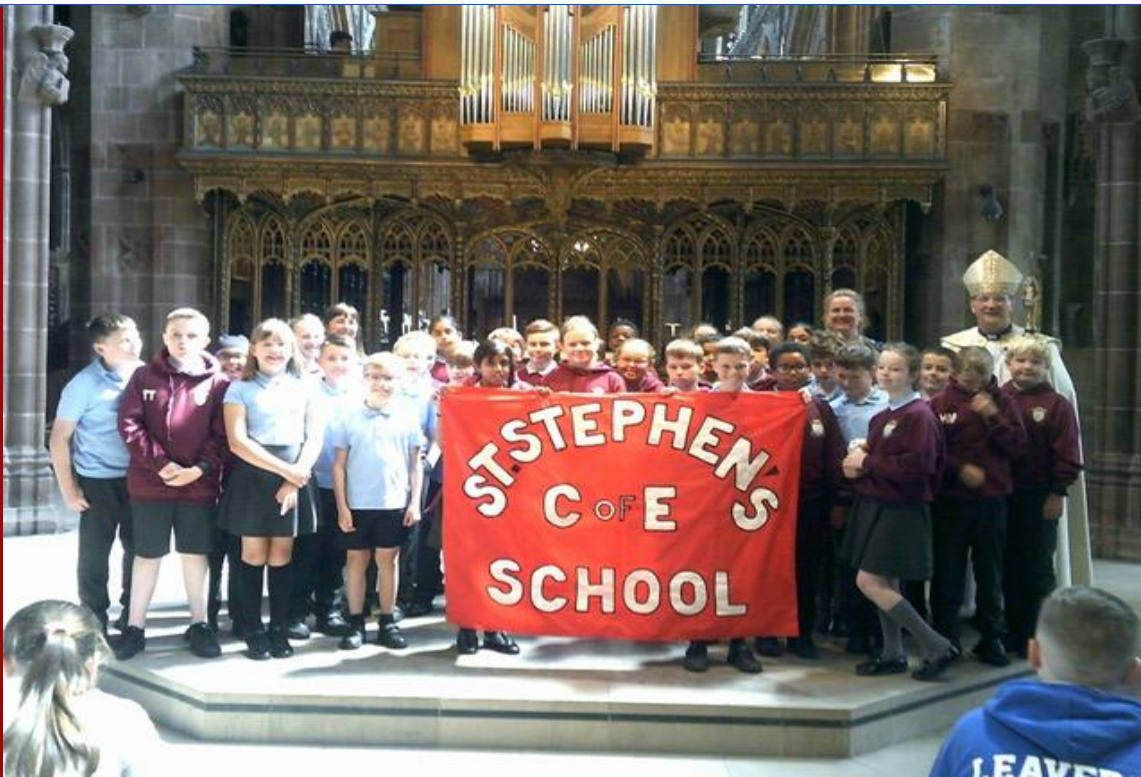
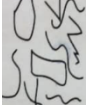
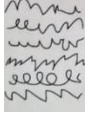

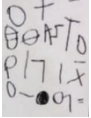
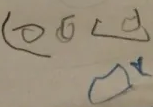


# Pre School Curriculum Overview



*“Learning, loving and growing; together as  
God’s children.”*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Super Duper You	Explore Autumn	Winter Wonderland	Growing & Changing	Traditional Tales	Summer Holiday
<b>Key Themes of topic</b>	Settling in, rules, routines, friends, we are unique, we are special, local community.	Discover how the world changes during autumn. Differences in the world at night compared to the day, importance of a good night sleep, discover what is happening at night, space.	Look at contrasting countries and understand how they are different. How do animals adapt and change to their habitat. Investigate how ice melts and the changing state of water.	Food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	Developing a love of stories and reading. Learn, retell and act out familiar and traditional tales	Discover what happens during the summer. Investigate what clothes we wear and why. Explore how to be safe in the sun. Learn about a different place near the sea. Discover how we can help ocean animals with less litter in the ocean.
<b>Key Texts</b>	Super Duper You Real Superheroes Supertato Owl Babies	Pumpkin Soup Diwali The Gruffalo Stick Man The Nativity story	Blue Penguin The little Penguin The Little Polar Bear	The Hungry caterpillar The Tiny Seed The Gigantic Turnip	Goldilocks and the Three Bears The Three Billy Goat's Gruff Chapatti Moon	The Snail & the whale Billy's Bucket Splash Duffy's Lucky escape
<b>Phonics</b>	<b>Phase 1 Aspect 1</b> Environmental sounds <b>Phase 1 Aspect 2</b> Instrumental sounds <b>Phase 1 Aspect 3</b> Body percussion <b>Phase 1 Aspect 4</b> Rhythm & Rhyme		<b>Phase 1 Aspect 4</b> Rhythm & Rhyme <b>Phase 1 Aspect 5</b> Alliteration <b>Phase 1 Aspect 6</b> Voice sounds Introduction to phonemes and graphemes using sound bags (1 sound per week)		<b>Phase 1 Aspect 5</b> <b>Alliteration</b> <b>Phase 1 Aspect 6</b> <b>Voice sounds</b> Phase 1 Aspect 7 Oral blending & segmenting	
<b>Maths</b>	Colours Matching Sorting	Number 1 Number 2 Subitising Counting Patterns	Number 3 Subitising Number 4 Composition of number Number 5	Number 6 Height & Length Mass Capacity	More/fewer One more One less 2d shape 3d shape	Number composition Night & Day Positional language
<b>English</b>	Book talk New vocabulary Meaningful print (Environmental, names on pegs, water bottles, trays etc) Early mark making with meaning		Book talk New vocabulary Print has purpose Write initial letters of name	Book talk New vocabulary Rhyme Page sequencing Writing some letters correctly	Book talk New vocabulary Read from left to right Read from top – bottom Syllables in words Name writing	Naming parts of a book Initial sounds Early writing

<p><b>Writing Progression</b></p>	<p>Explore making marks, Sometimes giving meaning to marks Random scribbling</p> 	<p>Cylindrical grasp (whole hand) Pre-writing shapes – circles, straight lines Draw basic pictures using circles and lines Use lines to look like writing. Scribble writing Left to right direction Begin to assign meaning. (Squiggle while you wiggle)</p> 	<p>Digital grasp Pre-writing shapes Write symbols and shapes that look like writing. Assign meaning to the marks Attempts to write initial letter of name (Squiggle while you Wiggle)</p> 	<p>Modified tripod grasp Prewriting shapes I talk about my writing and give meaning. Copy name (Squiggle while you Wiggle)</p> 		<p>Tripod grasp Write some letters correctly Write some or all of their name Apply knowledge of print to early writing (Squiggle while you Wiggle)</p> 
<p><b>Communication &amp; Language</b></p>	<p>Listening skills Songs &amp; rhymes New vocabulary</p>	<p>Stories ~ Listen and talk New vocabulary Using extended sentences 4 – 6 words Adding connectives such as 'because' and 'and'</p>	<p>Songs &amp; rhymes New vocabulary Talk about and re-tell familiar stories</p>	<p>New vocabulary Asking questions Answering questions Understanding questions</p>	<p>2 step instructions New vocabulary Turn taking Conversations</p>	<p>New vocabulary Discussions and points of view</p>
<p><b>Physical Development (Get Set 4 PE)</b></p>	<p>Steps and stairs Using cutlery and cups (spoon) Crossing legs Introduction to scissors Using large outdoor equipment Movement around outdoor area Dough Disco <i>Introduction to PE Unit 1</i></p>	<p>Self-care Hygiene Large movements using equipment and resources Snipping using scissors <i>Dance</i></p>	<p>Health &amp; wellbeing Dominant hand Dough Disco Cutting using scissors <i>Fundamentals 1</i></p>	<p>Pencil grip and control Cutting using scissors Dough Disco  <i>Ball skills Unit 1</i></p>	<p>Balancing &amp; riding Using one handed tools Cutting around a shape using scissors Dough Disco <i>Games Unit 1</i></p>	<p>Team work Competing against each other Understanding rules Cutting around a shape using scissors Dough Disco <i>Gymnastics</i></p>
<p><b>Understanding of the world</b></p>	<p>Ourselves Family Autumn seasonal changes</p>	<p>Space Senses ~ sight Day/night Light/dark Materials and their properties (shiny and dull) Forces (Gravity) Winter seasonal changes</p>	<p>Different settings (countryside/towns) Past and present (Historical stories and rhymes)</p>	<p>Farms Spring seasonal changes New life/Life cycles Senses Touch</p>	<p>Different countries Types of animals and their habitats Endangered animals Pollution in the ocean</p>	<p>Hot and cold climates What to wear Seaside places Summer seasonal changes</p>

<b>RE Curriculum (Questful RE)</b>	I'm Special Harvest	Diwali Hanukah Christmas	Stories Jesus told Chinese New Year	Easter Mothering Sunday	Special Places Eid	Special Times
<b>PSED (My Happy Mind)</b>	Getting ready for outdoor play (coat, wellies, shoes) Healthy Mind/Emotions <i>Meet your Brain</i>	Healthy Lifestyle/Good night's sleep <i>Meet your Brain</i>	Oral Health Keeping Clean <i>Celebrate</i>	How to eat Healthy <i>Appreciate</i>	Having a positive impact on the world around us <i>Relate</i>	Importance of Exercise <i>Engage</i>
<b>Expressive Arts and Design</b>	Lines and circles Details of face Experimenting with colour mixing Instrumental sounds Role play	Junk modelling making rockets Textures and materials Different ways of joining materials Body percussion Small world Loose parts Pitch & Tone	Drawing to represent ideas Making puppets Performing puppet shows/songs/stories	Observational paintings and drawings of flower Painting for meaning	Melody Complex and imaginary storytelling	Emotive drawings Creating own songs Instruments and emotions
<b>Seasonal Curriculum</b>	Autumn Baking Farm to Fork	Bonfire Night Remembrance Christmas Panto trip	Winter Safer Internet Day Valentine's Day	Spring Growing Plants World Book Day British Science Week	Summer Father's Day National Numeracy Day	World Environment Day World Oceans Day Sports Day
<b>Outdoor Learning</b>	Changes in the environment, knowledge of leaves and trees, colours in the environment; sounds in the environment; Animals in the local environment, hibernation, caring for the birds.		Bug Hotels, signs of Spring (buds, new growth), freezing and melting, evergreen and deciduous trees.	Sun Safety, mini beasts, den building, re-visit leaves on trees, floating and sinking, bark rubbing.		
<b>Assessment Opportunities</b>	Analyse Pre-school Assessments In house Baseline data on entry WellComm	On-going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation	Cluster moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings	Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings EOY data
<b>Parent Partnership</b>	Staggered Starts Home visits Tapestry Agreement Stay & Play Family photos Autumn Walk 	Nativity Parents' Evening Mini Reports Stay & Play Books at Bedtime Christmas Panto Trip	Maths workshop Share a story Stay & Play Share your celebrations	Parents Evening Mystery Readers Mini Reports Stay & Play Mother's Day Selfie	Mystery Readers Stay & Play Photos of Special Times	Sports Day EOY Reports Parents' Evening Holiday photos Stay & Play



Nursery ~ By the end of Nursery children can:	
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• To listen for short periods of time and answer questions about what they have learnt.</li> <li>• To listen to longer stories and talk about what they have read.</li> <li>• To join in with nursery rhymes and familiar stories and be able to recite a selection of simple poems and songs.</li> <li>• To notice and respond to sounds in the environment.</li> <li>• To be able to follow simple instructions.</li> <li>• To stop and listen when asked to by an adult.</li> <li>• Start a conversation with an adult or a friend and keep the conversation going.</li> <li>• To be able to express their own opinion and ask “why?” and give explanations.</li> <li>• To use longer sentences of 4-6 words using future and past tense (play, playing, played) and a range of connectives such as and, because.</li> <li>• To be able to talk about own experiences and retell a past event in the correct order.</li> <li>• To understand how objects are used.</li> <li>• To understand prepositions such as over, under, on top, behind.</li> </ul>
<b>Personal, Social, Emotional Development</b>	<ul style="list-style-type: none"> <li>• To be independent in play and choose the equipment they need.</li> <li>• To be able to follow routines and understand why they need to tidy up.</li> <li>• To become more outgoing with unfamiliar people and speak to visitors in school.</li> <li>• To cope with small changes to routine such as going to the hall, change of staff.</li> <li>• Play with one or more other children, share experiences and elaborate play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>• To talk about story characters, other children and how they are feeling.</li> <li>• To take turns and share with others.</li> <li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• To eat independently using a knife, fork and spoon.</li> <li>• To put on own coat, waterproofs, wellies and shoes.</li> <li>• To use the toilet on their own and wash and dry their hands.</li> <li>• To make healthy choices about food, drink, activity and tooth brushing.</li> </ul>

<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>● To be able to move in a variety of ways, balancing, riding scooters, trikes and bikes and go up steps and stairs, using alternate feet.</li> <li>● Runs with spatial awareness and negotiates space successfully.</li> <li>● To throw and catch a ball.</li> <li>● To walk down steps or a slope carrying an object with stability.</li> <li>● To run, skip, hop and stand on one leg and hold a pose (move and freeze).</li> <li>● To use large-muscle movements to create lines and circles; wave flags, streamers, paint and other mark making through squiggle opportunities.</li> <li>● To start playing group games which the children have made up.</li> <li>● To start playing in teams.</li> <li>● To be able to use and remember sequences and patterns of movements from familiar songs and rhythms.</li> <li>● To choose the resources they need and involve others to move large items and carry items safely.</li> <li>● To use one-handed tools safely e.g. making snips in paper.</li> <li>● To use a dominant hand and use an effective, comfortable grip when using a pencil or pen.</li> <li>● To use a range of tools and equipment including paintbrushes, scissors, hairbrushes, scarves or ribbons.</li> </ul>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>● Tell an adult what they have drawn or painted and squiggle using a range of shapes such as lines, circles, zig zags.</li> <li>● Recognise their own name and write some or all of the letters from their name.</li> <li>● Identify sounds in their own name and in other words.</li> <li>● Show an interest in illustrations and words in print and ascribe meaning to marks (signage).</li> <li>● Start to form identifiable shapes/letters/numbers and use mark making in play.</li> <li>● Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</li> <li>● Use mark making tools with five fingers or preferably two fingers and thumb for control.</li> <li>● Join in with rhymes and stories and fill in a missing rhyming word or predictable word in a story.</li> <li>● Identify rhymes and say a simple rhyming pair.</li> <li>● Hold a book, turn the pages and show an understanding of pictures and that, in English, print is read left to right.</li> <li>● Have a favourite book and talk about it to their friend.</li> <li>● Begins to understand how a story is structured and talk about events and characters in books.</li> <li>● Make suggestions about what might happen next in a story.</li> </ul>

<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Subitise objects up to 3</li> <li>• Recite numbers past 5, use them in their play and put some numbers in order.</li> <li>• Compare two small groups of up to 5 objects, say one number for each item in order up to 5.</li> <li>• Know that the last number reached when counting tells you how many there are.</li> <li>• Show numbers up to 5 using fingers.</li> <li>• Show an amount to match the numeral shown up to 5 and recognise numerals to 10.</li> <li>• Experiment recording with symbols, mark making and numerals by drawing lines and numbers.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Talk about amounts using language such as 'more than/fewer than', 'more/less'.</li> <li>• Talk about and explore 2d and 3d shapes (circles, rectangles, triangles, cubes and cuboids) and use informal and mathematical language such as sides, corners, straight, flat and round.</li> <li>• Understand position through words alone with no gestures.</li> <li>• Describe a familiar route and discuss routes and locations using words such as 'in front of' and 'behind'.</li> <li>• Compare objects using size (big/small), length (long/short), weight (heavy/light) and capacity (full/empty).</li> <li>• Select and combine shapes appropriately for building.</li> <li>• Talk about and identify patterns around them and use informal language such as 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns and notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events using 'first', 'then'.</li> <li>• Complete a simple jigsaw by themselves.</li> </ul>
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Begin to talk about of their own life, people who are in their family including people who don't live in their house.</li> <li>• Say who helps them in school, talk about someone who has a helpful job (nurse, vet, fireman, police) and what help they provide.</li> <li>• Talk about similarities and differences between families and people.</li> <li>• Explore how things work and ask questions about them.</li> <li>• Talk about how to plant seeds and care for them and understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the effect their behavior can have on the environment and the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about the different forces they can feel such as when they are snapping a twig, pushing a pram, pulling elastic, using magnets.</li> <li>• Talk about the differences between materials and the changes they notice when cooking or melting; sinking and floating; investigating shadows.</li> <li>• Learn new vocabulary and be able to use it during explorations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Talk positively about the differences between people, families and communities.</li> <li>• Talk about celebrations, cultural, religious and community events and experiences.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.</li> </ul>
<b>Expressive Art &amp; Design</b>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, make up stories and say which character they are playing, using objects and small world equipment appropriately</li> <li>• Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings or a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials with different resources such as glue and tape and explore creating with different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects in their drawing so that an adult can tell what it is.</li> <li>• Draw from imagination and observation with increasing complexity and detail. Draw a face/person with features.</li> <li>• Use drawing to represent an idea such as movement or sound.</li> <li>• Add details to show different emotions in their drawings and paintings like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing and be able to say what red/yellow, blue/yellow and red/blue make when mixed together.</li> <li>• Show different emotions in their drawings – happiness, sadness, fear etc. and look at the work of artists.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard and express their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person (pitch match).</li> <li>• Sing the melodic shape (moving melody, such as up and down or down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around a song they know.</li> <li>• Play an instrument loudly and play an instrument quietly.</li> </ul>