

Pre-School Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Title	All About Me	Celebrations	Traditional Tales	Journeys	Minibeasts	People Who Help Us
Enrichment	Harvest Singing to parents	Trip to the Post Office Visit from Father Christmas Party Day/ Christmas Singing to Parents Stay & Play Week Cooking: Pudsey Biscuits Snowman Biscuits	Planting spring bulbs. Cooking - porridge.	Visit from a Pirate – Pirate Day Pancake Day World Book Day Mother's Day Stay and Play Week Cooking Pancakes	Visit from Zoolab Visiting animals Easter Singing to Parents Butterfly hatching, tadpoles. Vegetable and flower growing and sensory herb garden along with wildlife area.	Visit from Police Visit from the Dentist Sports Day Graduation Teddy Bear's Picnic Stay & Play Week
Communication & Language • Listening, Attention and Understanding • Speaking	• Sounds, songs and rhymes to develop vocabulary and listening skills • Story time to encourage joining in and listening and attention • Following instructions to support self-regulation	• Sounds, songs and rhymes to encourage interest in play • Story time to encourage joining in • Following instructions – eg “put your toys away and we’ll read a book” • Encourage children in group time to use more complex sentences to link thoughts	• Sounds, songs and rhymes to encourage interest in play • Story time to encourage listening and responding to ideas and joining in • Following instructions – eg “put your toys away and we’ll read a book” • Encourage children in group time to use more complex sentences to link thoughts	• Sounds, songs and rhymes to encourage interest in play • Story time to encourage joining in • Following instructions – eg “put your toys away and we’ll read a book” • Encourage children in group time to use more complex sentences to link thoughts	Ask and answer questions about how to care for butterflies. • Sounds, songs and rhymes to encourage interest in play • Story time to encourage joining in • Following instructions – eg “put your toys away and we’ll read a book” • Encourage children in group time to use more complex sentences to link thoughts	To talk about own experiences. • Sounds, songs and rhymes to encourage interest in play • Story time to encourage listening and responding to ideas and joining in • Following instructions – eg “put your toys away and we’ll read a book” • Encourage children in group time to use more complex sentences to link thoughts
Physical Development • Gross Motor Skills	• Garden, playroom, Forest School and soft play area to encourage movement in a range	• Garden, playroom, Forest School, soft play area and P.E in the hall – to encourage moving	• Garden, playroom, Forest School, PE and soft play area – to encourage moving in a	• Garden, playroom, Forest School, PE and soft play area – to encourage moving in a	• Garden, playroom, Forest School, PE and soft play area – to encourage moving in a	• Garden, playroom, Forest School, PE and soft play area – to encourage moving in a

• Fine Motor Skills	of different ways. •Equipment such as pencils, scissors, threading activities to encourage control and co-ordination	in a range of different ways. •Equipment eg pencils, scissors. threading to encourage control and co-ordination	range of different ways. •Equipment eg pencils, scissors. threading pencils to encourage control and co-ordination and forming recognisable letters	range of different ways. •Equipment e.g. pencils, scissors. threading to encourage control and co-ordination pencils, scissors. threading	range of different ways. Draw and use small tools with greater care and accuracy. •Equipment eg pencils, scissors. threading to encourage control and co-ordination	range of different ways and negotiate space. Draw and use small tools with greater care and accuracy. •Equipment eg pencils, scissors. threading to encourage control and co-ordination and forming recognisable letters.
PSED (inc. RE) • Self-regulation • Managing self • Building relationships	•Separating from parents and carers •Learning boundaries and routines •General resources to encourage sharing and taking turns •Encouraging friendly behaviour, initiating conversations in order to foster good relationships. Circle games. •Health and Self Care – toilet to encourage independence, washing drying hands, dressing with help	•Role play area – Santa’s Workshop •Learning boundaries and routines •Stimulating resources to encourage sharing and taking turns •Encouraging friendly behaviour, to initiate conversations and form good relationships •Toilet – to encourage independence, washing/drying hands, dressing with help.	•Role play area – castles •Learning boundaries and routines •Stimulating resources to encourage sharing and taking turns •Encouraging friendly behaviour, to initiate conversations and form good relationships, joining in •Learning boundaries and routines (new chn) •Toilet – to encourage independence, washing/drying hands, dressing with help	•Role play area –pirate ship •Learning boundaries and routines •Stimulating resources to encourage sharing and taking turns •Encouraging friendly behaviour, to initiate conversations and form good relationships •Learning boundaries and routines (new chn) •General resources to encourage sharing and taking turns •Toilet – to encourage independence, washing/drying hands, dressing with help.	•Role play area – Minibeast den - How to care for Butterflies. Respecting all minibeasts •Learning boundaries and routines •Stimulating resources to encourage sharing and taking turns •Encouraging friendly behaviour, to initiate conversations and form good relationships •General resources to encourage sharing and taking turns •Toilet – to encourage independence, washing/drying hands, dressing with help	Teamwork •Role play area – classroom •Learning boundaries and routines •Stimulating resources to encourage sharing and taking turns •Encouraging friendly behaviour, to initiate conversations and form good relationships, joining in. Encourage independence, washing/drying hands, dressing with help.
Literacy	•Environmental Sounds •Clapping syllables in our names	•Dough Disco •Musical Instruments •Books rhymes, games and songs	•Jolly Phonics Letters & Sounds to begin •Wild Walk •Dough Disco	•Jolly Phonics •Wild Walk •Books rhymes and songs and games	•Jolly Phonics – letter fans •Wild Walk •Books rhymes and	•Jolly Phonics – Letter fans •Dough Disco/Write Dance

	•Books rhymes and songs •Listening to stories and joining in •Mark making resources, messy play & musical instruments Miffy Starts Nursery Nursery Rhymes: Incy Wincy Spider Hickory Dickory Dock 1,2,3,4,5 Baa Baa Black Sheep Twinkle Twinkle Jack and Jill Phonics Phase 1	•Self-registration – to recognise own name •Knock Knock Knock What's in the Box? •Silly Soup rhyming games Robin Red Vest Father Christmas on the Naughty Step Mog's Christmas Calamity The Dinsoaur that Pooped Christmas The Nativity Phonics Phase 1	•Self-registration – to recognise own name •Write Dance •Mark making – handwriting tracing patterns, messy play •Describing farmyard animals and sounds Red Riding Hood Goldilocks Hansel & Gretl Jack & The Beanstalk The Gingerbread Man The 3 Little Pigs Phonics Phase 1 & 2 for those ready	•Self-registration – to recognise own name •Listening to stories and joining in refrains and retell stories •Mark making – Write Dance and Dough Disco, handwriting patterns, messy play Up Up Up! The Journey Home from Grandpa's The Magic Train Ride We're Going on a Bear Hunt Whatever Next! Phonics Phase 1 & 2 for those ready	songs •Listening to stories and joining in refrains and retelling •Mark making – using chalks, paintbrushes, clipboards etc. Write Dance, Dough Disco •Self-registration to support recognising own name Agh! Spider! What the Ladybird Heard The Very Hungry Caterpillar Superworm! Phonics Phase 1 & 2 for those ready	•Books rhymes and songs •Self-registration – to recognise own name •Listening to stories and joining in refrains, recalling stories •Mark making – Write Dance/Dough Disco/ Handwriting tracing/Whiteboards Topsy & Tim Visit..... Doc McStuffins Phonics Phase 1 & 2 for those ready
Mathematics -Number -Numerical patterns	•Show an interest in shape by playing with shapes or making own arrangements to support number language and recognition, matching, comparison. •Games and books showing number names in sequence to	•Selects a small number of objects when asked. •Games and books to show number names in sequence •Singing songs using numbers •Size and shape activities – to compare and recognise	•Selects a small number of objects when asked. •Games and books to show number names in sequence •Singing songs using numbers •Size and shape activities – to compare and recognise	•Selects a small number of objects when asked. •Games and books to show number names in sequence •Singing songs using numbers •Size and shape activities – to compare and recognise	•Games and books to show number names in sequence and encourage use of positional language •Singing songs using numbers •Size and shape activities – to compare and recognise •Sorting activities – to	•Comparing 2 groups of objects and saying when they have the same number •Games and books to show number names in sequence •Singing songs using numbers •Size and shape activities – to compare

	support children's' interests and number language. •Singing nursery rhymes and songs using numbers •Size and shape – to encourage comparing and recognising •Sorting activities to develop ideas, make links	•Sorting activities – to encourage investigation •Construction activity to encourage an interest in shape •Talk about shapes and arrangements to develop mathematical language	•Sorting activities – to encourage investigation •Construction activity to encourage an interest in shape •Talk about shapes and arrangements to develop mathematical language	•Sorting activities – to encourage investigation •Construction activity to encourage an interest in shape •Talk about shapes and arrangements to develop mathematical language	encourage investigation •Construction activity to encourage an interest in shape •Talk about shapes and arrangements to develop mathematical language	and recognise •Sorting activities – to encourage investigation •Construction activity to encourage an interest in shape •Talk about shapes and arrangements to develop mathematical language
Understanding the World • Past and Present People, culture and Communities • The Natural World	•My family •Role play area to spark imagination and collaborative play as well as make connections •Garden area – planting to develop interest and discussion •Computers to encourage interest and skills •Group time – talking about people who are important to us to encourage language and introduce vocabulary	•Small world play •Role play area •Garden area – planting to notice details in the environment •Computers to support basic skills in operating ICT equipment •Interactive activities using natural objects & Winter Walk to encourage conversation and questions about the changing seasons	•Garden pond – to show care & concern for living things •Role play area •Garden area – planting to notice details in the environment •Computers to support basic skills in operating ICT equipment •Interactive activities using natural objects to encourage conversation and questions about the changing seasons •Group time – to talk about different things that have been observed	•Small world play •Role play area •Garden area – planting to notice details in the environment •Computers to support basic skills in operating ICT equipment •Interactive activities using natural objects to encourage conversation and questions about the changing seasons •Group time – to talk about different forms of transport	Minibeasts and habitats. How minibeasts change as they grow. •Small world play – to encourage vocabulary •Role play area – minibeast den •Garden area – planting to notice details in the environment, new pond for tadpoles •Computers to support basic skills in operating ICT equipment •Interactive activities to encourage conversation and questions about minibeasts •Group time – to talk about different minibeasts	•Role play area – dressing up PWHU •Garden area – planting to notice details in the environment •Which people help us? What do they do? How do they keep us safe? •Group time – talking about things that have been observed.
Expressive arts	•Singing favourite	Develops narrative in	Develops narrative in	Develops narrative in	Develops narrative in	Develops narrative in

and design • Creating with materials • Being imaginative and expressive	songs to encourage language • Role play based on own first-hand experiences to support imaginative play • Dancing and ring games to encourage joining in <u>Art:</u> All About Me Portraits Messy Play with water, foam, sand, rice, pasta etc. <u>D&T:</u> Junk Modelling Construction area <u>Music:</u> Playing musical instruments Learning Harvest Songs	play. Uses construction materials to build. Captures experiences and responses with a range of media. Explores different sounds of instruments. Singing and dancing. <u>Art:</u> Firework pictures: chalk, paints, pastels Firework splatter painting Pasta Necklaces. Christmas cards Christmas baubles Messy Play with water, foam, sand, rice, pasta etc. <u>D&T:</u> Junk modelling. Construction area <u>Music:</u> Play instruments to Christmas songs Learning Christmas songs.	play. Manipulate materials and media to create different effects. Captures experiences and responses with a range of media. <u>Art:</u> Creating resources for role play area Make simple observational drawings. Messy Play with water, foam, sand, rice, pasta etc. <u>D&T:</u> Small and large construction using junk modelling and construction area resources <u>Music:</u> Musical Instruments Singing and Dancing	play. Captures experiences and responses with a range of media. <u>Art:</u> Easter cards Creating resources for role play area Making observations and simple drawings Messy Play with water, foam, sand, rice, pasta etc. <u>D&T:</u> Making pancakes Using technology to capture natural processes observed (ipad cameras & software) <u>Music:</u> Musical Instruments Singing and Dancing Learning Easter Songs	play. Develop own ideas and make decisions about how media and materials can be combined and changed. Captures experiences and responses with a range of media. Discusses strengths of own and other's work. <u>Art:</u> Choosing media for mark making activities. Make simple observation drawings of minibeasts Messy Play with water, foam, sand, rice, pasta etc. <u>D&T:</u> Small and large construction using junk modelling and construction area resources <u>Music:</u> Musical Instruments Singing and Dancing	play. Uses construction materials to build. Develop own ideas and make decisions about how media and materials can be combined and changed. Discusses strengths of own and other's work. <u>Art:</u> Choosing media for mark making activities. Mixing colours. Messy Play with water, foam, sand, rice, pasta etc. <u>D&T:</u> Design and construction using junk modelling. Working as a team to solve problems. <u>Music:</u> Musical Instruments Singing and Dancing
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