



FROGNER
INTERNATIONAL
PRE-SCHOOL

Year Plan 2024-2025

Introduction

This Year Plan acts as a tool for FIP staff and aids them in their daily planning. It also acts as an information document for parents.

Frames around FIP

FIP is obliged to follow the Norwegian Kindergarten Act. The Christian paragraph (§ 1.a) does not apply to our pre-school. We are a non-denominational establishment.

This Year Plan should be read in conjunction with the FIP Charter and the Norwegian Framework Plan for Kindergartens (“Rammeplan for Barnehagen”). The Parent Council and/or the Parent-Teacher Committee acknowledges the Year Plan at their first meeting.

Routines and plans

It is important that young children have routines to feel secure and happy at school. It is vital that the children feel safe and cared for. Without this sense of security, learning cannot take place.

Pre-School 1 and Pre-School 2 teachers work round a weekly plan, which forms the structure within which a variety of learning experiences occur.

Nursery has a half-yearly overview broken down into flexible monthly play-based activities.

The FIP core day (09:00 – 15:00). FIP runs two clubs. Early Birds Club from 08:00 – 08:30 and an After School Club from 15:00 – 16:30 (pick up 16:20). All three classes mix during club time.

Learning approach

At FIP children learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outdoors.

The FIP Curriculum

The FIP Curriculum ensures a broad and balanced range of tasks and activities. Tasks and activities are differentiated to ensure that children can enjoy and participate at their level of readiness and ability.

The FIP Curriculum is broadly based on the Foundation stage of the National Curriculum for England and Wales (EYFS) and the Norwegian Framework Plan for Kindergartens. FIP has six curriculum areas providing a framework for the reasoning behind activities, progression, and assessment.

The Foundation Stage sets out areas of learning which are all related to each other; however they are divided into Prime and Specific Areas.

Prime areas of learning are:

- Communication and language
- Physical development
- Personal, Social, and Emotional Development.

Specific Areas:

- Literacy
- Numeracy
- Knowledge and Understanding of the World.
- Expressive arts and Design.

Personal, Social and Emotional Development

The important aspects are:

- How children become interested, excited and motivated about their learning.
- About children having a sense of their own value.
- About the importance of children forming good relationships with others and working alongside others.
- How children develop an understanding of right and wrong and why.
- How children gain a sense of self- respect and concern for their own personal hygiene and care and how they develop independence.
- How children understand and respect their own needs, views, cultures, and beliefs and those of other people.

Communication, Language and Literacy

The important aspects are:

- **Language for Communication** - How children's communication skills develop as they interact with others, listen to, and use language, extend their vocabulary and experience stories, songs, poems and rhymes.
- **Language for Thinking** – How children learn to use language to imagine and recreate roles and experiences.
- **Linking Sounds and Letters** – how children distinguish between sounds and become familiar with rhyme and rhythm and how children develop an understanding of spoken sounds and learn to link sounds and letters.
- **Reading** – about children enjoying stories, books, and rhymes, recognising that print carries meaning.
- **Writing** – how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing, children attempt to write for various purposes.

- **Handwriting** – the ways in which random marks, lines and drawings develop and form the basis of recognisable letters.

Problem Solving, Reasoning and Numeracy

The aspects are:

- **Numbers as Labels for Counting** – how children gradually know and use numbers and counting in play, and eventually recognise and use numbers reliably to develop mathematical ideas and to solve problems.
- **Calculating** – how children develop an awareness of the relationship between numbers and amounts and know that numbers can be combined to be ‘added together’ and separated by ‘taking away’.
- **Shape, Space and Measures** – how through talking appropriate vocabulary, children use their knowledge to develop ideas and to solve mathematical problems.

Knowledge and Understanding of the World

The aspects are:

- **Exploration and Investigation** – how children investigate objects and materials and their properties, learn about similarities and differences and question how and why things work.
- **Designing and Making** – how children learn about the construction process and tools and techniques that can be used to assemble materials creatively and safely.
- **Time** – how children find out about past and present events relevant to their own lives or those of their families.
- **Place** – how children become aware of and interested in the natural world, and find out about their local area, knowing what they like and dislike about it.
- **Communities** – how children begin to know about their own and other people’s cultures.

Physical Development

The aspects are:

- **Movement and Space** – how children learn to move with confidence, imagination, and safety, with an awareness of space, themselves, and others.
- **Health and Bodily Awareness** – how children learn the importance of keeping healthy and the factors that contribute to maintaining their health.
- **Using Equipment and Materials** – ways in which children use a range of small and large equipment.

Creative Development

The aspects are:

- **Being Creative** – how children respond in a variety of ways to what they see, hear, smell, touch or feel.
- **Exploring Media and Materials** – finding out about, thinking about, and working with colour, texture, shape, and form, in two and three dimensions.
- **Creating Music and Dance** – how children explore movement, match movements to music and sing simple songs from memory.
- **Developing Imagination and Imaginative Play** – how children develop and build their imaginations through stories, role play, imaginative play, dance, music, design, and art.

NURSERY CLASS

Nursery Class is centred around the Personal, Social and Emotional Development of each child with a strong focus on Language and Communication.

Within this there are a variety of learning objectives which include:

- Entering the classroom confidently.
- Separating from main carer with support.
- Using simple words to express needs and wants.
- Showing an interest in classroom activities through observation or participation.
- Dressing and undressing and managing own personal hygiene with adult support.
- Displaying high levels of involvement in self-chosen activities.
- Playing alongside others.
- Building relationships through gesture and talk.
- Taking turns and sharing with adult support.
- Forming good relationships with adults and peers.
- Listening and responding in appropriate ways.
- Attempting new activities with confidence.
- Showing interest and motivation to learn.

The Nursery Class day is play-based, where the children learn through experiencing a variety of toys and games, some of which are chosen by the children themselves.

Part of each pre-school day is devoted to listening and repeating familiar songs and rhymes and listening with enjoyment to stories.

The children learn to use language to communicate their needs and ideas and to ask questions.

Areas of Focus	Learning Objectives
Basic Skills	<ul style="list-style-type: none">• Holding a pencil correctly – leading to control and pre-writing skills• Using scissors safely• Painting – enjoying colour in splashes of paint leading to emergence of recognizable shapes

<p>Mathematical Understanding</p>	<ul style="list-style-type: none"> • Using classroom objects to sort and match according to colour and size • Counting everyday objects • Saying some number names in familiar contexts – Nursery rhymes and songs • Showing an interest in Shape and Space by playing with shapes, constructing models, threading beads etc. • Recognizing simple shapes – circle, square, triangle
<p>Physical Development</p>	<ul style="list-style-type: none"> • To learn the importance of exercise and the effect it has on the body • To develop gross motor control and to move with confidence • To learn to run, jump, hop, and skip • To develop skills of throwing, striking, rolling, and bouncing a ball • To develop competitive skills in a positive way • To experience exercise in a variety of ways – dancing, games
<p>Creative Development</p>	<ul style="list-style-type: none"> • To develop fine motor control enabling drawing detailed pictures • To learn to use a variety of media • To develop safety skills when using scissors, glue etc. • To build models confidently using different materials • To develop imagination • To learn how to work individually or with others in a creative way • To recognize the different stages of creating something

PRE SCHOOL 1 & PRE SCHOOL 2

Areas of Focus	Learning Objectives
<p>Communication, Language and Literacy:</p> <p>Speaking and Listening</p>	<ul style="list-style-type: none"> • To use appropriate vocabulary to describe experiences • To tell stories in the correct sequence • To understand the meaning of words • To use words associated with specific occasions • To take turns to speak • To listen carefully to others speaking • To listen carefully to instructions • To hold a conversation with others
<p>Reading</p>	<ul style="list-style-type: none"> • To recognize letters of the alphabet by name and sound • To know how to open a book and turn pages • To recognize and talk about characters in a story • To understand and recall a series of events • To recognize that print carries meaning • To follow print from left to right across a page • To put picture sequencing cards in order and retell the story <p><u>Additional Learning Targets for Pre-School 2</u></p> <ul style="list-style-type: none"> • To notice repeated words • To locate single words within a sentence • To anticipate and predict the sequence of a story • To use initial and final letter sounds to access new words • To recognize full stops and capital letters • To read stories using text, prediction and picture clues <p>From January onwards – reading scheme</p>
<p>Writing</p>	<ul style="list-style-type: none"> • To begin to form letters, both uppercase and lowercase correctly • To know about the significance of capital letters, spaces, full stop and exclamation marks. • To begin to write short sentences independently.

<p>Mathematical Development: Number</p> <p>Shape, Space and Measures</p>	<ul style="list-style-type: none"> • To say and use number names in order • To count reliably up to 20 objects • To record numbers to 10 and beyond • To order numbers to 10 correctly • To count forwards and backwards • To understand and use language 'more' and 'less' • To name common 2D shapes • To talk about properties of shapes – sides and corners • To use everyday words to describe position and movement • To understand and use comparative language – 'longer' 'shorter' 'heavier' 'lighter' <p><u>Additional Learning Targets for Pre-School 2</u></p> <ul style="list-style-type: none"> • To relate addition to counting on • To relate subtraction to 'how many are left?' • To begin to use abstract symbols + - and = • To recognize symmetrical pattern • To begin to understand and use vocabulary of 'time' • To estimate and measure using non-standard units e.g., 'about three cups full' • To choose and use simple measuring instruments
<p>Knowledge and understanding of the world</p>	<ul style="list-style-type: none"> • To understand the difference between things that are living and things that have never been alive • To describe simple features of objects and living things • To recognize and name parts of the body and plants • To observe and describe a range of animals and plants in terms of size, colour • To observe and describe a range of materials in terms of texture and appearance • To understand the concept of up/down; push/pull; float/sink • To understand the concept of planets outside earth
<p>Physical Development</p>	<ul style="list-style-type: none"> • To learn the importance of exercise and the effect it has on the body

	<ul style="list-style-type: none"> • To develop gross motor control and to move with confidence • To learn to run, jump, hop, and skip • To develop skills of throwing, striking, rolling, and bouncing a ball • To learn the elements of game play – running, chasing, dodging • To develop competitive skills in a positive way To experience exercise in a variety of ways – dancing, games
<p>Creative Development</p>	<ul style="list-style-type: none"> • To develop fine motor control enabling drawing detailed pictures • To learn to use a variety of media • To develop safety skills when using scissors, glue etc. • To build models confidently using different materials • To develop imagination • To learn how to work individually or with others in a creative way To recognize the different stages of creating something

CURRICULUM

ALL-YEAR TOPICS in all classes:

Respect, kindness, friendship, love, good manners
 Healthy eating
 Hygiene
 Changes in nature (leaves, trees, flowers, seeds, etc.)
 Seasons
 Weather
 Clothes

THEME	NURSERY TOPICS	PRE-SCHOOL 1 TOPICS	PRE-SCHOOL 2 TOPICS	CELEBRATIONS/ EVENTS
ALL ABOUT ME GOLDEN AUTUMN (September-October)	Marvellous me! Family Body Parts Kindness Stars Sheep Ducks Colours	Marvellous me! Class rules Kissing hand Feelings and emotions My family, my community Home Languages Nationality Height Age and ageing Passport Likes/dislikes Favourite things Body and senses Portraits Teeth Hedgehogs Squirrels Pumpkin Scarecrow Apples (lifecycle) Mushrooms and berries Initials	Settling in week: Class rules Marvellous me: <ul style="list-style-type: none"> - All about me - My family - Where I live - The body - Senses - Healthy lifestyle (hygiene and health) Now and then Autumn	UN Day (24 October) (family event) Happy Halloween

MAGICAL WINTER (November-February)	Change of seasons Day and Night Nature watch with the Blue Tit Penguins Preparation for the Magical Winter	Hibernation Nocturnal animals Bears Owls (day-night, dark-light) Lunar cycle Ice Snow / Snowman Polar regions (polar bears and penguins) The mitten	Winter – Frozen worlds and Ancient Giants Hibernation Arctic and Antarctic Space and Planets Dinosaurs	Winter Concert (17 December) (family event) Carnival (February) The Day of Hearts, Love and Friendship
BLOOMING SPRING (March-May)	Bears Change of seasons Fish Easter bonnets Fancy Nancy Plants/Growing plants Rainbows	Life cycles Plant cycle Blossom / Flower cycle Egg cycle Birds Farm Rabbits Baby animals Rain / raindrops / rainbows Rainforest / jungle Traditional tales Fairy tales Fantasy Spirals	Spring – Green Earth Around the world Recycling: looking after the planet The great outdoors: desert, ocean, jungle, rainforest	Waffle Day (25 March) Sports week (April-May) 17 May (family event) World Book Day (23 April) Clean-up Day (parents)
SUNNY SUMMER (end May-June)	Farm Planting and growing Orchids Weather and rainbow Moving on	Flowers Mini-beasts Heat and sun Beach and shells Wild Paws, claws and jaws Moving on	Summer – Sunny Days and Future Ways People who help us When I grow up (significant individuals) Moving on	Pride Week Summer Concert (family event) Graduation (family event)

***The topics serve as a guide and are flexible, adapting to the children’s interests and needs as they emerge.**

CURRICULUM ENRICHMENT (weekly)

Whole-school Assembly

Gym session

Art and Drama lesson

Music lesson

Food-making lesson (optional)

LIBRARY

Children of all classes receive one library book to read home weekly.

TIPS AND TIME OUTDOORS

Children spend at least 2.5 hours outside daily and have regular trips.

EXTRA-CURRICULAR ACTIVITIES

Nursery:

- Wetland Nature school x 1-2 times per academic year
- Nature Craft Workshops
- Dansehus
- Farm trip -1-2 times per academic year

Pre-school 1:

- Wetland Nature school x 1-2 times per academic year
- Ski school (organized by parents) – voluntary
- Nature Craft Workshops
- Literature House
- Dansehus
- Farm trip -1-2 times per academic year

Pre-school 2:

- Swimming school
- Friluftschole (optional)
- Ski school (organized by parents) – voluntary
- Wetland Nature school x 1-2 times per academic year
- Botanical garden and museum
- Opera and Ballet
- Literature House
- Nature Craft Workshops
- Farm trip -1-2 times per academic year

Transitions

FIP is a small pre-school where everyone gets to know everyone quickly. Upon acceptance of place, families are given the opportunity to meet the staff and see the Pre-School. This helps with the transition from home, or a current kindergarten to FIP.

Towards the end of the academic year Nursery and Pre School 1 children have a “moving up” session to see their new classrooms and get to know the new teachers and assistants. Pre School 2 return to Nursery to realise how much they have grown. Pre School 2 also have a theme called “Moving On”.

School Celebrations & Traditions

UN Day (family event)

FIP marks UN Day every year. FIP families are invited to attend this celebration and watch the children perform a few international songs before enjoying an international buffet of food, provided by the parents.

Happy Halloween

Traditionally FIP have a dress up day for Halloween. This event is for the children and staff only.

Winter Performance (family event)

The children perform a short collection of seasonal songs for parents, family, and friends. This is in the afternoon. Light refreshments are served.

End of Year Parties

Each class has a small end of year party. This is traditionally scheduled for the last week of each term.

FIP Celebration of Constitution Day: 17th May (family event)

Children and staff celebrate the rich diversity of cultures within our pre-school and take part in the lead-up to the 17th May festivities, paying their respects to Norway’s National Day. FIP families are invited to join the children in a parade around the neighbourhood in the afternoon.

Clean Up Day (family event)

Parents get together on a set date to improve/renovate the physical aspect of the school both in and outdoor. (e.g., painting indoor/outdoor, gardening, playground area mending furniture, general repairs etc.) Only one parent from each family is encouraged to participate as the children are not allowed to take part.

Summer Concert and Pre School 2 Graduation Ceremony (family event)

The children give a wonderful performance at the end of the school year. Children in Pre School 2 receive their graduation certificates. We bid them farewell as they move on to new schools.

Updated August 2024