CROWN STREET PRIMARY SCHOOL

Pre-School Curriculum Session

September 2026

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Education on another level,
where possibilities are endless

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Rights Respecting - Super Learners

unicef
UNITED KINGDOM
RIGHTS RESPECTING SCHOOLS

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Curriculum Bookshelves

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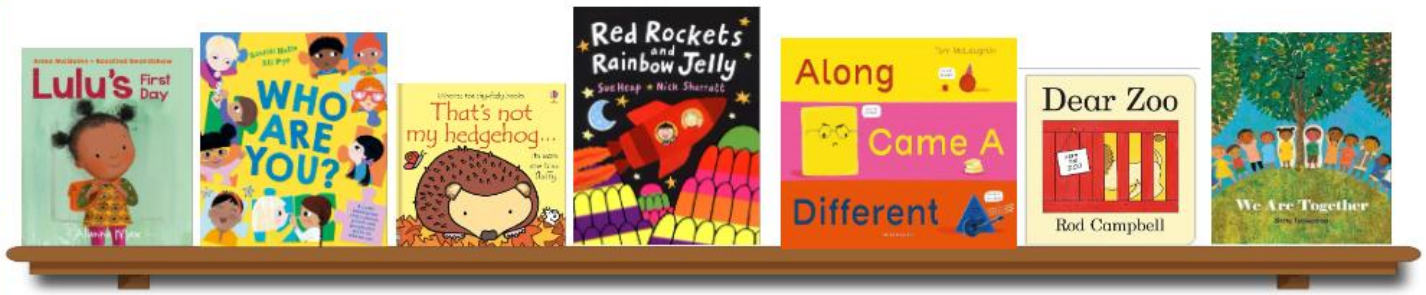
Pre-School | Autumn Term



Bravery Citizenship Curiosity Gratitude Integrity Kindness

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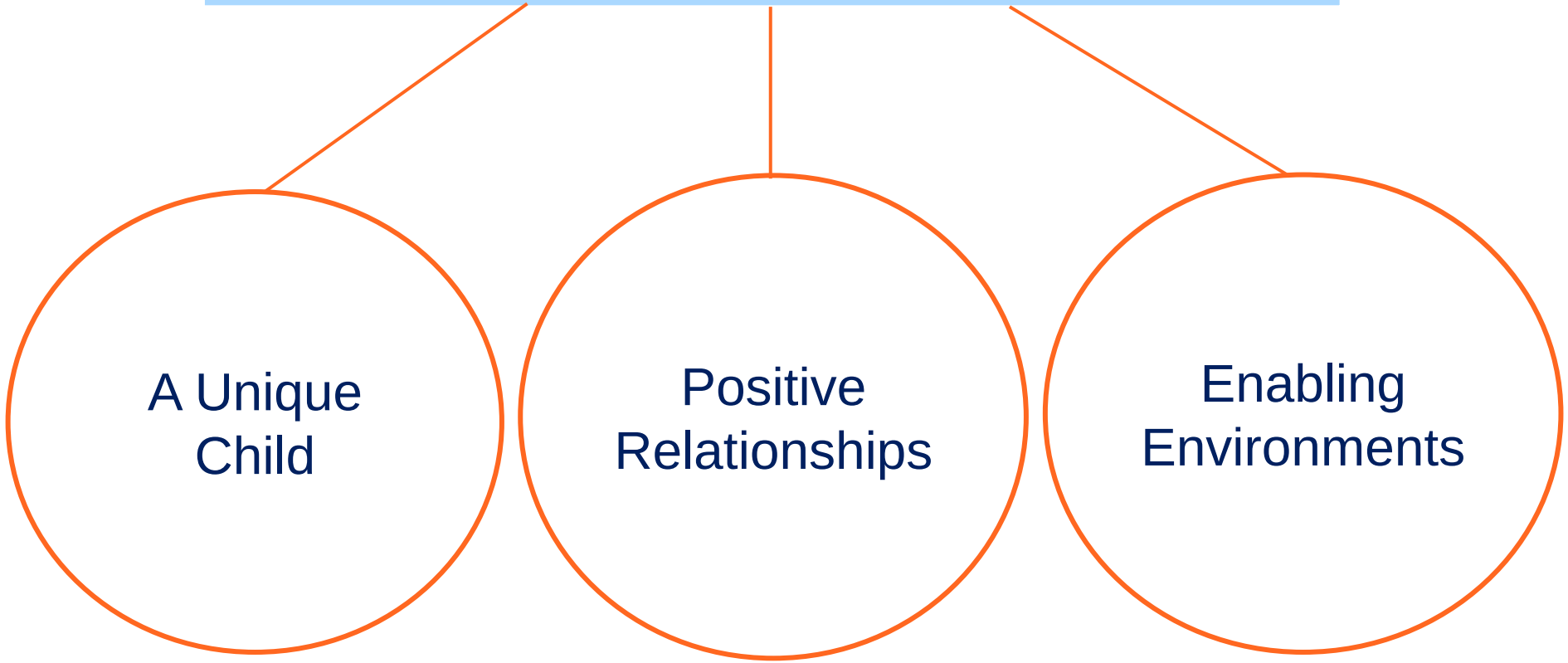
Learning and Development



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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

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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

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Our day …

9:00-9:15 Register, morning work and Phonics or circle time sessions e.g. Zones of Regulation

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 dough disco followed by carpet sessions (UW, PSED, Gross Motor Skills or Literacy)

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

2:15- 2:30 Tidy up time

2:30-2:45 Either Squiggle While You Wiggle, Parachute Games, Mystery Reader or Singing assembly

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

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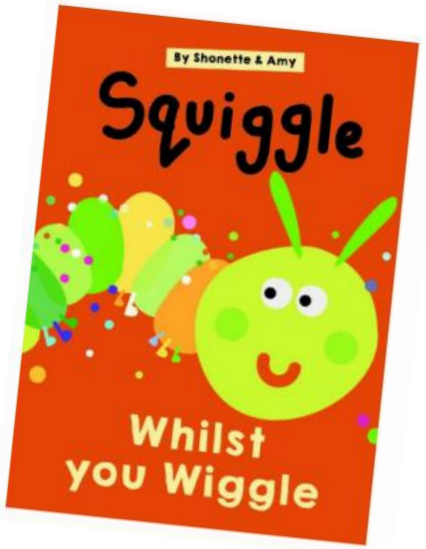
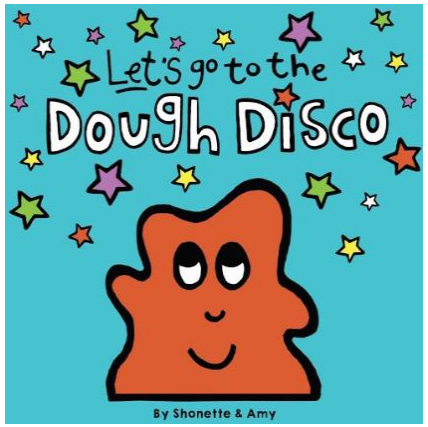
Physical Development

- Gross motor skills development
- Fine motor skills development





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Supporting your child at home with their Physical Development

- Fine motor skills development

Encouraging and developing fine motor skills

Fine motor skills involve the small muscles in the hands and fingers. These skills are essential for tasks like writing, cutting, opening bottles, and getting dressed. Young children benefit from daily practice to strengthen these muscles, which helps improve their early writing, mark making and overall coordination. Developing fine motor skills also boosts their independence in everyday activities like eating and dressing. They are fundamental skills to develop within the early years.

Fine motor skill activities or resources

- **Playdough, Playdough Playdough**

This is the recipe I personally use and it is brilliant each time! Use it to roll into a snake or ball, squeeze, prod, cut- whatever your child's heart desires to get those hands moving!

https://www.iheartnaptime.net/play-dough-recipe

- **Provide child safe tweezers or tongs**

Encourage children to pick up small items like pom poms or beads with the tweezers or tongs.

- **Threading and Lacing**

Whether it is cheerios threaded onto spaghetti, pasta threaded through yarn or beads onto pipe cleaners- get your child threading and lacing.

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Personal, Social, Emotional Development

- School Rules
- Rights Respecting
- Curriculum Bookshelves
- Healthy Choices / PSHE Curriculum
- Zones of Regulation
- Listening skills circle time

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Communication and Language

- Language Rich Environment
- Stories, Rhymes, Poetry
- Conversation and extending sentences
- Storytelling, roleplay
- Share ideas, support and model interactions
- Singing

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Supporting your child at home with their Communication and Language

3-4 years

I can	Help me by
I can use four– five words to make a sentence. "I want to play with cars"	You can help me by repeating what I say and adding a word. "I want to play with the big cars"
I can talk about things that have happened in the past and will happen in the future.	Help me learn more by commenting on what we did yesterday or we might do tomorrow. "We went to the park yesterday". "We are
I might still use words such as "I runned in the park"	If I make mistake., It's ok. I am just learning! Help me by repeating the sentence back with the correct words. "Yes you ran in the park".
I can remember and enjoy telling longer stories or singing songs.	You could take photographs of things we have seen today and Make up stories/ songs together about them.

Writing

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

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Teaching Phonics
First Steps to Phonics

Success for All

Crown Street Primary School

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

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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.

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Sample Lesson...

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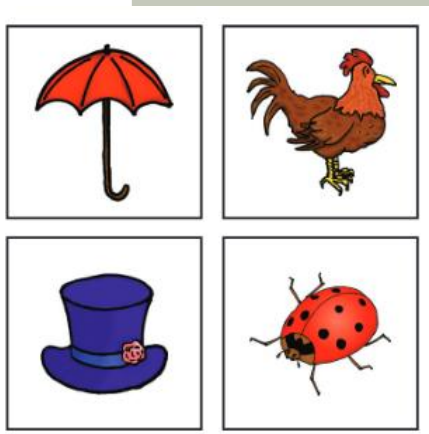
The Alphabet Chant

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

Review Previously learnt graphemes



- **Listening to phonemes**
- **Reading phonemes**

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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

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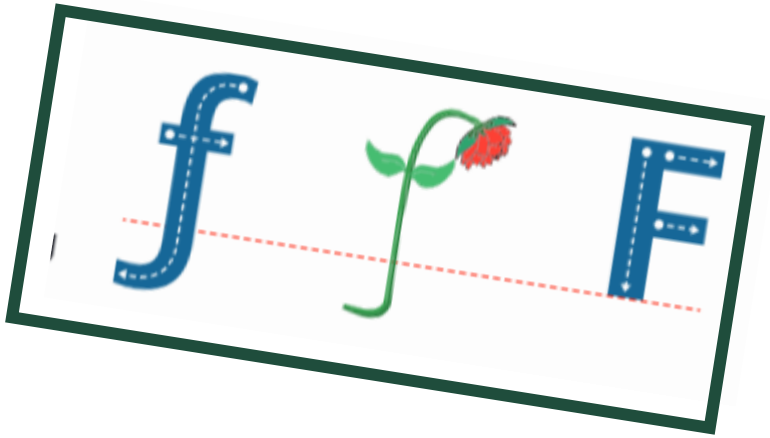
Write New Grapheme

- 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



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Phonics definitions

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

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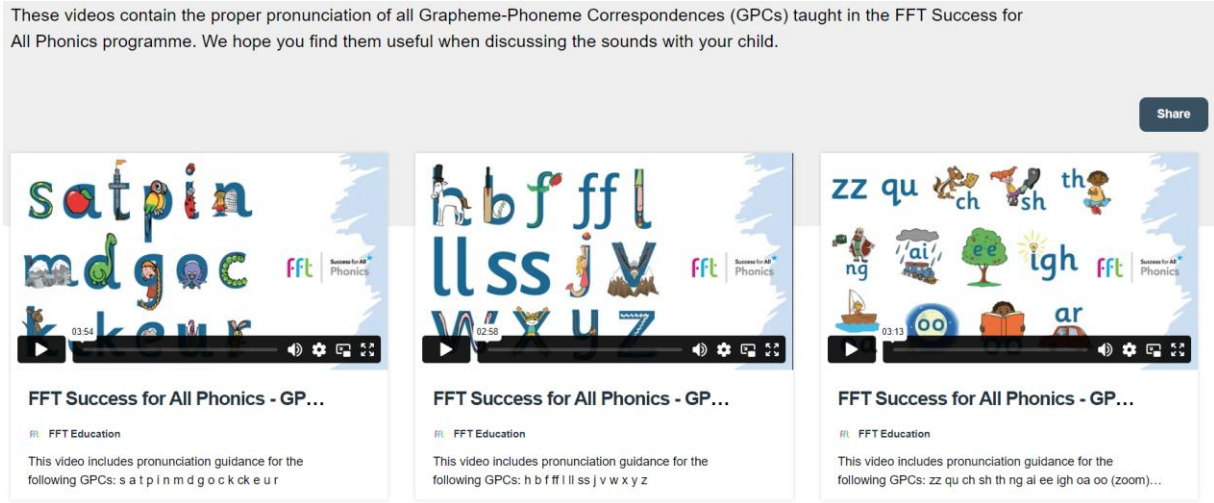
Phonics – FFT Parent Portal

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



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Supporting your child with Phase One Phonics at home

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

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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

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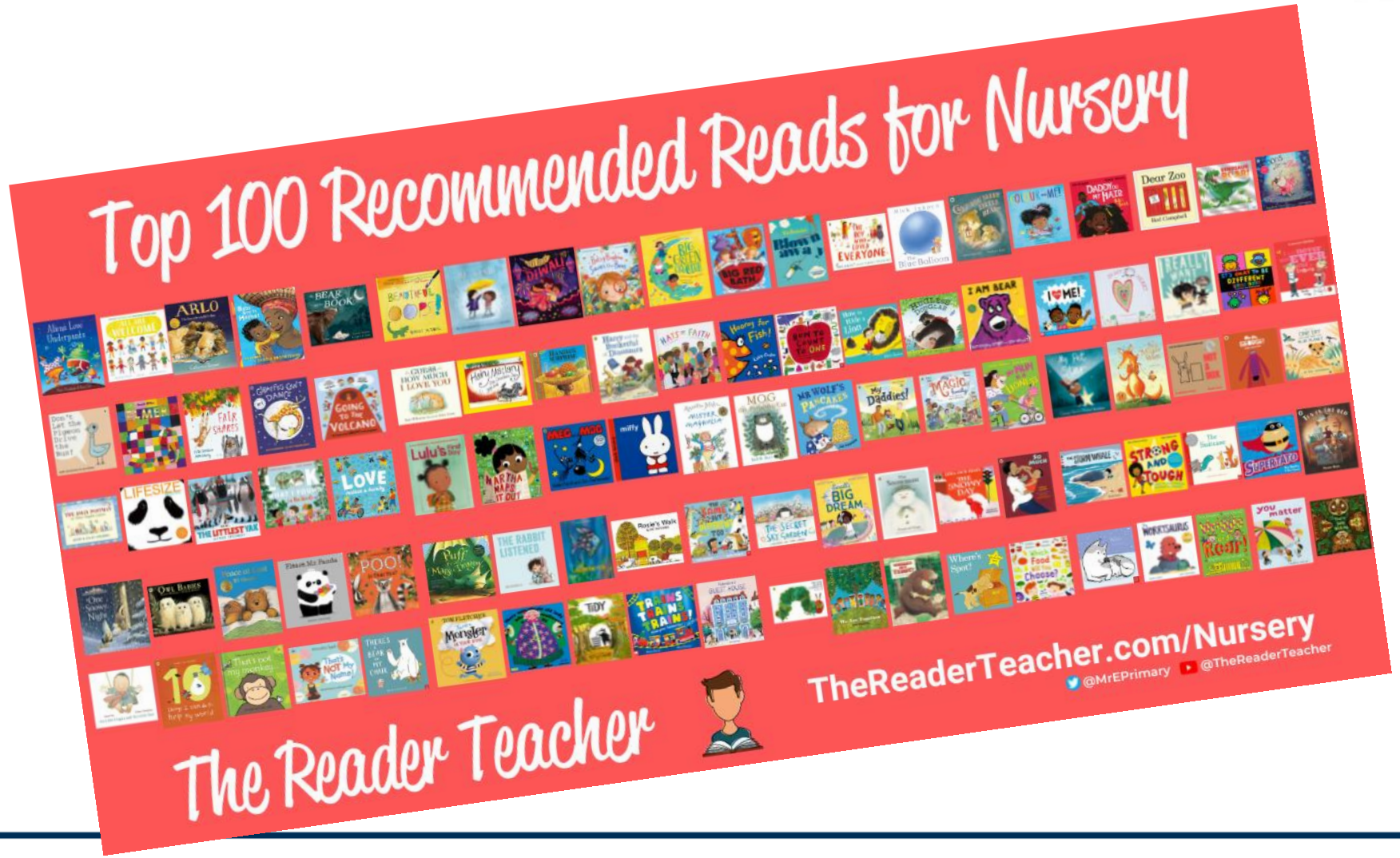
Visiting the Library



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'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

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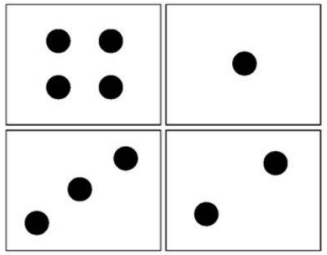

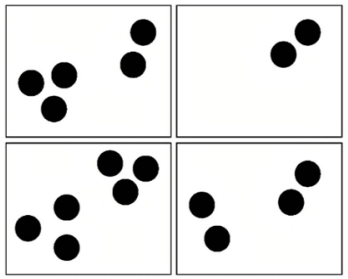

Teaching Maths in Pre-School

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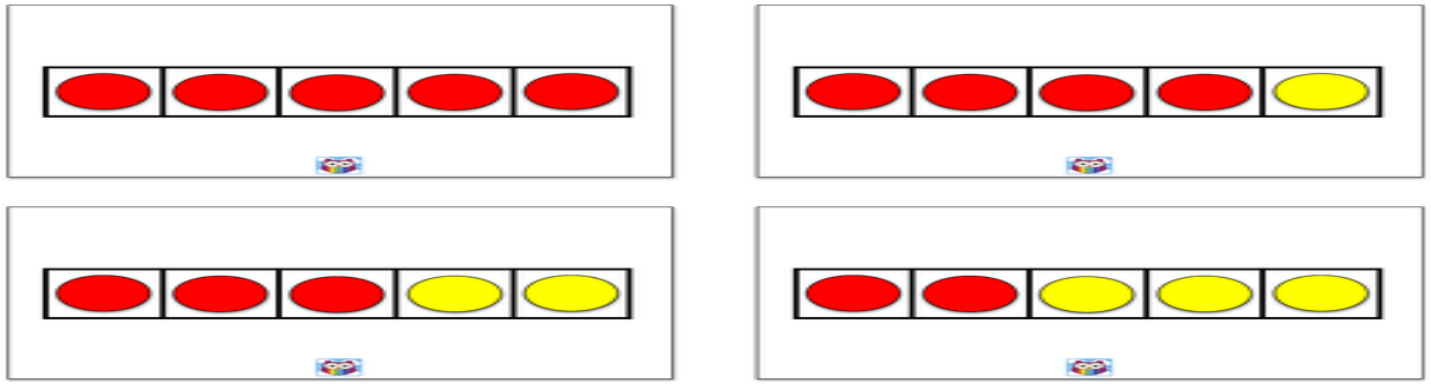

5 frames and 10 frames

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Counting

- Recite numbers past 5.
- Know that the last number reached when counting tells you how many there are in total.
- Show ‘finger numbers’ up to 5.
- Link numerals and amounts: up to 5.

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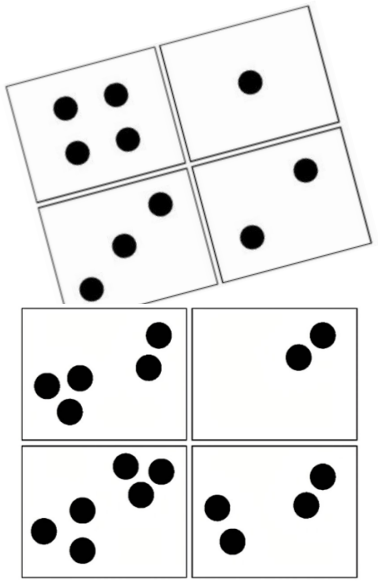

Subitising

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

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Noticing

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

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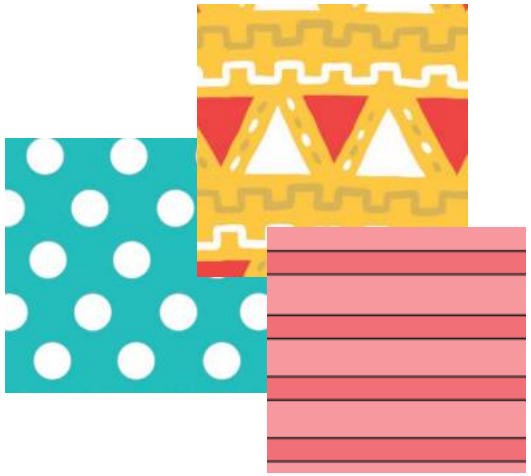
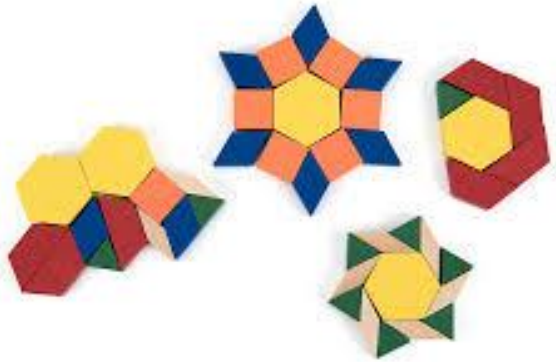
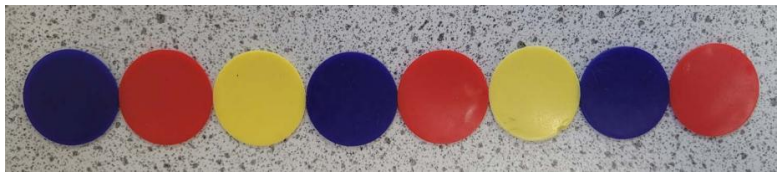


Patterns





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Shape

- Begin to explore 2D and 3D shapes.
- Use vocabulary to describe shapes and their properties such as, **'round, straight, corners, sides'**
- Begin to notice and describe differences between shapes.
- Combine shapes and begin to create structures.

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Supporting your child with Maths at home

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

Continuous Provision

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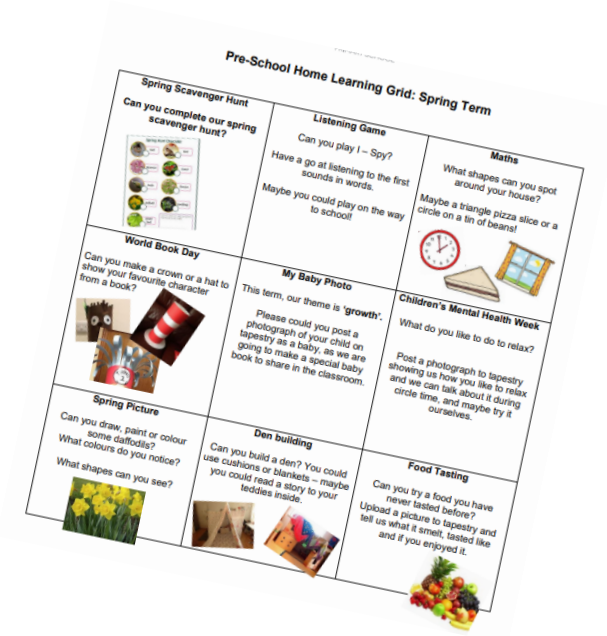
Supporting learning at home through Tapestry

Home learning Grids



Interacting with observations,

Liking or commenting

Adding Photographs of activities or learning you have done at homes

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Transition to Reception

Listening and story times

Independence

Turn Taking and Sharing

Applications for September 2027 are now open.
Deadline is 15th January 2027.

Apply through Manchester City Council Admissions

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Supporting your child at home to develop their indepdence skills

- 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

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Supporting your child at home

- Experiences inside and outside of the home e.g. cooking with the family, your local park, helping with the weekly shop or visiting family and friends
- Listening to stories
- Singing nursery rhymes and familiar songs
- Practice their fine motor skills e.g. threading, baking or playing with playdough

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Your Child's Achievements

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

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Communication and Working Together

- Weekly Whole School Newsletter
- *www.crownstreetprimary.org.uk*

- My Child At School (MCAS)
- Tapestry Online Learning Journal
- Social Media – Facebook and Instagram

@crownstreetprimary

crownstreetprimary

- We value home-school communication
  - *Updates, changes, different pick-ups … etc*

- Contacting teachers:
  - Quick messages at drop off/pick up times
  - Available for longer conversations – organise through Admin

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Behaviour

To support our children to manage their own behaviour and develop into respectful and empathetic young people

- *'Curriculum' - teaching behaviour*
  - *School Rules, Character Traits, Rights Respecting*
  - *Routines, transitions, lessons*
- *Positive praise, rewards and achievements*
- *Scaffolds to support behaviour*
  - *Five stages*
- *Communication with parents/carers*
  - *MCAS Notification*

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Your involvement …

- Mystery Readers
- Stay & Play / Play & Pick-up
- Coffee Mornings
- Sharing your experiences:
  - *Religions and Celebrations*
  - *Careers*
  - *Linked to world-events*
  - *Awareness days*
- PTA

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Our website – Year Group Page

Pre-School

Welcome to Autumn Term in Pre-School

It is our first term at Crown Street Primary Pre-School and we would like to warmly welcome our new children and their families.

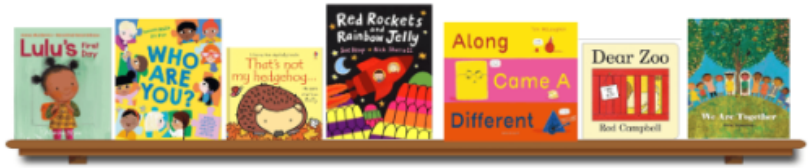
We are excited to begin a fun-filled term of exploration and learning. Establishing strong relationships with our children and families is our priority at the beginning of the school year. During the year we will support your child to ensure their emotional and academic needs are met daily. We will strive to ensure their first experience in education is both special and exciting, underpinned by memorable activities.

Our aim is for your children to become happy and confident learners and to carry their love of learning throughout their life.

Autumn Bookshelf

Each term, our curriculum will be inspired by our Curriculum Bookshelf which is filled with high quality, engaging texts chosen by our team.

Our Autumn Bookshelf is inspired by learning about one another. We will explore and celebrate our individuality by developing our own sense of self, as well as exploring our likes and dislikes and our families – all whilst learning about and celebrating our similarities and differences.



Character Traits

Each term, through our Curriculum Bookshelf we will focus on learning about, identifying and embodying our six character traits which will support our learning across the curriculum and support our Personal, Social and Emotional development.

Meet the Pre-School Team

Miss McLeod Marsh – Class Teacher
Miss Abby – Learning Support Assistant
Miss Pennington – Learning Support Assistant
Mrs Alvarado – Learning Support Assistant

Important Information

- Our team will be available every day before and after school to discuss your child's day, receive messages and celebrate successes
- Wellington boots and waterproof coats will be required daily for outdoor learning and can be left in school
- Please ensure **all** clothing items are labelled
- We ask that children do not bring in any toys/items from home into Pre-School
- Important information will be shared via MCAS communication and our weekly school newsletter
- Pre-School use Tapestry to share your child's learning. We also love to see photographs and videos from home to talk about and celebrate in School
- At the end of the day children are dismissed directly to parents/carers. Should there be any changes to this, please inform our Admin team before the end of the day so the Class Teacher knows who to look out for

Useful Information

- Pre-School Induction Session Information *(Summer 2025 for September 2025 start)*
- Welcome to Pre-School
- Pre-School Curriculum Overview 2025-26
- Pre-School Curriculum Bookshelf – Autumn

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