



CROWN  
STREET  
PRIMARY SCHOOL

**Pre-School Curriculum Session**  
*Wednesday 25<sup>th</sup> September 2024*



CROWN  
STREET  
PRIMARY SCHOOL

*Education on another level,  
where possibilities are endless*



**CROWN  
STREET**  
PRIMARY SCHOOL

## **School Rules**

**We are respectful**

*Everybody is valued and respected*

**We do our best**

*Everybody takes pride in all that they do*

**We make good choices**

*Everybody reflects on their behaviour and learns how to make good choices*



**CROWN  
STREET**  
PRIMARY SCHOOL

# Rights Respecting - Super Learners



# House System

House points are awarded for achievements in accordance with our 3 School Rules, both in relation to pupils' work and how they show respect towards others.



Altius is Latin for the Olympic quality 'higher'



Citius is Latin for the Olympic quality 'faster' or 'swifter'



Fortius is Latin for the Olympic quality 'stronger'



Magnus is Latin for the qualities of 'great', 'mighty' or 'powerful'

## **Academic: Curriculum Overviews, Bookshelves and Character Traits**

Our curriculum is mapped out for academic subjects in carefully sequenced, knowledge led 8 Year Overviews. Termly Curriculum Bookshelves are thoughtfully curated to inspire pupils whilst exploring our 6 character traits, which we believe will allow our children to succeed in their future of choice.

### **These character traits are:**

- Kindness
- Integrity
- Citizenship
- Gratitude
- Curiosity
- Bravery



## **Enrichment: Cornerstones**

**Our enrichment curriculum is best understood through the four cornerstones that underpin it:**

- Leadership & Service
- Competition & Physical Endeavour
- Culture, Creativity & Rhetoric
- Academic Aspiration

These cornerstones provide a framework for the aspects of a Laurus Primary Education that go beyond the requirements of the statutory curriculum.



# Academic Curriculum

unicef UNITED KINGDOM RIGHTS RESPECTING SCHOOLS

2 NO DISCRIMINATION

8 IDENTITY

13 SHARING THOUGHTS FREELY

29 AIMS OF EDUCATION

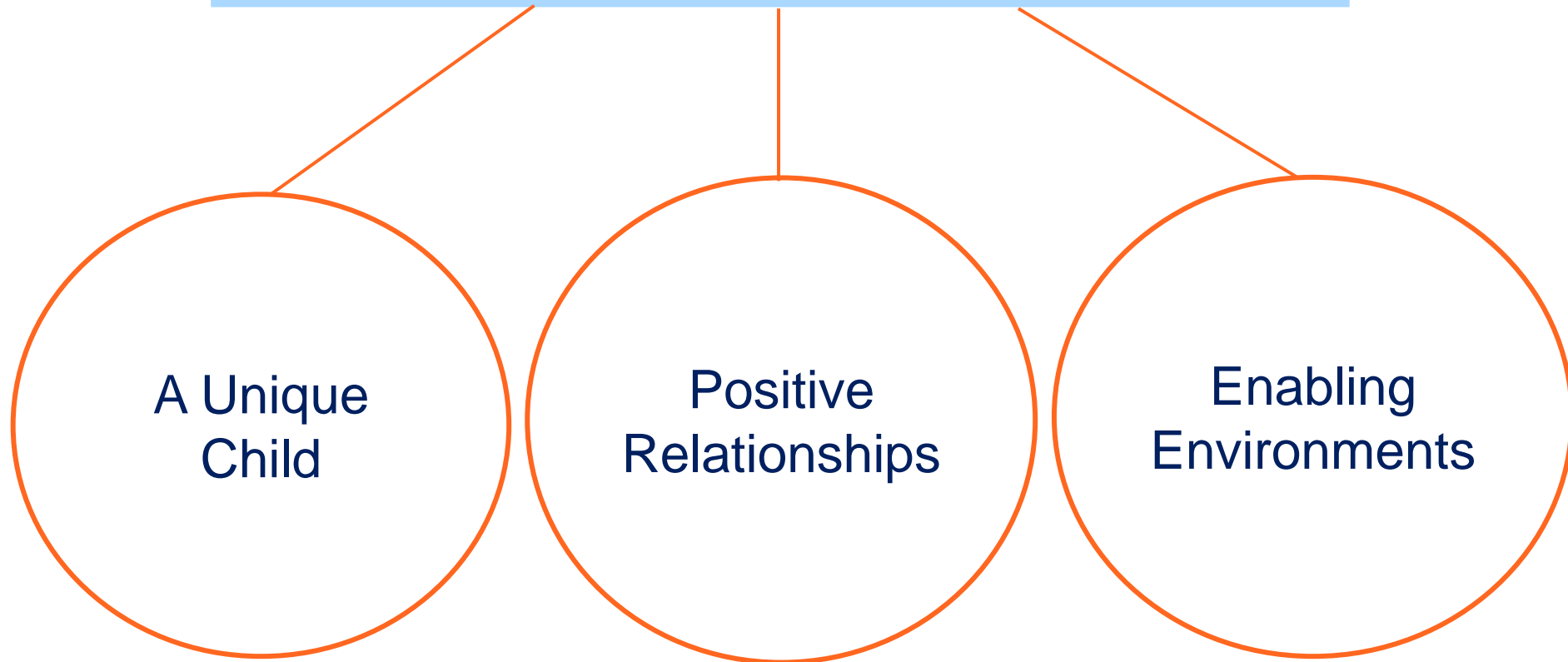
  
**CROWN STREET**  
PRIMARY SCHOOL  
Pre-School | Autumn Term



-  Bravery
-  Citizenship
-  Curiosity
-  Gratitude
-  Integrity
-  Kindness



# Learning and Development





# The EYFS Framework

- Playing and Exploring
- Interests and needs of the children are vital to help them build their learning over time
- Observing and assessing progress informs our next steps

# The seven areas of learning and development

*The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.*



Communication and Language



Personal, Social and Emotional Development



Physical Development

*The three prime areas are strengthened and applied through the **four specific areas**.*



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

# Our day ...

**9:00-9:15** Register, morning work and Phonics

**9:15-10:00** Busy Learning (indoors)

**10:00- 10:20** Tidy up time and snack and chat

**10:20- 10:35** Whole class carpet time- Mathematics

**10:35-11:20** Busy Learning (indoors and outdoors)

**11:20- 11:50** Tidy up time, singing time and listening skills

**11:50-1:00** Lunchtime and playground

**1:00-1:15** Register and whole class carpet time (UW or PSED)

**1:15- 2:15** Busy Learning (indoors and outdoors)

**2:15- 2:45** Tidy up time and Squiggle While You Wiggle

**2:45-3:00** Library/Mindfulness/Gross Motor Skills

**3:00-3:15** Story time and end of the day

# Personal, Social, Emotional Development

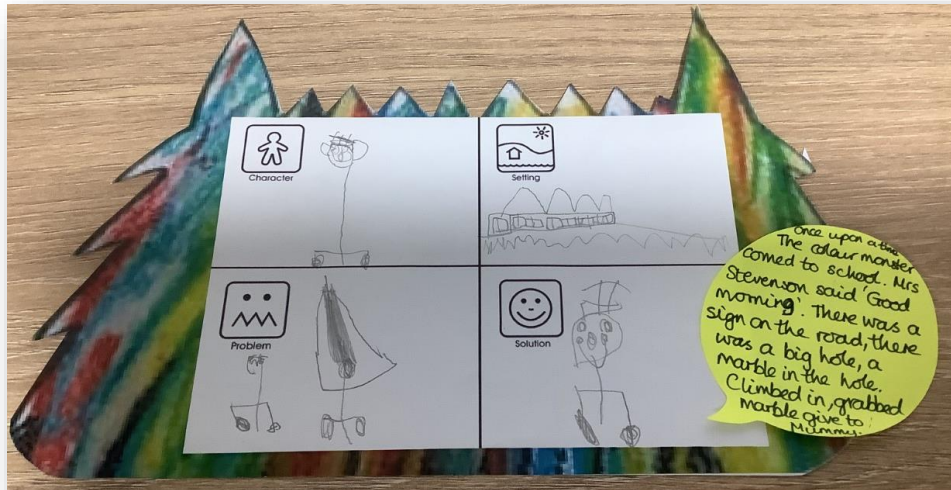
- School Rules
- Rights Respecting
- Curriculum Bookshelves
- Healthy Choices / PSHE Curriculum

# Communication and Language

- Language Rich Environment
- Stories, Rhymes, Poetry
- Conversation, storytelling, roleplay
- Share ideas, support and model interactions

# Tales Toolkit

- Character
- Setting
- Problem
- Solution



# Emergent writing process

<p>1 Scribble stages Starting randomly using squiggle whilst you squiggle. make marks that tend to follow formation</p>	<p>2 Squiggling into a waver with an awareness of letters going left to right to make sentences</p>	<p>3 Letters begin to appear within squiggle stages</p>
<p>4 Letter compa (left to right and progressively downwards)</p> <p>CTbETq+ rSTefgy</p>	<p>5 Letter huddles (with spaces to assemble words)</p> <p>Hel lo my Joe</p>	<p>6 Picture labelling using initial letters to label</p>
<p>7 Copy writing: Copying words written on the environment</p> <p>MAKE MACE</p>	<p>8 Beginning letters only (use 1st letter of a word to represent word)</p> <p>I WTN S (I went shopping)</p>	<p>9 Simple word formation: beginning &amp; end</p>
<p>10 I can read what you've written</p> <p>I LIK T. dane</p>	<p>11 I can read what you've written</p> <p>Fish in The sea</p>	<p>12 I can read what you've written</p> <p>This cake is MIN</p>

www.spreadthehappiness.co.uk

# Writing

- mark-making
- patterns
- name writing
- letter formation





# Teaching Phonics

## First Steps to Phonics



# Autumn Term – Phonological Awareness

We have learnt a poem a week and through this we have practiced some key skills during our 15 minute phonics lessons.

- Voice Sounds
- Onomatopoeia
- Alliteration
- Rhythm and Rhyme
- Sound Discrimination
- Oral Blending and Segmenting



# Spring and Summer Term

- Lessons remain around 15 minutes in length.
- Lessons build up gradually.
- Children begin to read and write graphemes.
- 35 Grapheme Phoneme Correspondence (GPCs) are taught and these will be re-covered in Reception.
- Routines and language used are the same in Reception to support transition.

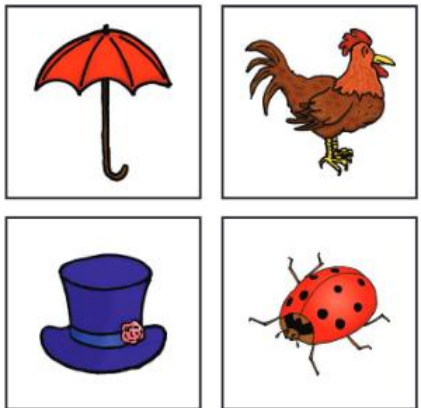
# Sample Lesson...

# The Alphabet Chant

- The adult points to each grapheme as the children chorally recite the chant.

abcdefghijklmnopqrstuvwxyz

## Review Previously learnt graphemes



- Listening to phonemes
- Reading phonemes

## Present New Phoneme

- Listen to the phoneme
- Adult models correct pronunciation and mouth movements
  - Say and repeat the phoneme
- Learn and repeat the alliterative rhyme



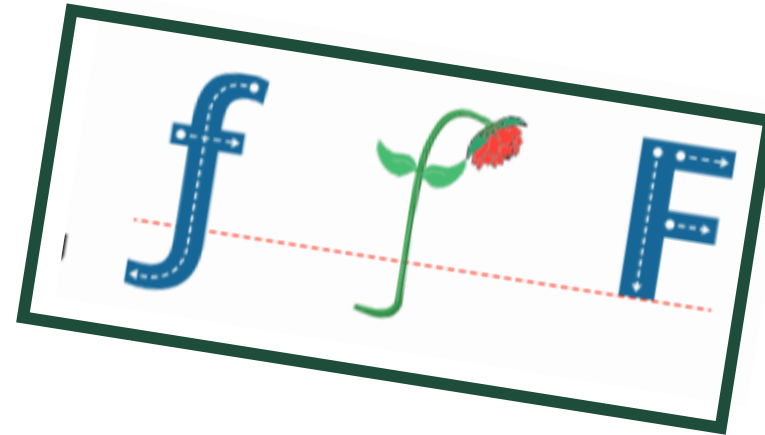
## Say it Fast

- Adult breaks down a word which includes the focus phonemes
- Repeat the phonemes and blend together



## Write New Grapheme

- Learn the letter formation rhyme
- Practise forming the grapheme in the air
- Sit at tables using the correct posture and pencil grip
- Write the new grapheme in phonics books





# Phonics definitions

<p><b>Upper case letters</b></p> <p>Capital letters, used at the start of sentences, names (people, places) days, months and seasons.</p>	<p><b>Lower case letters</b></p> <p>Shorter and smaller versions of upper case letters.</p>	<p><b>Vowels</b></p> <p>a e i o u</p>	<p><b>Consonants</b></p> <p>b c d f g h j k l m n p q r s t v w x y z</p>
<p><b>Phonemes</b></p> <p>distinct units of sound</p>	<p><b>Graphemes</b></p> <p>Letters used to represent the phoneme</p>	<p><b>Digraph</b></p> <p>A sound made up of two letters</p> <p>sh er</p>	<p><b>Trigraph</b></p> <p>A sound made up of three letters</p> <p>igh air</p>
<p><b>GPC</b> – Grapheme Phoneme Correspondence</p>			
<p><b>Blending</b> <i>Say it fast</i></p> <p>Building words for reading by pushing together all the phonemes in the word.</p> <p>c – a – t = cat</p>	<p><b>Segmenting</b> <i>Break it down</i></p> <p>Splitting up words for spelling by breaking up words into all their phonemes and then working out what graphemes are need to represent each phoneme</p> <p>dog = d – o – g</p>	<p><b>Vowel digraph</b></p> <p>A two-letter vowel sound</p> <p>ai ee oa</p>	<p><b>Pseudo words</b></p> <p>Words that can be decoded but are not real words</p> <p>zeep</p>
<p><b>Syllable</b></p> <p>A unit of pronunciation within a word.</p> <p>cake = 1 syllable wa ter = 2 syllables lem on ade = 3 syllables</p>	<p><b>Red words</b></p> <p>Common exception words that cannot be sounded out.</p> <p>was said</p>	<p><b>High Frequency words</b></p> <p>Words that appear very often,</p> <p>and</p>	<p><b>CVC word</b></p> <p>Word made of a consonant, vowel, consonant</p> <p>pig</p>

# Phonics – FFT Parent Portal

- <https://parents.fft.org.uk/>
- Helpful videos
- Phonics and writing phrases
- Key phonics terms
- Tips for home reading

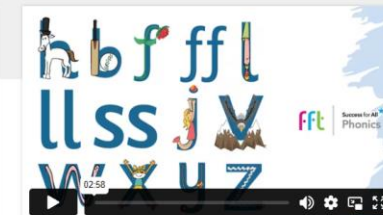
These videos contain the proper pronunciation of all Grapheme-Phoneme Correspondences (GPCs) taught in the FFT Success for All Phonics programme. We hope you find them useful when discussing the sounds with your child.



FFT Success for All Phonics - GP...

FFT Education

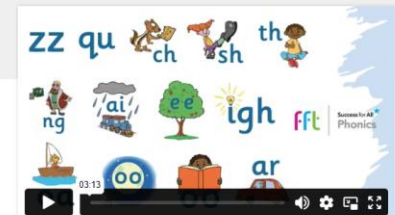
This video includes pronunciation guidance for the following GPCs: s a t p i n m d g o c k e u r



FFT Success for All Phonics - GP...

FFT Education

This video includes pronunciation guidance for the following GPCs: h b f f l l l s s j v w x y z



FFT Success for All Phonics - GP...

FFT Education

This video includes pronunciation guidance for the following GPCs: z z q u c h s h t h n g a i e e i g h o o a r

Share

# Supporting your child with Phase One Phonics at home

- Reading rhyming stories at home.
- Playing I – spy games
- Singing and poems



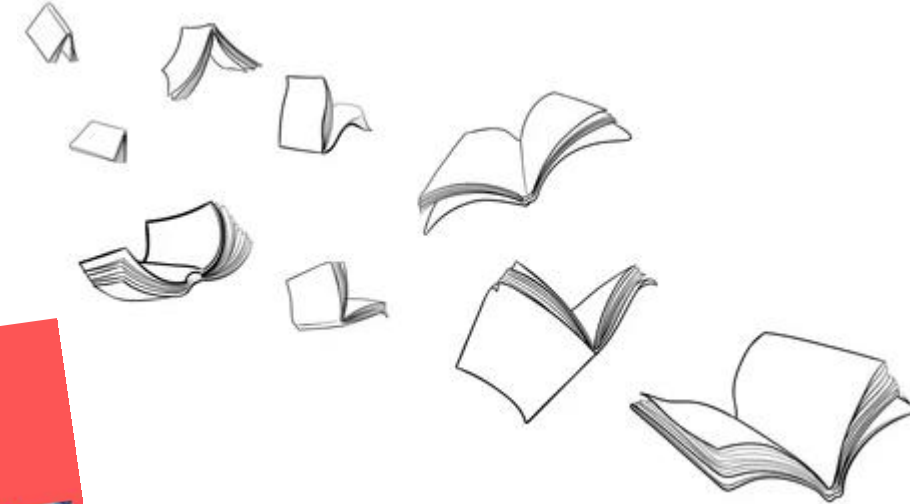
# Supporting your child with Phase Two Phonics at home

- Noticing letters in the environment or in books - especially the first letter in your child's name!
- Breaking down words in a request  
"Can you find your 'C – oa- t'"
- Encouraging correct letter formation
- Reading together to promote a love for reading





# Visiting the Library



## Top 100 Recommended Reads for Nursery



The Reader Teacher



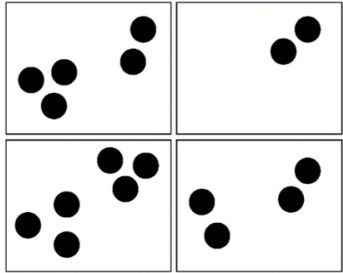
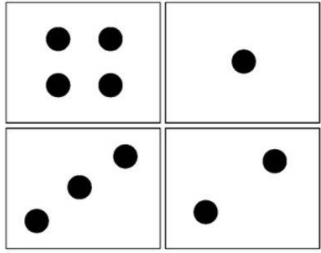
[TheReaderTeacher.com/Nursery](http://TheReaderTeacher.com/Nursery)

@MrEPrimary @TheReaderTeacher



# 'Reading Miles'

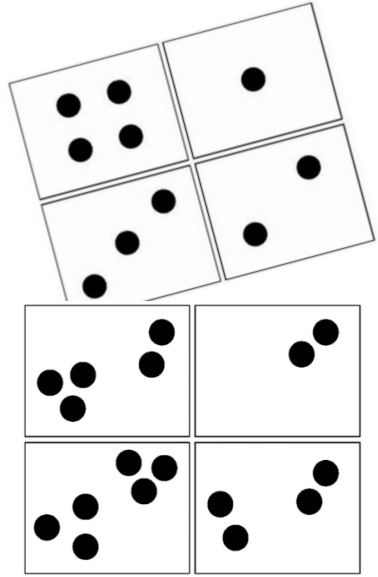
	Child A	Child B
Minutes read each day	10 minutes	1 minute
Minutes per school year	1,800	180
Words read per year	800,000	8,000



# Teaching Maths in Pre-School







# Subitising

Subitising is defined as the ability to instantaneously recognise the number of objects in a small group without the need to count them.





# Noticing

- What do you see?
- How do you see it?
- What happens if...?
- Move it to prove it

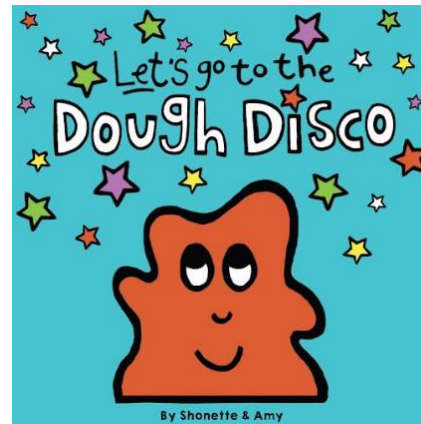
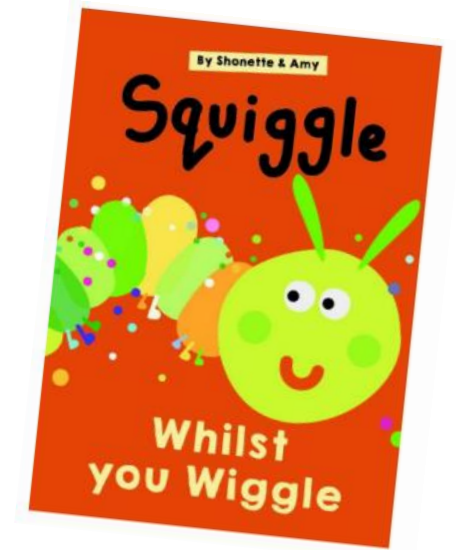


# Supporting your child with Maths at home

Number	Geometry	Measure
Dice Games	Jigsaws	Using the vocabulary <b>"Full and Empty"</b>
Counting at home	Finding shapes around the house, are they 2D or 3D?	Making playdough or baking
Number Songs	Describing real life objects. <b>"This tin of beans is a cylinder."</b>	Bath Time using jugs and cups. <b>"How many cups will it take to fill this jug?"</b>
What do you see?	Wooden Bricks or Duplo	Using time vocabulary <b>"Today is Tuesday so tomorrow will be Wednesday."</b>
1 Minute Maths: White Rose app		<b>"Before we go to bed, we will brush our teeth"</b>

# Physical Development

- Gross motor skills development
- Fine motor skills development





# Continuous Provision

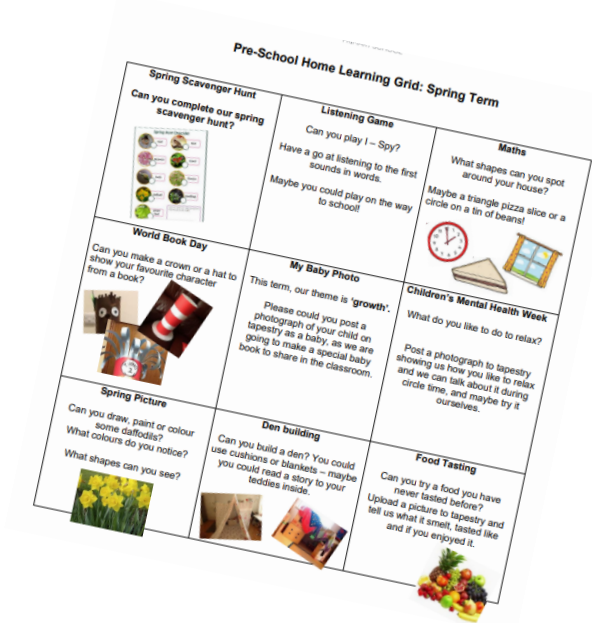


# Supporting learning at home through Tapestry

## Home learning Grids

Comments on Observations

Adding Photographs of activities or learning you have done at homes



# Transition to Reception

Listening and story times

Independence

Turn Taking and Sharing



# Supporting your child with their transition to school at home

- Independently using the toilet and washing their own hands
- Fastening their own coat and shoes
- Getting changed independently
- Independently peeling fruit
- Using a knife and fork
- Speaking positively about school

# Communication and Working Together

- Weekly Newsletter
- [www.crownstreetprimary.org.uk](http://www.crownstreetprimary.org.uk)
- Tapestry Online Learning Journal
- MCAS
- Contacting teachers:
  - Quick messages at drop off/pick up times
  - Notes in book bags
  - Longer conversations – email via [admin@crowstreetprimary.org.uk](mailto:admin@crowstreetprimary.org.uk)

# Communication and Working Together



**@crownstreetprimary**



**crownstreetprimary**



**@crownstreetpri**

# Your Child's Achievements

- Parents' Evenings in the Autumn and Spring Terms
- Additional appointments initiated by teacher/parent
- Tapestry, Year Books & Writing Books
- Achievement Award, House Points, Diamond Sticker
- MCAS – My Child at School



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