

LITTLE PROMISES

Preschool Curriculum Overview

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Little Promises Curriculum Overview









St Mary's is a GOOD school
'It is vibrant, purposeful and cohesive. It is a place where children want to learn.'
OFSTED 2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes of Topic	Settling in, rules, routines, friendships. All About Me and Autumn	Autumn, Winter and Celebrations	Celebrations	Planting and Growing	Fairytales/ Pirates	Summer and Under the Sea
Key Texts	1.The colour Monster 2. The Colour Monster Goes to School 3. Big Feelings 4. What will I be? 5. Worrysaurus 6.Super Duper You 7.Owl Babies	1. Room on the Broom 2. Stickman 3.The Nativity Story	1. Chapatti Moon 2. The Tiger Who Came to Tea 3. The Gruffalo	1.The Hungry Caterpillar 2. The Tiny Seed 3. The Enormous Turnip	1. The Little Red Hen 2. The Gingerbread Man 3. Goldilocks and the Three Bears	1. Commotion in the Ocean
English Theme	Information Text All about Me	Stories by the same author	Stories with a familiar setting	Stories with a theme	Traditional Tales	Poetry
Phonics	• Engage in extended conversations about stories, learning new vocabulary • Develop phonological awareness - a. Spot and suggest rhymes b. Count or clap syllables c. Recognise words with same initial sound Autumn: • Listen attentively • Enlarge their vocabulary • Environment sounds - Identify different sounds around • Instrumental sounds - Use instruments to make different sounds and patterns • Body percussion - Use body to make different sounds and patterns • - Rhythm Recognise rhythm in spoken word		• Body percussion - Use body to make different sounds and patterns • Rhythm - Recognise rhythm in spoken word • Rhyme - Show awareness of rhyme • Alliteration - Show awareness of alliteration • Voice sounds - Speak confidently • Oral Blending - Discriminate phonemes – blend the sounds in simple words (audibly in order)		• Rhythm - Recognise rhythm in spoken word Rhyme - Show awareness of rhyme • Alliteration - Show awareness of alliteration. Hear and say initial sounds in words (40/60 months) • Oral Blending - Discriminate phonemes – blend the sounds in simple words (audibly in order) • Oral Segmenting - Discriminate phonemes – segment the sounds in words (use sound talk)	
Maths (Whiterose Maths)	**Comparison 1 **Shape, Space and Measure 1 **Pattern 1 **Counting 1 **Counting 2	**Subitising 1 **Pattern 2 ** Shape, Space and Measure 2 **Subitising 2	**Counting 3 **Shape, Space and Measure 3 **Pattern 3 **Counting 3 ** Shape, Space and Measure 3	**Pattern 3 **Counting 4 ** Shape, Space and Measure 4 ** Subitising 3 **Comparison 2 **Pattern 4	**Shape, Space and Measure 5 **Pattern 5 **Subitising 4 **Counting 5	**Pattern 6 **Counting 6 **Comparison 3

Writing Progression	*Explore making marks, *Sometimes giving meaning to marks *Random scribbling	*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.	*Digital grasp *Pre-writing shapes *Write symbols and shapes that look like writing. *Assign meaning to the marks *Attempt to write initial letter of name	*Modified tripod grasp *Prewriting shapes *Talk about and give meaning to marks *Copy name		*Tripod grasp *Write some letters correctly *Write some or all of their name *Apply knowledge of print to early writing
Communication and Language	*Listening Skills *Songs & Rhymes *New Vocabulary	*Listen and Talk- Stories *New Vocabulary *Extended Sentences	*Songs & Rhymes *New Vocabulary *Talk about and re-tell familiar stories	*New Vocabulary *Asking, Answering and Understanding questions	*2 step instructions *New Vocabulary *Turn taking *Conversations	*New Vocabulary *Discussions and points of view
Physical Development	*Steps and Stairs *Using cutlery and cups *Crossing legs *Introduce scissors *Dough Disco *P.E with EYFS class	*Self-care *Hygiene *Large movements *Snipping using scissors *Dough disco *P.E with EYFS class	*Health and Wellbeing *Dominant hand *Cutting with scissors *Dough disco *P.E with EYFS class	*Pencil grip and control *Cutting using scissors *Dough disco *P.E with EYFS class	*Balancing and riding *Using one handed tools *Cutting around shapes *Dough disco *P.E with EYFS class	*Team work *Competing against others *Understanding rules *Cutting around shapes *Dough disco *P.E with EYFS class *Sports day with EYFS Class
Understanding of the World	All about me, Ourselves Family Seasonal Changes	Autumn, Winter and Celebrations	Celebrations Places in the UK (England, Scotland, Wales and Northern Ireland	Planting and Growing Seasonal Changes New Life-Life-Cycles Senses	Fairytales/ Pirates Different Countries	Summer Under the Sea Seaside places Hot and Cold What to wear
R.E Curriculum						
Expressive Arts and Design	*Lines and circles *Details of face *Experimenting with colour mixing *Instrumental sounds	*Junk-Modelling *Textures and Materials *Different ways of joining *Body percussion	*Drawing to represent ideas *Puppets *Performing *Role-play	*Observational paintings and drawings *Painting for meaning	*Melody *Complex and imaginary storytelling	*Emotive drawings *Creating own songs *Instruments and emotions

	*Role-play	*Small World *Pitch and Tone *Role-play				
Music	Getting to know me	Familiar songs	Movement and dance	Music from around the world	Environmental sounds	Let's move!
French	Greetings and names	Colours through play and arts	Numbers 1-5	Animals and animal sounds	Family and people who help us	Songs and stories
Seasonal	Minibeasts Week (28.9) Autumn Baking Dinosaur Week (12.10) Space Week (19.10)	Bonfire Night (2.11) Bird Watching Week (9.11) Remembrance (11.11) Traditional Tales Week (23.11) Christmas	Winter and Snow Week (4.1) Arctic Animal Week (11.1) People who help us Week (18.1) Chinese/ Lunar New Year (1.2) Safer Internet Valentine's	Spring World Book Day (1.3) Growing and Planting Week (8.3) Bee Week (15.3) Butterfly & Life-Cycle Week (22,3) British Science Week	Summer Earth Day and Recycling Week (19.4) Healthy Eating Week (17.5) Sports and Movement Week (24.5) National Numeracy Day (19.5)	Seaside Week (7.6) Camping Adventure Week (14.6) Father's Day (20.6) Safari Animal Week (21.6) Water Play Week (28.6) Teddy Bear's Picnic Week (12.7) Sports Day
Parent Partnership	Seesaw Agreements Stay and Play Family Photos Autumn Walk	Parent's Evening Nativity Stay and Play Christmas Trip	Reading Café Stay and Play	Reading Café Parent's Evening	Reading Café Stay and Play	End of Year reports Sports Day Stay and Play

Pre-School - By the end of Pre-School Children can:	
Communication & Language	<u>Listening, Attention and Understanding:</u> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time. • Understand a question or instruction that has two parts. • Understand 'why' questions. <u>Speaking</u> • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication. • Use longer sentences of 4-6 words. • Be able to express a point of view and to debate when they disagree with an adult or a friends, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play.
Personal, Social, Emotional Development	<u>Self-Regulation</u> • Show more confidence in new social situations. • Talk about their feelings using words like 'happy', 'sad' or 'worried'. <u>Managing Self</u> • Select and use activities and resources, with help when needed. This will help us to achieve goals. • Find solutions to conflicts and rivalries. • Increasingly follow rules and understand why the are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Be increasingly independent in meeting their own needs. • Make healthy choices with food and drink. <u>Building Relationships</u> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people in the context of their own setting.

	• Play with one or more children, extending and elaborating play ideas. • Talk with others to solve conflicts. • Understand gradually how others might be feeling.
Physical Development	<u>Gross and Fine Motor Skills</u> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps or climb up apparatus using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game. • Use large-muscle movements to wave, paint and make marks. • Start taking part in some group activities which can be made up themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. • Choose the right resources to carry out their own plan. • Collaborate with others to manage large items. • Use one handed tools and equipment. • Use a comfortable grip with good control. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed.
Literacy	<u>Word Reading</u> • Develop their phonological awareness, so they can: - spot and suggest rhymes - count and clap syllables in a word - recognise words with the same initial sounds <u>Comprehension</u> • Understand the 5 key concepts about print • Print has meaning • The names of different parts of a book • Print can have different purposes • Page sequencing • We read English text from left to right and from top to bottom.

	• Engage in extended conversations about stories, learning new vocabulary. <u>Writing</u> • Use some of their print and letter knowledge in their early writing. • Write some or all of their name. • Write some letters accurately.
Maths	<u>Number</u> • Develop fast recognition of up to 3 objects, without having to count them individually. • Recite numbers past 5 • Say one number for each item in order: 1, 2, 3, ,4 ,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total. • Show 'finger numbers' up to 5. • Link numerals and amounts. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language 'more than, fewer than'. <u>Shape, Space, Measure, Pattern and Sorting</u> • Talk about and explore 2D and 3D shapes, using informal and mathematical language. • Understand position through words alone with no pointing. • Describe a familiar route. • Discuss routes and locations, using words: 'in front of and behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately. • Combine shapes to make new ones. • Talk about and identify the patterns around them. • Extend and create ABAB patterns. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first, then'.
Understanding of the World	<u>Historical Development within Understanding of the World</u> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties.

	• Talk about what they see, using a wide vocabulary. • Understand the key features of the life cycle of a plant and an animal. • Begin to make sense of their own life-story and family's history. • Continue developing positive attitudes about the differences between people. • Show interest in different occupations. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <u>Geographical Development within Understanding of the World</u> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Continue developing positive attitudes about the differences between people. • Show interest in different occupations. • Begin to understand the need of respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <u>Scientific Development within Understanding of the World</u> • Begin to make sense of own life-story and family's history. • Continue developing positive attitudes about the differences between people. • Understand the key features of a life-cycle of an animal and a plant. • Explore collections of materials with similar and/or different properties. • Being to understand the need to respect and care for the natural environment and all living things. • Plant seeds and care for growing plants. • Know that there are different countries in the world and talk about the difference they have experienced or seen in photographs. • Use all our senses in hands-on exploration of natural materials. • Talk about the differences between materials and changes they notice. • Explore how things work. • Explore and talk about different forces they can feel. • Show interest in various different occupations.

	<u>Computing Development within Understanding of the World</u> • Talk about what they see, using a wide vocabulary. • Explore how things work.
Expressive Arts & Design	<u>Artistic Development within Expressive Arts and Design</u> • Draw with increasing complexity and detail. • Use drawing to represent ideas like movement or loud noises. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings. • Explore colour and colour-mixing. <u>DT Development within Expressive Arts and Design</u> • Make imaginative and complex 'small worlds' with blocks and construction kits. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their ideas and then decide which materials to use and to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail. • Use drawing to represent ideas like movement or loud noises. <u>Musical Development within Expressive Arts and Design</u> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person. • Sing the melodic shape of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. <u>Being Imaginative within Expressive Arts and Design</u> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Play instruments with increasing control to express their feelings and ideas.

	• Create their own song or improvise a song around one they know. • Develop their ideas and then decide which materials to use and to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings. • Explore colour and colour-mixing. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment.