



CROWN
STREET
PRIMARY SCHOOL

Pre-School Curriculum Session

September 2025



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

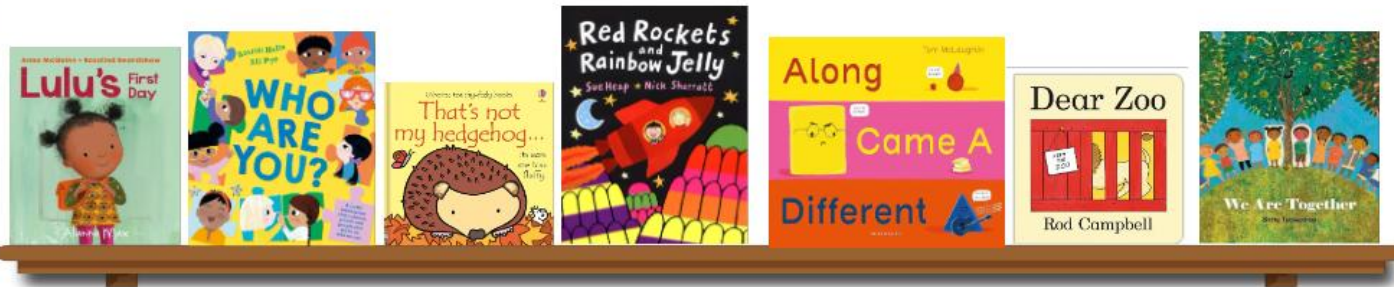

8
IDENTITY


13
SHARING
THOUGHTS
FREELY


29
AIMS OF
EDUCATION



Pre-School | Autumn Term



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



Enrichment Curriculum - Cornerstones



Pre-School Curriculum Overview

The following curriculum plan is fluid and incorporates all aspects of the EYFS curriculum. At Crown Street Primary School, we are constantly evolving our curriculum in response to the needs and interests of our learners and national strategies. For the most up-to-date information of what your child is learning please visit our Year Group page on the school website, which is regularly updated throughout the year.

Pre-School: 2025 - 2026			
Character Traits	Bravery, Citizenship, Curiosity, Gratitude, Integrity, Kindness		
Theme Bookshelf	 Lulu's First Day Who Are You? That's not my Hedgehog Red Rockets and Rainbow Jelly Along Came a Different Dear Zoo We Are Together	 Peck Peck Peck Once Upon a Rhythm The Empty Pot The Extraordinary Gardener It Starts with a Seed Jabari Tries	 A World for Me and You Pink is for Boys You Matter Lost in the City The Very Hungry Caterpillar The Boy with Flowers in His Hair
Rights Respecting Articles	Article 2: <i>Right to no discrimination</i> Article 8: <i>Right to their own identity</i> Article 13: <i>Right to share their thoughts and feelings</i> Article 29: <i>Right to respect other people's cultures and differences</i>	Article 3: <i>Right to have their best interests worked towards by all</i> Article 13: <i>Right to share their thoughts and feelings</i> Article 24: <i>Right to healthy food, clean water and a safe environment</i> Article 31: <i>Right to relax, rest and play</i>	Article 8: <i>Right to their own identity</i> Article 13: <i>Right to share their thoughts and feelings</i> Article 27: <i>Right to food, clothing and a safe home</i> Article 29: <i>Education must develop every child's personality, talents and abilities</i>
Personal, Social Emotional Development	Settling in Developing a sense of self and beginning to see themselves as a valuable individual Forming relationships Understanding empathy and the needs of others Communicating confidently Collaborating Making and understanding rules Developing a sense of responsibility Understanding emotions and solving conflicts		
Physical Development	Gross motor skills, using large muscle movements Independence in self care	Balancing and developing more complex movements Fine motor skills Understanding our needs	Fine motor skills Understanding our bodies
Communication and Language	Practicing listening skills Enjoying books and stories Understanding instructions Expressing our needs and thoughts	Events and recall Understanding questions and explaining Telling stories	Focusing my attention Initiating conversations Building vocabulary and expressing opinions
Literacy	Enjoying books and stories Creating marks	Understanding rhyme and syllables Giving meaning to marks Understanding print	Stories and early reading Understanding words Letter sound knowledge
Mathematics	Reciting numbers, counting and cardinality Making arrangements with shapes and space Creating by combining shapes	Number correspondence, counting forwards and backwards Shape and positional language Noticing and continuing repeated patterns	Problem solving Comparing groups of objects Exploring 3D shapes Comparing measures (weight, capacity, length, height)
Understanding the World	I am unique People in our community Exploring how things work	Events in my life Comparing past and present Cause and effect Animal and plant life cycles	Changes Using senses to explore the World Understanding the world (different countries, cultures and traditions)
Expressive Arts and Design	Colours and self portraits Imaginative pretend play Performance: Winter Performance	Musical instruments and changing sounds Natural art Feelings presented by instruments Performance: Spring Performance	Exploring materials, textures and tools Experiences Performance: Class Celebration

Learning and Development

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graph TD; A[Learning and Development] --- B((A Unique Child)); A --- C((Positive Relationships)); A --- D((Enabling Environments));
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A Unique
Child

Positive
Relationships

Enabling
Environments

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 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 carpet sessions (UW, PSED, Gross Motor Skills or Literacy)

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

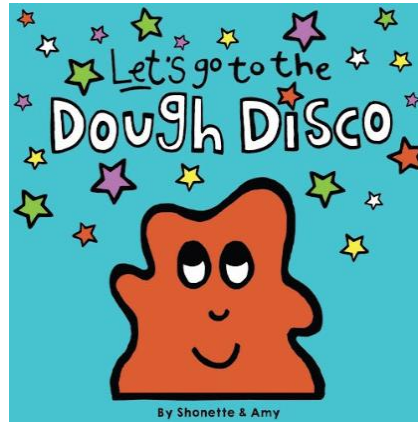
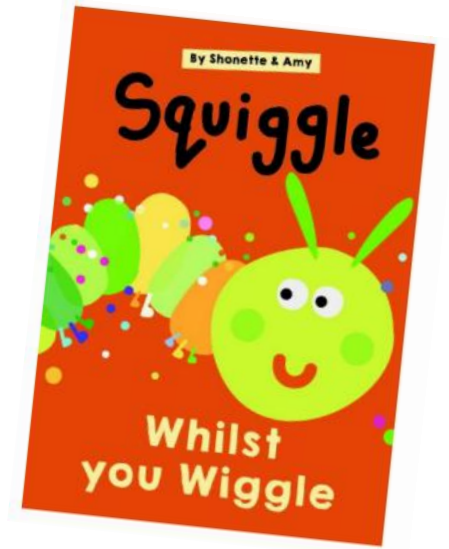
2:15- 2:30 Tidy up time

2:30-2:45 Either Squiggle While You Wiggle, Dough Disco, Mindfulness or Parachute Games

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

Physical Development

- Gross motor skills development
- Fine motor skills development



Supporting your child at home with their Physical Development

- Fine motor skills development



Personal, Social, Emotional Development

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

Communication and Language

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

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”.

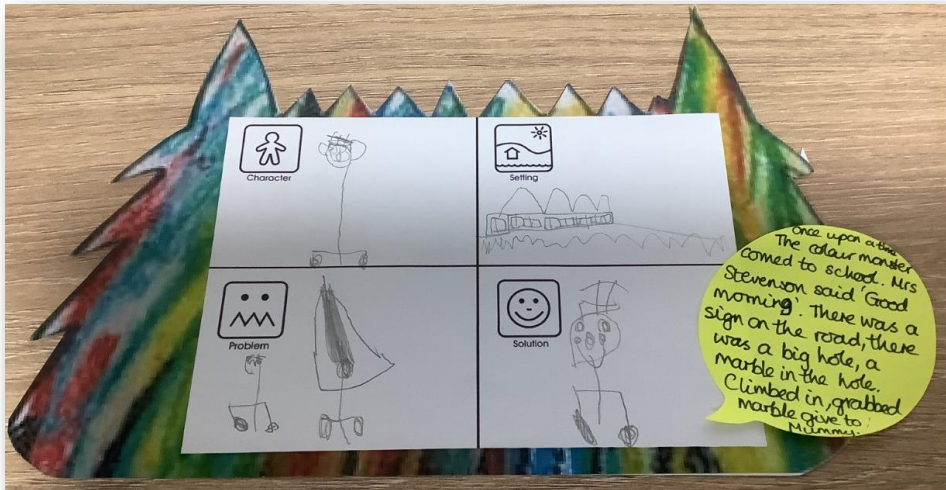
I can remember and enjoy telling longer stories or singing songs.



You could take photographs of things we have seen today and Make up stories/ songs together about them.

Tales Toolkit- Storytelling

- Character
- Setting
- Problem
- Solution





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.

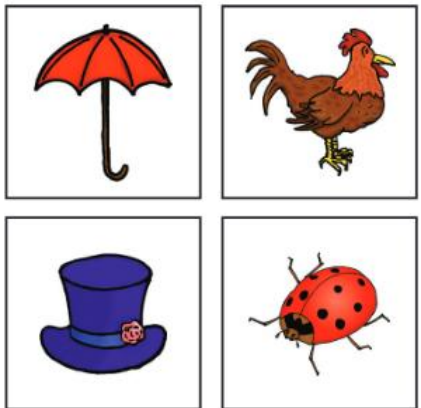
Sample Lesson...

The Alphabet Chant

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



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



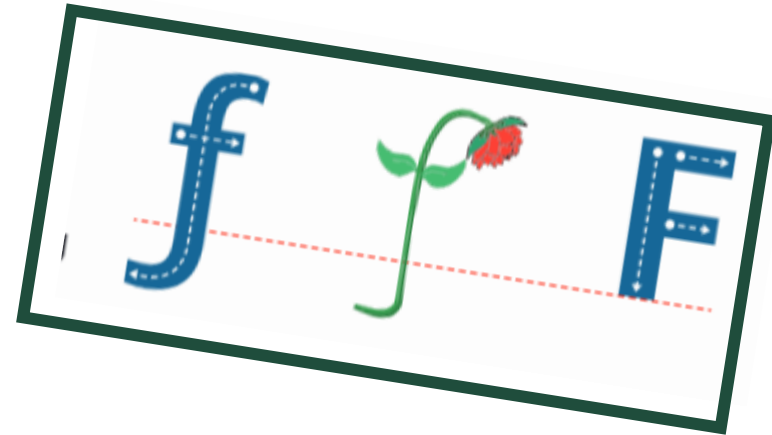
Say it Fast

- 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

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 <i>Say it fast</i> Building words for reading by pushing together all the phonemes in the word. c – a – t = cat	Segmenting <i>Break it down</i> 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 diagram 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

Phonics – FFT Parent Portal

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

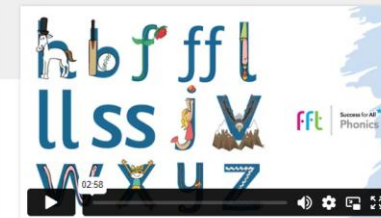
These videos contain the proper pronunciation of all Grapheme-Phoneme Correspondences (GPCs) taught in the FFT Success for All Phonics programme. We hope you find them useful when discussing the sounds with your child.



FFT Success for All Phonics - GP...

FFT Education

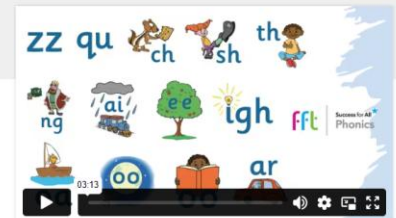
This video includes pronunciation guidance for the following GPCs: s a t p i n m d g o c k e u r



FFT Success for All Phonics - GP...

FFT Education

This video includes pronunciation guidance for the following GPCs: h b f f l l 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 a o o (zoom)...

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

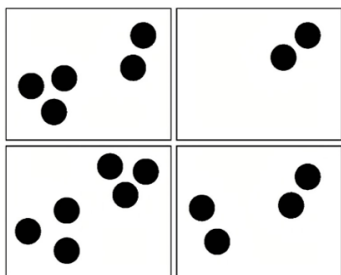
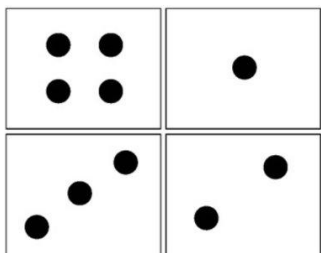


Visiting the Library



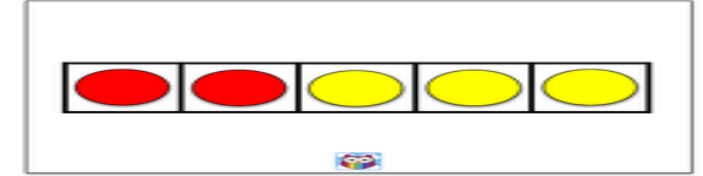
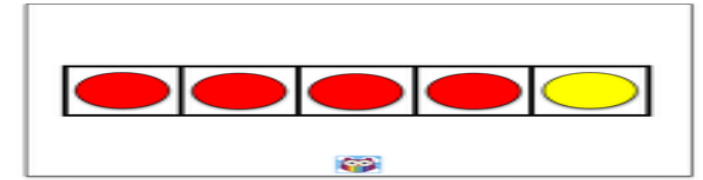
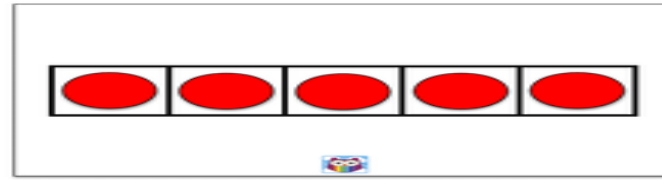
'Reading Miles'

	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





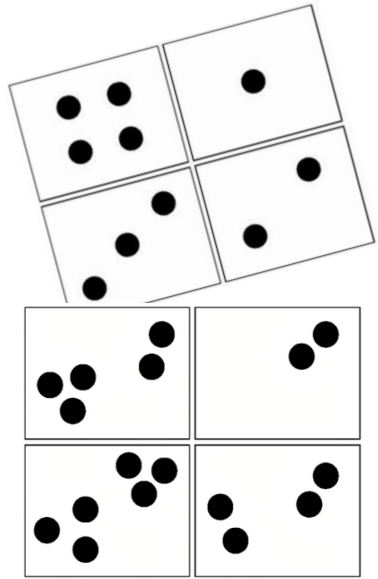
5 frames and 10 frames



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.





Subitising

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





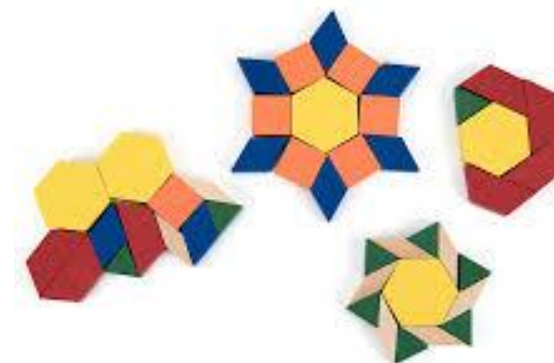
Noticing

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





Patterns



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.

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 cylinder."	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



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

Applications for September 2026
are now open.

Deadline is 15th January 2026.

[Apply through Manchester City Council
Admissions](#)

Supporting your child at home to develop their independence 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

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

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

Communication and Working Together

- Weekly Newsletter – sent out on a Friday
- www.crownstreetprimary.org.uk
- My Child At School (MCAS)
- Tapestry Online Learning Journal
- Social Media – Facebook and Instagram
- We value home-school communication
 - *Updates, changes, different pick-ups ... etc*
- Contacting teachers:
 - Quick messages at drop off/pick up times
 - Notes in book bags
 - Available for longer conversations – organise through Admin



@crownstreetprimary



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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.



Bravery



Citizenship



Curiosity



Gratitude



Integrity



Kindness

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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