Millbrook to see the bees.
- Watch the chicks hatch from their eggs.
- Watch the tadpoles grow.
- Produce a range of art work for the Art Gallery.

Summer Term

- Perform on a stage (V'Fest)
- Attend a festival
- Take part in a 'danceathon'
- Have a picnic
- Go to a party.
- Learn about myself and the similarities and differences to others.
- Road safety practice - local community.
- Visit the wider school to see what jobs people do.
- Discuss 'healthy lifestyles'.
- Share art work with a small group.

Mission Extras

- ☐ ☐ ☐ ☐ ☐

Autumn Term

- o Visit the cinema - whole school
- o Begin to know my Key person
- o Explore the woodland
- o Explore the wider school site
- o Trip to the local post box
- o Join in with my first inspiration day
- o Settle into nursery and begin to know the routines.
- o Take part in witches and wizard walk for Halloween.
- o Join in with Jiggy Wrigglers Xmas party.
- o Join in with whole school assembly (Autumn 2).
- o Practice physical activity in the hall.
- o Taste a new food -Chinese New Year
- o Take part in toothbrushing.
- o Visit the guinea pigs.
- o Walk the school field to look notice weather changes.
- o Learn about new festivals: Chinese New Year, Diwali, Christmas.
- o Share their summer experiences in a small group using photographs.
- o Being to learn self-regulation and well-being techniques.
- o Take part in small group phonics and mathematics groups.
- o Talk about road safety.

The Master Plan

Intention.....

Broadening Horizons: A commitment to providing diverse, "life-enriching" experiences

Success Through The Seasons

Timescale.....

Autumn - Resilience
Spring - Growth
Summer - Flourish

My Learning Blueprint The Dell Pre-School



Spring Term

- Plant a seed
- Visit the local park
- Perform a dance routine
- Take part in an Easter egg hunt.
- Meet people who help us.
- Dress up day-What I want to be when I am older.
- Watch caterpillars transform to butterflies.
- Visit Millbrook to see the bees.
- Watch the chicks hatch from their eggs.
- Watch the tadpoles grow.
- Produce a range of art work for the Art Gallery.

Summer Term

- Visit the Reception class.
- Have lunch in the hall
- Perform on a stage (V' Fest)
- Attend a festival
- Take part in a 'danceathon'
- Have a picnic
- Take Part in the graduation ceremony.
- Go to a party.
- Join in my first sports day event.
- Learn about myself and the similarities and differences to others.
- Road safety practice - local community.
- Visit the wider school to see what jobs people do.
- Discuss 'healthy lifestyles'.
- Share art work with a small group.
- Role play - school transition.

Mission Extras

- [illegible]