

Preston Primary School – Curriculum Ambitions



This document shows some of the experiences your child may have in order to reach our aims. It is not an exhaustive list or tick sheet. This is a supporting document.

Curriculum Aims/Ambitions	Reasoning	Skills Progression	Experiences we could offer
Gross motor development	We know that physical activity is important for young children as it contributes to brain development and physical and mental wellbeing. Children need lots of practice to develop their gross motor skills, as these are the development of fine motor skills.	• Climbs on play equipment • Walks up and down stairs with one foot on each step • Claps in time to music • Can catch, kick and throw and bounce a ball • Can use a balance bike • Can hop and march • Uses a variety of playground equipment • Can balance on one foot, for a short time • Plays ball games • Is able to gallop • Walks along a low balance beam • Is able to skip • Can ride a bike without stabilizers • Uses core muscle strength • To sit up straight at a table.	• Using large apparatus to jump (for height and distance), hopping and climbing • Constructing obstacle courses • Using balance bikes • Using traverse wall • Outside gym trail • Nature school activities e.g. digging, foraging. • Large paint brushes to paint wall or playhouse with water • Link different ways of moving (skip to water tray, hop to the sand) • Develop rhythmic movements and coordination through dance and music lessons
Environmental awareness	Children need to develop an understanding of their roles as custodians of the planet. To do this, children must become lovers of nature before they can think about the environment. They need opportunities to look after plants and take care of animals.	• Nature school • Look closely at things in nature and talk about what they have seen • Talk about how outside makes them feel • Know that plants and animals need water and animals need food • Know that we need to take care of materials, for example putting things away properly • Show a basic understanding of how they might have an impact on the environment, e.g. recycling paper, pens, milk bottles not cartons, etc. • Show concern for living things, e.g. caring for life in and around our pond • Knows that being outside can make them better if they are feeling anxious or upset	• Regular Nature School opportunities onsite • Pond dipping in our school pond • Take children outside every day to encourage them to use their senses • Walks around the school grounds and village • Use of the outdoor classroom • To learn the names and parts of tree/plants using the outside grounds • Have discussions around things that are good or bad for the environment • Safari-Stu visit

		• Take responsibility for materials – using them properly, putting them away and performing basic repairs, e.g. sticking down a torn book cover	
Cultural Awareness – music	Singing and music play an important role in our culture. Music has been shown to benefit early language development as well as gross and fine motor skills. It promotes cultural awareness, expression, creativity and wellbeing.	• Match an instrument to its sound • Sings whole songs as a group • Clap in rhythm • Enjoys playing a wide range of instruments • Enjoys listening to a different genres of music • Plays instruments with some precision and accuracy • Moves rhythmically to a regular beat and can keep time to the music	• Widen children’s cultural capital by ensuring they hear music from around the world and from different eras • Listen to a variety of different genres of music and provide instruments that they can use or play along with the music. • Encourage children to make music to go with their favourite story • Ask questions for children to express their preferences
Character Virtues	Through creative play and games children will develop their attention, working memory and the ability to problem solve through sustained engagement.	• Become confident and self-assured through trying new things • Cope with delays in having needs met • Demonstrate persistence and perseverance • Identifies how they are feeling and develops strategies to manage them • Able to complete tasks • Manages own needs	• Role play opportunities • Encourage kind words, when they are experiencing strong feelings • Encourage sentence stems such as ‘I feel sad when you take all the toys, I need you to share’ • Go for walks in nature and ask the children how they feel after they have been for a walk • Encourage children to talk about their feelings and what activities they could do to make themselves feel better