



# Preschool Curriculum Overview 2022-23

	Term 1	Term2	Term3	Term 4	Term 5	Term 6
Topic	Colours	Celebrations	Winter time	New life	All about me	All around the world
	Red/ Blue/ green/ yellow/ Brown/ black and white / Night time	Diwali/ Harvest/ Autumn/ (Healthy eating)/ Christmas	Winter/Weather/ Chinese new year/ Farms and Farming <i>(Tiger who came to tea/Pete the Cat-response to childrens interest!)</i>	Babies/Tadpoles/ Birds/growing Easter	Senses/Healthy Eating/staying healthy /staying safe /Road safety	Bugs and beetles/ Jungles/Recycling /Seaside/ Fairy tales
UTW- People & Communities/ The world/ Technology Geography History	<p>Enjoys pictures and stories about themselves, their families and other people.</p> <p>Matches parts of objects that fit together, e.g. puts lid on teapot. <i>Matching correct object to Colour table</i></p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy</p>	<p>Has a sense of own immediate family and relations</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Recognises and</p>	<p>Notices detailed features of objects in their environment.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Developing an understanding of growth, decay and changes over time</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Learns that they have similarities and differences that connect them to, and distinguish them from others.</p> <p>Shows interest in different occupations and ways of life</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and</p>	<p>Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>Shows care and concern for living things and the environment.</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p>



	or pulls back on a friction car.	describes special times or events for family or friends			differences in relation to friends or family.  Recognises and describes special times or events for family or friends.	Aware that some devices are protected by passwords to keep them safe.
Expressive Arts and Design & Being Imaginative Exploring and using media and materials	Use various construction materials. Explore colour and how colours can be changed Sing a few familiar songs	Explore and learns how sounds can be changed Tap out simple repeated rhythms Enjoy joining in with dancing and ring games	Begin to move rhythmically. Imitate movement in response to music.	Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Join construction pieces together to build and balance.  Begin to be interested in and describe the texture of things.	Realise tools can be used for a purpose. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects
Expressive Arts and Design & Being Imaginative Being Imaginative	Create movement in response to music. Sing to self and makes up simple songs	Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there	Engages in imaginative role-play based on own first-hand experiences	Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'	Use available resources to create props to support role-play.	Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
PSED: PSHE These prime areas are central to	Making Relationships  Children starting to be interested in others' play and starting to join in.		Self Confidence and Self Awareness  Learning to separate from main Carer.		Managing Feelings and behaviour  Can seek comfort from a familiar adult when needed.	



<p>early years practice and are embedded into all activities during the preschool day. The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.</p>	<p>Seeking out others to share experiences.</p> <p>Show affection and concern for people who are special to them.</p> <p>Starting to form friendships with peers. Learning to share resources and experiences. Starting to play in a group extending ideas and developing role play games with other children</p> <p>Getting to know adults and preschool routines</p> <p>Recognising feelings (what makes you and others feel happy, sad, angry)</p>	<p>Starting to express own preferences and interests.</p> <p>Learn to select own resources</p> <p>Develop confidence to ask others for help.</p> <p>Value and welcome praise for what they have done.</p> <p>Enjoy responsibility and carry out small tasks</p> <p>Start to describe themselves in positive terms</p>	<p>Can express their own feelings such as sad, happy, cross, scared or worried.</p> <p>Learns to accept the feelings and wishes of others.</p> <p>And become aware that some actions can hurt or harm others.</p> <p>Can help or give comfort when others are distressed.</p> <p>Shows understanding of boundaries and routines within Pre school.</p> <p>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>
<p><b>Physical Development</b></p> <p>PRIME AREA (Aspects of this area are embedded into every Pre-school</p>	<p><u>Moving and Handling</u></p> <p>Moves confidently around the setting and uses the Preschool equipment in a variety of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skillfully and negotiates space successfully, adjusting speed or</p>	<p><u>Health and Self care</u></p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Becoming independent with toileting</p>	



session and are repeated and revisited -often following the children's interests, to ensure the children are confident in these essential skills.)	direction to avoid obstacles.		
	Can stand momentarily on one foot when shown.		
	Can catch a large ball.		
	Draws lines and circles using gross motor movements.		
	Developing balance and pedaling skills with regular Bike Days.		
	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.		
	Holds pencil between thumb and two fingers, no longer using whole-hand grasp and developing good control		
	Can copy some letters, e.g. letters from their name		
	Manages washing and drying own hands and understands the need for hand-washing to stay healthy.		
	Understanding personal change what do we need to help us grow. (Healthy eating /good sleep patterns and exercise.)		
	Knowing what makes each of us unique and special, Brushing teeth, Hygiene, Being aware of body needs		
	Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.		
	Selects and puts on own shoes		
	<u>Developing Risk Management: Keeping safe - People who help us:</u>		
	Fire Safety, road safety, sun smart, safe use of medicines, taking responsibility for themselves, know what adults are responsible for.		
	Internet Safety; Passwords/Access codes, PINS		
Communication and Language	Listening and Attention	Understanding	Speaking
Prime Area (Aspects of this	Children learn to listen to others one to one or in small groups, when conversation interests them.	Children are starting to identify action words by pointing to the right picture, e.g., "Who's jumping?"	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.



<p>area are embedded into every Pre-school session and are repeated and revisited -often following the children's interests, to ensure the children are confident in these essential skills.)</p>	<p>They begin to listen to stories with increasing attention and recall.</p> <p>Children are able to join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>They begin to focus attention - still listen or do, but can shift own attention.</p> <p>Children are able to follow directions (if not intently focused on own choice of activity).</p>	<p>Understand more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i></p> <p>Understand 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>).</p> <p>Children start to develop understanding of simple concepts (e.g. <i>big/little</i>) Understands use of objects (e.g. <i>"What do we use to cut things?"</i>)</p> <p>Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand 'why' and 'how' questions</p>	<p>Holds a conversation, jumping from topic to topic.</p> <p>Learns new words very rapidly and is able to use them in communicating.</p> <p>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>'I have it'</i>.</p> <p>Uses a variety of questions (e.g. <i>what, where, who</i>).</p> <p>Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>)</p> <p>Beginning to use word endings (e.g. <i>going, cats</i>).</p> <p>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>Can retell a simple past event in correct order (e.g. <i>went downslide, hurt finger</i>).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</p> <p>Uses a range of tenses (e.g. <i>play, playing, will</i></p>
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					play, played).	
Literacy	Children are encouraged to develop a love of books/ reading and writing from an early age. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. We aim to provide enjoyable engaging, purposeful and creative experiences through talking, singing, playing, reading and writing.		Enjoy sharing books with an adult. <ul style="list-style-type: none"><li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone</li><li>• print has meaning</li><li>• print can have different purposes</li><li>• we read English text from left to right and from top to bottom</li><li>• the names of the different parts of a book</li><li>• page sequencing</li></ul> Start to experience some phonics training - i.e. listening for the sound at the start of their own name.		<ul style="list-style-type: none"><li>• Add some marks to their drawings, which they give meaning to e.g "That says mummy."</li><li>• Make marks on their picture to stand for their name.</li><li>• Use some of their print and letter knowledge in their early writing. Writing 'm' for mummy.</li><li>• Write some or all of their name.</li><li>•</li></ul>	
Mathematics	Shape Space and Measure Shows an interest in shape and space by playing with shapes or making arrangements with objects.	Uses positional language  Pattern matching - Red Rose maths	Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Uses shapes appropriately for tasks.	Shows interest in shapes in the environment Shape of the week And Shape scavenger hunts	Shows interest in shape by sustained construction activity or by talking about shapes or arrangements	
	Number Uses some number names and number language spontaneously. Uses some number names accurately in play.	Recites numbers in order to 10. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	Knows that numbers identify how many objects are in a set. Realises not only objects, but anything can be counted, including steps, claps or jumps.	Shows curiosity about numbers by offering comments or asking questions.	Sometimes matches numeral and quantity correctly Compares two groups of objects, saying when they have the same number. Shows an interest in	Beginning to represent numbers using fingers, marks on paper or pictures Shows an interest in representing numbers Number of the week/ Number scavenger



					numerals in the environment Numberblocks tv	hunts
RE	Harvest festival celebration with school	Diwali Story  Christmas story Christmas performance songs and	Noah's Ark Chinese New Year	Easter story	Church work-shop session (SATS week)	Values -Sharing "Handas surprise" - gifts for friends. How others live.
MFL	<p>Preschool children learn simple familiar songs throughout the school year.</p> <p>We aim to expose children to MFL greetings at registration time Hello or good morning in Spanish, French, German,</p> <p><i>Kidslingo</i> sessions 1 per term to teach Spanish; greetings, Numbers, Colours; Fruit; Instructions and Pets using Makaton and simple songs and games.</p>					
British Values	<u>Democracy</u> - Children self-register using name cards Children self-initiate activities and often choose a partner to play or work with.	<u>Democracy</u> - The children's views are important and are taken into account within the setting. They can say when they do or don't need help.  <u>Rules of Law</u> - Play co-	<u>Democracy</u> - Children are given opportunities to develop enquiring minds in an environment where questions are valued.	<u>Democracy</u> - Children influence the content of the class stories and songs.	<u>Democracy</u> - Children to have the opportunity to make decisions in selecting their activity and resources either indoors or outdoors.  <u>Rules of Law</u> -	<u>Democracy</u> - Children have choices to make in terms of instruments and role play they use. Recognise people have different opinions and views.  <u>Rules of Law</u> -





	<p><u>Rules of Law</u> - "Good" Classroom rules are agreed and children follow them.</p> <p><u>Individual Liberty</u> - Reflect and embrace other people's similarities and differences.</p> <p><u>Respect and Tolerance</u> - A diversity of resources including dressing up clothes, left and right handed scissors and multicultural displays. These will challenge</p>	<p>operatively by taking turns with others. Use of Sand timer to encourage fair sharing.</p> <p><u>Individual Liberty</u> - engage in activities to promote confidence and a positive wellbeing.</p> <p><u>Respect and Tolerance</u> - Respond positively to what others say and do.</p>	<p><u>Rules of Law</u> - Promoting values and rules with the individual child's family and home.</p> <p><u>Individual Liberty</u> - Children are actively encouraged to make choices, knowing they are in a safe and supported setting.</p> <p><u>Respect and Tolerance</u> - Children are aware of the diversity within their local community. Understand why rules must be followed and</p>	<p><u>Rules of Law</u> - Everyone has the right to take part in games and others must value their participation.</p> <p><u>Individual Liberty</u> - Children have the freedom to choose which role in the game they are confident to perform in.</p> <p><u>Respect and Tolerance</u> - A variety of themes to challenge gender, cultural and racial stereotyping.</p>	<p>Follow rules to use tools safely and negotiate apparatus.</p> <p><u>Individual Liberty</u> - Allow children to take risks within a controlled environment.</p> <p><u>Respect and Tolerance</u> - Value other children's talents and space.</p>	<p>Use tools and equipment safely by following clear guidelines and rules.</p> <p><u>Individual Liberty</u> - Children have freedom of choice to express their personal creativity.</p> <p><u>Respect and Tolerance</u> - Resources and experiences to promote understanding and tolerance of the multicultural society in which we live.</p>
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	gender, cultural and racial stereotyping. Respect for the environment and other cultures.		adjust behaviour appropriately to different situations. Children know that some behaviour is unacceptable			
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